# Feinstein School of Education and Human Development

Undergraduate Degree Programs

(*see also* Undergraduate Certificate Programs (p. 52))

Gerri August, Co-Dean

Julie Horwitz, Co-Dean

Lisa Owen, Associate Dean

|  |  |  |
| --- | --- | --- |
|  | **Degree** | **Concentration** |
| Community Health and Wellness (p. 141) | B.S. | Community and Public Health Education |
|  |  | Health and Aging |
|  |  | Recreation and Leisure Studies |
|  |  | Wellness and Movement Studies |
|  |  | Women’s Health |
| Early Childhood Education (p. 144) | B.S. | Concentration in Teaching(Certification for PreK–Grade 2) |
|  | B.S. | Concentration in Community Programs |
|  | B.S. | Concentration in Birth to Three |
|  | **Degree** | **Content Major** |
| Elementary Education (p. 149) | B.A. | English (Certification for Grades 1–6) |
|  | B.A. | General Science (Certification for Grades 1–6) |
|  | B.A. | Mathematics (Certification for Grades 1–6) |
|  | B.A. | Multidisciplinary Studies (Certification for Grades 1–6) |
|  | B.A. | Social Studies(Certification for Grades 1–6) |
|  | | |
|  | **Degree** | **Major** |
| Health Education (p. 155) | B.S. |  |
| Physical Education (p. 157) | B.S. |  |
| Secondary Education (p. 160) | B.A. | Biology |
|  | B.A. | Chemistry |
|  | B.A. | English |
|  | B.A. | General Science |
|  | B.A. | History |
|  | B.A. | Mathematics |
|  | B.A. | Physics |
|  | B.A. | Social Studies |
| Special Education (p. 166) | B.S. | Mild/Moderate Disabilities, Elementary School Level |
|  | B.S. | Mild/Moderate Disabilities, Secondary School Level |
|  | B.S. | Severe Intellectual Disabilities, Ages Three to Twenty-One |
|  | B.S. | \*Deaf/Hard of Hearing, Ages Three to Twenty-One |
|  |  | *\*Pending RIDE approval.* |
|  | **Degree** | **Teaching Concentration** |
| Technology Education (p. 171) | B.S. | Concentration in Teaching |
|  | B.S. | Concentration in Applied Technology |
| World Languages Education  (p. 172) | B.A. | French, Portuguese, Spanish |
| Youth Development (p. 176) | B.A. |  |

Note: For undergraduate art and music teacher certification programs, see Art Education B.S. (p. 75), Art Education B.F.A. (p. 76) or Music B.M.-with concentration in Music Education (p. 119) under Faculty of Arts and Sciences.

Also Note: Honors programs are offered in early childhood, elementary, secondary, and special education. A minor is offered in coaching. A specialized program is available in adapted physical education, and an endorsement program is available in middle-school education.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education requirements, (2) the college writing requirement, (3) the college mathematics competency, and (4) the course requirements listed under each program.

For more details on graduation requirements, see Academic Policies and Requirements (p. 23).

Minors

Educational Studies

Graduate Degree Programs

(*see also* Graduate Certificate Programs (p. 54))

|  |  |  |
| --- | --- | --- |
| **Major** | **Degree** | **Concentration** |
| Advanced Studies in Teaching and Learning (p. 140) | M.Ed. |  |
| Counseling (p. 143) | M.A. | School Counseling *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Counseling (p. 143) | M.S. | Clinical Mental Health Counseling |
| Early Childhood Education (p. 146) | M.Ed. |  |
| Education Doctoral Program (p. 147) | Ph.D. |  |
| Educational Leadership M.Ed. (p. 148) | M.Ed. | *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |

## Secondary Education

**Department of Educational Studies**

**Department Chair:** Gerri August

**Secondary Education Program Faculty: Professors** August, Bigler, Bogad, Cvornyek, Horwitz, Johnson, La Ferla, McLaughlin Jr.; **Associate Professors** Brell Jr., Christy, Guilbault, McKamey, Tiskus, Williams; **Assistant Professors** Basile, Benson, Blankenship, Caswell, Hesson, Kraus, Shipe, Sox

Students **must** consult with their assigned advisor before they will be able to register for courses.

Secondary Education B.A.

Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in all teacher education courses.

3. A satisfactory GPA in the major area.

4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

If a student’s GPA falls below the minimum 2.75, or if the required GPA in the major falls below the minimum, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SED 406 | Instructional Methods, Design, and Technology | 3 | F, Sp |
| SED 407 | Instructional Methods, Design, and Literacy | 3 | F, Sp |
| SED 411 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 412 | Field Practicum in Secondary Education | 2 | F |
| SED 421 | Student Teaching in the Secondary School | 10 | Sp |
| SED 422 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

SED 411: To be admitted into SED 411 and SED 412, students must submit passing scores for both the Praxis II content tests and the Praxis II: Principles of Learning and Teaching Tests.

SPED 433: Students electing a teaching concentration in special education are not required to take SPED 433.

See Secondary Education Majors and Concentrations (p. 160) for further requirements.

Total Credit Hours: 34

### Secondary Education Majors and Concentrations

Undergraduate students planning to teach in the secondary school—grades 7–12—also major in one of the following areas: biology, chemistry, English, general science, history, mathematics, physics or social studies. See course requirements for these majors on the following pages. A teaching concentration in special education may be chosen **in addition** to one of these majors. See course requirements for the teaching concentration in special education (p. 167).

Biology Major

Students electing a major in Biology apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Biology certification:

Requirements

Biology

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
| BIOL 213 | Introductory Physiology of Plants and Animals | 4 | Sp |
| BIOL 221 | Genetics | 4 | F |
| BIOL 318 | Ecology | 4 | F |
| BIOL 320 | Cell and Molecular Biology | 4 | Sp |
| BIOL 348 | Microbiology | 4 | F, Sp, Su |
| BIOL 491-494 | Research in Biology | 1-4 | F, Sp, Su |

Chemistry

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | F, Sp, Su |
| CHEM 205 | Organic Chemistry I | 4 | F, Su |
| CHEM 206 | Organic Chemistry II | 4 | Sp, Su |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

Physical Science

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 357 | Historical and Contemporary Contexts of Science | 3 | As needed |

Physics

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 101 | General Physics I | 4 | F, Su |
|  | -Or- |  |  |
| PHYS 200 | Mechanics | 4 | F |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 300 | Developmental Biology of Animals | 4 | Sp |
| BIOL 321 | Invertebrate Zoology | 4 | As needed |
| BIOL 324 | Vertebrate Zoology | 4 | As needed |
| BIOL 329 | Comparative Vertebrate Anatomy | 4 | As needed |
| BIOL 353 | The Plant Kingdom | 4 | As needed |
| BIOL 354 | Plant Growth and Development | 4 | As needed |

Note: To enroll in SED 411 and SED 412, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in SED 421, students must have completed all requirements in the biology major.

Total Credit Hours: 68

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Social Studies Major

Students electing a major in Social Studies apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Social Studies certification:

Requirements

Core Courses

Anthropology

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
|  |  |  |  |
| ANTH 461 | Latinos in the United States | 4 | As needed |
|  | -Or- |  |  |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |

Economics

|  |  |  |  |
| --- | --- | --- | --- |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
|  | -Or- |  |  |
| ECON 214 | Principles of Microeconomics | 3 | F, Sp, Su |
|  | -And- |  |  |
| ECON 215 | Principles of Macroeconomics | 3 | F, Sp, Su |

Geography

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |

Political Science

|  |  |  |  |
| --- | --- | --- | --- |
| POL 202 | American Government | 4 | F, Sp, Su |
| POL 332 | Civil Liberties in the United States | 4 | F, Sp |

History Component

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 200 | The Nature of Historical Inquiry | 4 | F, Sp |
| HIST 201 | U.S. History to 1877 | 4 | F, Sp, Su |
| HIST 202 | U.S. History from 1877 to the Present | 4 | F, Sp, Su |

Note: HIST 200: (or an approved social science methods course) with a grade of C or higher

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 4 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 4 | As needed |
| HIST 310 | Twentieth-Century Europe | 4 | As needed |
| HIST 311 | The Origins of Russia to 1700 | 4 | Alternate years |
| HIST 313 | The Soviet Union and After | 4 | Alternate years |
| HIST 314 | Women in European History | 4 | As needed |

ONE COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 4 | Alternate years |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 4 | Alternate years |
| HIST 342 | Islam and Politics in Modern History | 4 | Alternate years |
| HIST 344 | History of East Asia to 1600 | 4 | As needed |
| HIST 345 | History of China in Modern Times | 4 | As needed |
| HIST 346 | Japanese History through Art and Literature | 4 | Alternate years |
| HIST 348 | Africa under Colonial Rule | 4 | Annually |
| HIST 349 | History of Contemporary Africa | 4 | Annually |

Note: To enroll in SED 411 and SED 412, students must have completed at least 24 credit hours of the History Component courses and Core courses listed above, including ECON 200 or ECON 214, GEOG 200, HIST 201, HIST 202, and POL 202.

Concentrations

Choose a concentration below in anthropology, geography, political science, sociology, or an interdisciplinary social sciences/global focus:

A. Anthropology

(If ANTH 461 was taken as part of the Core Courses listed above)

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 103 | Introduction to Biological Anthropology | 4 | Sp |
| ANTH 104 | Introduction to Anthropological Linguistics | 4 | F |

B. Geography

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 100 | Introduction to Environmental Geography | 4 | F, Sp, Su |
|  |  |  |  |
| GEOG 337 | Urban Political Geography | 3 | As needed |
|  | -Or- |  |  |
| GEOG 338 | People, Houses, Neighborhoods, and Cities | 3 | As needed |
|  | -Or- |  |  |
| GEOG 339 | Metropolitan Providence: Past, Present, and Future | 3 | As needed |

C. Global Studies

|  |  |  |  |
| --- | --- | --- | --- |
| GLOB 356 | The Atlantic World | 4 | As needed |
| POL 203 | Global Politics | 4 | F, Sp |

D. Political Science

Either POL 203 and one of the following

|  |  |  |  |
| --- | --- | --- | --- |
| POL 303 | International Law and Organization | 4 | Sp |
| POL 342 | The Politics of Global Economic Change | 4 | Every third semester |
| POL 343 | The Politics of Western Democracies | 4 | As needed |
| POL 345 | International Nongovernmental Organizations | 4 | F |
| POL 353 | Parties and Elections | 4 | F, of election years |
| POL 357 | The American Presidency | 4 | As needed |
| POL 358 | The American Congress | 4 | Every third semester |

OR

POL 204 and one of the following

|  |  |  |  |
| --- | --- | --- | --- |
| POL 316 | Modern Western Political Thought | 4 | F |
| POL 317 | Politics and Society | 4 | Sp |
| POL 353 | Parties and Elections | 4 | F, of election years |
| POL 357 | The American Presidency | 4 | As needed |
| POL 358 | The American Congress | 4 | Every third semester |

E. Sociology

(If SOC 208 was taken as part of the Core Courses listed above)

|  |  |  |  |
| --- | --- | --- | --- |
| SOC 300 | Classical Sociological Theories | 4 | F, Sp |

and one additional 300-level course chosen with consent of advisor

Total Credit Hours: 55-58

Teaching Concentration in Special Education

A teaching concentration in special education may be chosen in addition to one of the majors listed above. Students must complete required secondary education courses, required courses in the major, and special education courses. See course requirements for a teaching concentration in special education (p. 166).

Middle School Endorsement

The endorsement program in middle school education is for students who wish to teach in a middle school. Students must be enrolled in the secondary education program and must fulfill the following requirements:

1. Complete MLED 310, MLED 320, MLED 330, and MLED 340.

2. Complete a student teaching experience at a middle school.

3. Complete the course requirements for a secondary education major in one of the following areas: English (language arts), general science, mathematics, modern languages (French, Portuguese, or Spanish), or social studies.

Educational Studies Minor

Course Requirements

The minor in educational studies consists of 21 credit hours (seven courses), as follows:

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 101 | Education for Social Justice | 4 | F, Sp |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp |
| CEP 215 | Educational Psychology | 4 | Sp |
| SED 201 | Introduction to Lesson Planning | 2 | F, Su |
| SED 202 | Introduction to Assessment | 2 | F, Su |
| SPED 333 | Introduction to Special Education | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Total Credit Hours: 21

Secondary Education M.A.T.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate records.

3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.

4. A baccalaureate degree with a major equivalent to an undergraduate major at Rhode Island College in a certification area.

5. Meet the minimum GPA requirement in the major available from the Department of Educational Studies.

6. An official report of passing scores on one of the Assessment of Basic Skills Tests. See web page for cut off scores for SAT, ACT, Core, and GRE.

7. An official report of scores on the appropriate Praxis II Content Knowledge Test, with a minimum score as established by the Department of Educational Studies.

8. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.

9. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.

10. A Statement of Educational Philosophy.

11. A current résumé.

12. An interview with an advisor in the M.A.T. program.

13. A plan of study approved by the advisor and appropriate dean.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 552 | Psychological Perspectives on Learning and Teaching | 3 | F, Su |
| FNED 546 | This course has been deleted. See program director for substitute course. (Contexts of Schooling) | 4 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SED 506 | Survey of Instructional Design | 3 | F, Su |
| SED 507 | Instructional Design and Literacy | 3 | Sp Su |
| SED 511 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 512 | Field Practicum in Secondary Education | 2 | F |
| SED 521 | Student Teaching in Secondary Schools | 7 | F, Sp |
| SED 522 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 531 | Universal Design for Educating All Students | 3 | F, Sp |

Pedagogy Concentration

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 547 | This course has been deleted. See program director for substitute course. (Introduction to Classroom Research) | 3 |  |
| INST 516 | This course has been deleted. See program director for substitute course. (Integrating Technology into Instruction) | 3 |  |

Biology, English, History and Mathematics Concentrations

FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.

Capstone Course

The capstone experience is incorporated into SED 522 (student teaching seminar). 0 credit hours.

Total Credit Hours: 37-46

## Special Education

**Department of Special Education**

**Department Chair:** Ying Hui-Michael

**Professors** Dell, Hui-Michael, Imber, Lynch; **Associate Professors** LaCava, McDermott-Fasy; **Assistant Professors** Kemp, Pinheiro

Students in the Department of Special Education must meet the admission and retention requirements of their major (Elementary Education or Secondary Education) as well as the admission and retention requirements of the special education program.

Students are eligible for an initial educator certificate in special education in Rhode Island if they have successfully completed ALL teaching concentration requirements in their major (Elementary Education or Secondary Education) as well as ALL requirements for their special education concentration.

Admission Portfolio Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. 167)" for graduate requirements.)

B.S. Elementary and Special Education programs (i.e., Concentration in Mild/Moderate Grade 1-6, Severe Intellectual Disabilities) allow joint admission. See “FSEHD admission requirements (p. 138)."

B.S. Secondary Special Education Program (i.e., Concentration in Mild/Moderate Grade 7-12):

1. A completed special education application form.

2. A copy of current transcripts. Minimum GPA of 2.75.

3. SPED 300 course artifact and graded rubric or equivalent course with a B- or better.

4. One reference letter from a professional documenting the extent and quality of the candidate’s experience with individuals with disabilities.

5. A personal statement describing the candidate’s interest in a career teaching individuals with disabilities.

6. A copy of a letter of acceptance to a secondary education teacher preparation program.

Retention Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. 167)" for graduate requirements.)

1. A minimum cumulative GPA of 2.75 at Rhode Island College.

2. Completion of admission and retention requirements in an elementary or secondary teacher preparation program.

3. A minimum grade of B- in all coursework in Special Education courses, including at least an “acceptable” rating on primary course artifact.

4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension and/or dismissal from the Special Education program.

Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Elementary School Level

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Course

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 302 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  | -Or- |  |  |
| ELED 302 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  |  |  |  |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Reading/Writing for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 458 | Mathematics/Science for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 419 | Student Teaching in the Elementary School | 8-10 | F, Sp |

Note: SPED 419: For students seeking dual certification in Mild/Moderate and SID, this will be an 8-credit course, otherwise this is a 10-credit course.

Students cannot receive credit for both SPED 302 and ELED 302.

Total Credit Hours: 34-36

Special Education B.S.—with Concentration in Mild/Moderate Disabilities, Secondary Level

OPEN ONLY TO STUDENTS MAJORING IN SECONDARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 424 | Assessment/Instruction: Adolescents with Mild/Moderate Disabilities | 4 | Sp |
| SPED 427 | Career/Transition Planning: Adolescents with Mild/Moderate Disabilities | 3 | Sp |
| SPED 428 | Student Teaching at the Secondary Level | 10 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |

Note: Students majoring in secondary education with a special education concentration must also take MLED 330.

Total Credit Hours: 35

Special Education B.S.—with Concentration in Severe Intellectual Disabilities (SID), Ages Three to Twenty-One

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp |
| SPED 437 | Student Teaching in SID | 8-10 | F, Sp |
| SPED 438 | Student Teaching Seminar: SID | 2 | F, Sp |

Note: SPED 437: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Note: Additional coursework may be needed for this major.

Total Credit Hours: 33-35

Special Education B.S.—with Concentration in Deaf/Hard of Hearing, Ages Three to Twenty-One\*

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION WHO HAVE COMPLETED THE DEAF STUDIES PROGRAM AT BRISTOL COMMUNITY COLLEGE. (\*This Teaching Concentration is awaiting RIDE program approval. Anticipated start date is Fall 2017. Please check with the Program Coordinator Marie Lynch for the latest updates.)

Course Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| COMM 323 | Introduction to Audiology | 3 | F |
| SPED 304 | Deaf Education: Introductory Concepts | 3 | F |
| SPED 310 | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 311 | Language Development and Communication Problems of Children | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 419 | Student Teaching in the Elementary School | 8-10 | F, Sp |
| SPED 440 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 444 | Deaf Education: Approaches with Younger Students | 4 | F |
| SPED 445 | Deaf Education: Approaches with Older Students. | 4 | Sp |

Note: SPED 419: For students seeking dual certification in Mild/Moderate or SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Note: Additional coursework may be needed for this major.

Total Credit Hours: 36-38

### Special Education Programs M.Ed.

There are five M.Ed. programs in special education: early childhood, exceptional learning needs, initial certification, severe intellectual disabilities, and urban multicultural special education.

• The early childhood program prepares special education teachers for children with disabilities from birth through Grade 2 and for their families.

• The exceptional learning needs program provides advanced study for special educators with specialization in one of three strands: autism education, special education administration, or specialized study in an area of professional interest (i.e., behavioral support).

• The initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.

• The severe intellectual disabilities program provides preparation and special education licensure for teachers of students with severe disabilities.

• The urban multicultural program provides advanced preparation for special educators who teach English language learners with disabilities.

Special Education M.Ed.—with Concentration in Early Childhood—Birth Through Grade 2

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 138).

2. Completion of SPED 300, SPED 310, and SPED 415 or their equivalent as determined by the Early Childhood Special Education (ECSE) advisor are required for Rhode Island Department of Education early childhood special education certification

3. An application essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

4. An interview may be required.

5. An M.Ed. in special education with concentration in early childhood—birth to grade 2 requires that the student is eligible for Rhode Island certification in early childhood education (possesses certification in early childhood education). Students currently matriculated in Rhode Island College’s B.S. in Early Childhood Education program may take up to 6 credits prior to submitting documentation of Rhode Island certification as an Early Childhood Education Teacher.

Course Requirements

Program Prerequisites

SPED 300, SPED 310, SPED 415 or their equivalent *and* an undergraduate degree in Early Childhood Education are required for Rhode Island Department of Education early childhood special education certification.

Program Electives

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in research methods, chosen with advisor’s consent | 3 |  |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 513 | Orientation to the Education of Young Children with Special Needs | 3 | Su |
| SPED 516 | Programs for Young Children with Disabilities | 3 | Sp |
| SPED 517 | Medical Aspects of Developmental Disabilities | 3 | Sp |
| SPED 525 | Development of Communication and Movement | 3 | F |
| SPED 544 | Families in Early Intervention Programs: Essential Roles | 3 | F |
| SPED 561 | Understanding Autism Spectrum Disorders | 3 | F (as needed) |
| SPED 668 | Internship in Inclusive Early Childhood | 3 | F, Sp, Su |
| SPED 669 | Internship in Early Intervention | 3 | F, Sp, Su |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 30

Special Education M.Ed.—with Concentration in Exceptional Learning Needs

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements.

2. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

3. An M.Ed. in Special Education in Exceptional Learning Needs requires Rhode Island certification in Special Education.

4. A concentration in Special Education Administration requires certification in Building Level Administration or concurrent enrollment

5. An interview may be required.

Course Requirements

Program Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | Mathematics/Science for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F (as needed) |
| SPED 505 | Oral and Written Language: Classroom Intervention | 3 | Sp (as needed) |
| SPED 518 | Reading Instruction for Students with Disabilities | 3 | Sp |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A, B, or C below

A. Autism Education

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 561 | Understanding Autism Spectrum Disorders | 3 | F (as needed) |
| SPED 563 | Curriculum and Methodology: Students with Autism | 3 | Sp (as needed) |
| SPED 564 | Building Social and Communication Skills | 3 | Sp (as needed) |

B. Special Education Administration\*

(\*This concentration is awaiting RIDE program approval. Anticipated start date is Fall 2016. Please check with the Program Coordinator, Marie Lynch for the latest updates.)

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 606 | Leading Special Education I: Administration | 3 | As needed |
| SPED 607 | Leading Special Education II: Legal and Financial Aspects | 3 | As needed |
| SPED 608 | Leading Special Education III: Program Development and Organization | 4 | As needed |
| SPED 609 | Leading Special Education IV: Program Evaluation | 4 | As needed |

C. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES from concentration B above | 8-9 |  |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 31-36

Special Education M.Ed.—with Concentration in Severe Intellectual Disabilities (SID)

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 138).

2. Completion of SPED 300 and SPED 310 (or equivalent determined by the Special Education advisor).

3. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

4. Documentation of eligibility for RI Certification in one of the following areas of teacher education:

• Early Childhood Education

• Elementary Education

• Middle School Education

• Secondary Education

5. An interview may be required.

Course Requirements

Program Electives

|  |  |  |  |
| --- | --- | --- | --- |
|  | COURSEWORK in research methods chosen with advisor's consent | 3 |  |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 415 | Early Childhood Developmental Screening and Assessment | 3 | F |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp |
|  |  |  |  |
| SPED 513 | Orientation to the Education of Young Children with Special Needs | 3 | Su |
|  | -Or- |  |  |
| SPED 520 | Young Adults in Nonschool Settings | 3 | Su |
|  |  |  |  |
| SPED 525 | Development of Communication and Movement | 3 | F |
| SPED 526 | Assessment, Curriculum, Methods for Children with Multiple Disabilities | 3 | Sp (even years) |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 665 | Teaching Internship in Severe Intellectual Disabilities | 6 | F, Sp |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 35

Special Education M.Ed.—with Concentration in Special Education Certification

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 138).

2. Completion of SPED 300 (or its equivalent determined by special education advisor).

3. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.

4. An M.Ed. in Special Education certification requires Rhode Island certification in Elementary or Secondary Education or concurrent enrollment

5. An interview may be required.

Course Requirements

Program Pre-Requisites

SPED 300 (or its equivalent) and certification in Elementary or Secondary Education are required for Rhode Island Department of Education special education certification.

Program Elective

|  |  |  |  |
| --- | --- | --- | --- |
|  | ONE COURSE in multicultural perspectives, chosen with advisor’s consent | 3 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458 | Mathematics/Science for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 501 | Assessment of Students with Mild/Moderate Disabilities | 3 | F (as needed) |
| SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F (as needed) |
| SPED 505 | Oral and Written Language: Classroom Intervention | 3 | Sp (as needed) |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B below

A. Elementary Level Mild/Moderate

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 412 | Reading/Writing for Students with Mild/Moderate Disabilities | 4 | F, Sp |
| SPED 662 | Internship in the Elementary School | 6 | F, Sp |

B. Middle/Secondary Level Mild/Moderate

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 424 | Assessment/Instruction: Adolescents with Mild/Moderate Disabilities | 4 | Sp |
| SPED 427 | Career/Transition Planning: Adolescents with Mild/Moderate Disabilities | 3 | Sp |
| SPED 664 | Internship at the Middle Grades or Secondary Level | 6 | F, Sp |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 32-35

Special Education M.Ed.—with Concentration in Urban Multicultural Special Education

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 138).

2. An interview may be required.

Course Requirements

Foundations Component

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 551 | Urban Multicultural Special Education | 3 | Su (annually) |
| SPED 552 | Dual Language Development and Intervention | 3 | Annually |
| SPED 553 | Content-Based ESL Instruction for Exceptional Students | 3 | Annually |
| SPED 554 | Curriculum Design for Exceptional Bilingual Students | 3 | Annually |
| SPED 555 | Literacy for English Language Learners with Disabilities | 3 | Annually |
| SPED 557 | Assessing English Language Learners with Disabilities | 3 | Annually |
| SPED 651 | Language Development Practicum-Exceptional Bilingual Students | 1 | Annually |
| SPED 652 | Literacy Practicum-Exceptional Bilingual Students | 1 | Annually |
| SPED 653 | Assessment Practicum-Exceptional Bilingual Students | 1 | Annually |
| SPED 654 | Internship in Urban Multicultural Special Education | 3 | F, Sp, Su |

Candidates seeking ESL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (0361/5361).

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| CA | Comprehensive Assessment |  |  |

Total Credit Hours: 30

## Teaching English as a Second Language

**Department of Educational Studies**

**Department Chair:** Gerri August

**Teaching English as a Second Language Program Coordinator:** Sarah Heson

**Teaching English as a Second Language Program Faculty: Professor** Cloud; **Assistant Professors** Ramirez, Sox Agudelo

Teaching English as a Second Language M.Ed.

Admission Requirements

1. Completion of all admission requirements listed for School of Education graduate programs.

2. An interview.

Note: Candidates who plan to teach ESL to adults or who plan to teach internationally are not required to have a teaching certificate to be admitted into this program; however, a suitable undergraduate minor is required (e.g., in languages and linguistics, English, international studies).

Course Requirements

Foundations Component

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| FNED 547 | This course has been deleted. See program director for substitute course. (Introduction to Classroom Research) | 3 |  |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 561 | Latinos in the United States | 4 | As needed |
| BLBC 515 | Bilingual Education Issues | 3 | Sp |
| FNED 502 | This course has been deleted. See program director for substitute course. (Social Issues in Education) | 3 |  |

ONE COURSE in instructional technology, with consent of advisor

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 507 | Teaching Reading and Writing to English-as-a-Second-Language Students | 3 | F, Sp |
| TESL 539 | Language Acquisition and Learning | 3 | Sp, Su |
| TESL 541 | Applied Linguistics in ESL | 3 | F, Su |
| TESL 546 | Teaching English as a Second Language | 3 | F, Sp |
| TESL 549 | Sociocultural Foundations of Language Minority Education | 3 | F, Su |
| TESL 551 | Assessment of English Language Learners | 3 | F, Sp |

All above courses: Candidates seeking ESL certification in the State of Rhode Island must complete these courses and the ESOL Praxis Exam (0361).

Note: TESL 546: Secondary education teachers must take TESL 548 instead of TESL 546.

Capstone Course

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 553 | Internship in English as a Second Language | 3 | F, Sp |

Candidates seeking ESL certification in the State of Rhode Island must complete this course and the ESOL Praxis Exam (0361).

Comprehensive Assessment

Total Credit Hours: 30

## Technology Education

**Department of Educational Studies**

**Department Chair:** Gerri August

**Technology Education Program Coordinator:** Charles McLaughlin

**Technology Education Program Faculty:** **Professor** McLaughlin Jr.

Students **must** consult with their assigned advisor before they will be able to register for courses.

Technology Education B.S.

Course Requirements for Concentration in Teaching

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| TECH 200 | Introduction to Technological Systems and Processes | 3 | F, Sp |
| TECH 202 | Design Processes | 3 | F |
| TECH 204 | Energy and Control Systems | 3 | Annually |
| TECH 216 | Computer-Aided Design | 3 | As needed |
| TECH 300 | Orientation to Technology Education | 4 | F, Sp |
| TECH 306 | Automation and Control Processes | 3 | F |
| TECH 326 | Communication Systems | 3 | F |
| TECH 327 | Construction Systems | 3 | Sp |
| TECH 328 | Manufacturing Systems | 3 | Sp |
| TECH 329 | Transportation Systems | 3 | Annually |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |
| TECH 406 | Methods in Technology Education | 4 | F, Sp |
| TECH 407 | Practicum in Elementary Technology Education (Grades K through Six) | 4 | Sp |
| TECH 408 | Practicum in Technology Education (Grades Seven through Twelve) | 4 | F |
| TECH 421 | Student Teaching in Technology Education | 10 | F, Sp |
| TECH 422 | Student Teaching Seminar in Technology Education | 2 | F, Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| MATH 120 | Intermediate Algebra | 4 | F, Sp, Su |
| MATH 139 | Contemporary Topics in Mathematics | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Total Credit Hours: 81

Course Requirements for Concentration in Applied Technology

Note: This program does not lead to RIDE teaching certification.

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| TECH 200 | Introduction to Technological Systems and Processes | 3 | F, Sp |
| TECH 202 | Design Processes | 3 | F |
| TECH 204 | Energy and Control Systems | 3 | Annually |
| TECH 216 | Computer-Aided Design | 3 | As needed |
| TECH 306 | Automation and Control Processes | 3 | F |
| TECH 326 | Communication Systems | 3 | F |
| TECH 327 | Construction Systems | 3 | Sp |
| TECH 328 | Manufacturing Systems | 3 | Sp |
| TECH 329 | Transportation Systems | 3 | Annually |
| TECH 430 | Internship in Applied Technology | 6 | As needed |
| TECH 431 | Capstone Design Project | 4 | F, Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CSCI 157 | Introduction to Algorithmic Thinking in Python | 4 | F, Sp |
| CSCI 201 | Computer Programming and Design | 4 | F, Sp |
| MGT 201 | Foundations of Management | 3 | F, Sp, Su |
| MGT 331 | Occupational and Environmental Safety Management | 3 | F |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| PHYS 101 | General Physics I | 4 | F, Su |
| PHYS 102 | General Physics II | 4 | Sp, Su |

Total Credit Hours: 67

## World Languages Education

**Department of Educational Studies**

**Department Chair**: Gerri August

World Languages Education B.A.

**Admission Requirements**

For acceptance into the teacher preparation program in world languages education, students must fulfill the following requirements by the end of the semester in which they apply for admission:

1. All FSEHD admission requirements. Please refer to the FSEHD (p. 138) section of this catalog or go to www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx.

2. Completion of 24 credit hours, including 8 in the content major

**Retention Requirements**

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in all teacher education courses.

3. A GPA of 3.0 or higher in the major area.

4. Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.  
  
If a student’s GPA falls below the minimum of 2.50, or if the required GPA in the major falls below the minimum of 3.0, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the world languages education program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| CURR 410 | Teaching World Languages in Elementary Education | 4 | Sp as needed |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SED 406 | Instructional Methods, Design, and Technology | 3 | F, Sp |
| SED 411 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 412 | Field Practicum in Secondary Education | 2 | F |
| SED 421 | Student Teaching in the Secondary School | 10 | Sp |
| SED 422 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 433 | Adaptation of Instruction for Inclusive Education | 3 | F, Sp, Su |

Total Credit Hours: 35

Note: SED 411 and SED 412: To be admitted into SED 411 and SED 412, students must submit passing scores for the language-specific ETS language content exam, the language-specific Oral Proficiency Interview (Advanced Low or higher) and the Praxis II: Principles of Learning and Teaching 7-12 Test #5624 (score of 157 or higher).

Note: SED 421 and SED 422: To be admitted into SED 421 and SED 422, the student must have passed the Modern Languages Department content exam and have completed all other required courses.

Note: SPED 433: Students electing a teaching concentration in special education are not required to take SPED 433.

French Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in French must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| FREN 201 | Advanced French: Conversation and Composition | 4 | F |
| FREN 202 | Advanced French: Composition and Conversation | 4 | Sp |
| FREN 313 | Modern France and the Francophone World | 4 | Alternate years |
| FREN 323 | Survey of French Literature from the Middle Ages to 1789 | 4 | Alternate years |
| FREN 324 | Survey of French Literature from 1789 to the Present | 4 | Alternate years |
| FREN 420 | Applied Grammar | 3 | Alternate years |
| MLAN 360 | Seminar in Modern Languages | 3 | F |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  | THREE ADDITIONAL COURSES in French at the 300-level or above | 9-12 |  |
|  | TWO COURSES in another foreign language | 8 |  |

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed FREN 201, FREN 202, FREN 313, FREN 323, FREN 324 and FREN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157; a score of 162 on the French World Language (5174) exam; and a score of Advanced Low or higher on the French-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

Total Credit Hours: 46-49

Portuguese Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in Portuguese must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| PORT 201 | Conversation and Composition | 4 | F |
| PORT 202 | Composition and Conversation | 4 | Sp |
| PORT 301 | Portuguese Literature and Culture I | 4 | Alternate years |
| PORT 302 | Portuguese Literature and Culture II | 4 | Alternate years |
| PORT 304 | Brazilian Literature and Culture | 4 | Alternate years |
| PORT 305 | Lusophone African Literatures and Cultures | 4 | As needed |
| PORT 420 | Applied Grammar | 3 | Alternate years |
| MLAN 360 | Seminar in Modern Languages | 3 | F |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  | TWO ADDITIONAL COURSES in Portuguese at the 300-level or above | 6-8 |  |
|  | TWO COURSES in another foreign language | 8 |  |

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed seven of the required courses in the major, including PORT 201, PORT 202, PORT 301, PORT 302, PORT 304, PORT 305. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157, and a score of Advanced Low or higher on the Portuguese-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

Total Credit Hours: 47-49

Spanish Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in Spanish must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 201 | Conversation and Composition | 4 | F, Sp |
| SPAN 202 | Composition and Conversation | 4 | F, Sp |
| SPAN 310 | Spanish Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 311 | Spanish Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 312 | Latin American Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 313 | Latin American Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 420 | Applied Grammar | 3 | Sp |
| MLAN 360 | Seminar in Modern Languages | 3 | F |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  | TWO ADDITIONAL COURSES in Spanish at the 300-level or above | 6-8 |  |
|  | TWO COURSES in another foreign language | 8 |  |

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed seven of the required courses in the major, including SPAN 201, SPAN 202, SPAN 310 (or SPAN 311), SPAN 312 (or SPAN 313) and SPAN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157; a score of 168 on the Spanish World Language (5195) exam; and a score of Advanced Low on the Spanish-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

Total Credit Hours: 47-49

World Languages Education M.A.T.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate records.

3. A minimum cumulative grade-point average of 3.00 on a 4.00 scale in undergraduate coursework.

4. An official report of scores on the appropriate Praxis II Content Knowledge Test and/or OPI, with a minimum score as established by the Department of Educational Studies.

5. An official report of passing scores on one of the Assessment of Basic Skills Tests. See web page for cut off scores for SAT, ACT, Core, and GRE.

6. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.

7. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.

8. A Statement of Educational Philosophy.

9. A current résumé.

10. An interview with an advisor in the M.A.T. program.

11. A plan of study approved by the advisor and appropriate dean.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 552 | Psychological Perspectives on Learning and Teaching | 3 | F, Su |
| FNED 546 | This course has been deleted. See program director for substitute course. (Contexts of Schooling) | 4 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| CURR 410 | Teaching World Languages in Elementary Education | 4 | Sp as needed |
| SED 506 | Survey of Instructional Design | 3 | F, Su |
| SED 511 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 512 | Field Practicum in Secondary Education | 2 | F |
| SED 521 | Student Teaching in Secondary Schools | 7 | F, Sp |
| SED 522 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 531 | Universal Design for Educating All Students | 3 | F, Sp |

Capstone Course

The capstone experience is incorporated into SED 522 (Student Teaching Seminar). 0 credit hours.

Choose Concentration A or B

A. Pedagogy Concentration (Not currently accepting applications)

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 547 | This course has been deleted. See program director for substitute course. (Introduction to Classroom Research) | 3 |  |
| INST 516 | This course has been deleted. See program director for substitute course. (Integrating Technology into Instruction) | 3 |  |

B. French, Portuguese and Spanish Concentrations

FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.

Note: To be admitted to SED 511/SED 512 students must submit passing scores on the Praxis II: Principles of Learning and Teaching 7-12, Test #5624.  
Note: To be admitted into SED 521 and SED 522 students must have completed all other required courses.

Total Credit Hours: 38-47

## Youth Development

**Department of Educational Studies**

**Department Chair**: Gerri August

**Youth Development Program Co-Directors**: Lesley Bogad and Corrine McKamey

**Youth Development Program Faculty: Professor** Bogad; **Associate Professor** McKamey

Students must consult with their assigned advisor before they will be able to register for courses. Successful completion of the youth development program leads to a B.A. degree and a Rhode Island College Certificate in Nonprofit Studies.

Youth Development B.A.

Retention Requirements:

1. A grade of C or better in all program courses.

2. Positive recommendations from all field supervisors.

3. A current criminal background check prior to field experiences.

Course Requirements

Education Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| YDEV 300 | Introduction to Youth Development | 4 | F, Sp |
| FNED 346 | Schooling in a Democratic Society | 4 | F, Sp, Su |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | F, Sp |
| YDEV 352 | Seminar in Youth Development | 3 | F |
| YDEV 353 | Field Experience in Youth Development | 1 | F |
| YDEV 412 | Advanced Issues in Youth Development | 3 | Sp |
| YDEV 413 | Internship in Youth Development | 4 | Sp |

Note: YDEV 413: This course satisfies the elective requirement in the Nonprofit Management Cognates below.

CHOOSE ONE

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 315 | Educational Psychology | 3 | F, Sp, Su |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |
| PSYC 230 | Human Development | 4 | F, Sp, Su |

Note: It is recommended that students also take PSYC 110 as their Social and Behavior Science General Education course requirement.

Social Work Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| SWRK 200 | Introduction to Social Work | 4 | F, Sp, Su |
| SWRK 301 | Policy Analysis and Practice | 4 | F, Sp, Su |
| SWRK 324 | Diversity and Oppression I | 4 | F, Sp, Su |
| SWRK 325 | Diversity and Oppression II | 4 | F, Sp, Su |
| SWRK 326 | Generalist Social Work Practice | 4 | F, Sp |

Nonprofit Management Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| NPST 400 | Institute in Nonprofit Studies | 4 | Su |
| NPST 401 | Financial Management for Nonprofits | 3 | F |
| NPST 402 | Staff and Volunteer Management for Nonprofits | 3 | Sp |
| NPST 404 | Communications and Resource Development for Nonprofits | 3 | Sp |
| ELECTIVE | ONE COURSE in an aspect of nonprofit organizations or philanthropy | 3-4 |  |

YDEV 413: This course satisfies the elective requirement above.

The Nonprofit Management Cognates satisfy the requirements for the Certificate in Nonprofit Studies.

Total Credit Hours: 58-64

Additional Requirement

Choose one:

1.  Minor (18-24 credits)

Select one minor from the college offerings.  Must be approved  by program advisor.

2. Concentration of courses related to field of interest (15-20 credits)

     Select a minimum of 15 credit hours related to field of interest. Must be approved by progam advisor.

Total Credit Hours: 73-88