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. 133).

2. An interview may be required.

3. Undergraduate students who matriculate in the Special Education B.S. program at Rhode Island College can apply for conditional admission to the Urban/Multicultural Special Education M.Ed. program after completing 60 undergraduate credits. Students remaining in good standing and continuing to meet admission requirements upon completion of the undergraduate degree are changed to full admission to the M.Ed. program. Application requirements remain the same as FSEHD admission requirements with the following exceptions: The GRE General Exam or MAT will be waived for B.S./M.Ed. applications if the applicant has a 3.0 GPA overall, and grades of B or higher in all courses required for admission to the M.Ed. program. Students under the B.S/M.Ed. admission must complete the B.S. program ESL endorsement courses prior to starting graduate level coursework. B.S./M.Ed.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| SPED 534 | Involvement of Parents and Families Who Have Children with Disabilities | 3 | F, Sp |
| SPED 648  Or | Interpreting and Developing Research in Special Education  A research course with advisor consent | 3 | F |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities | 3 | F, Sp, Su |
| Or |  |  |  |
| SPED 551 | Urban Multicultural Special Education | 3 | Su (annually) |
| SPED 552 | Dual Language Development and Intervention | 3 | Annually |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| Or |  |  |  |
| 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 (5362).

Comprehensive Assessment

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

Total Credit Hours:

SPED 435 - Assessment/Instruction: Young Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300, SPED 310, SPED 312, and admission to the Department of Special Education.

Offered: Fall.

SPED 436 - Assessment/Instruction: Older Students with SID (4)

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300, SPED 310, SPED 312, and admission to the Department of Special Education.

Offered: Spring.

SPED 437 - Student Teaching in SID (8-10)

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on the Praxis II; approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. A cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

SPED 438 - Student Teaching Seminar: SID (2)

Teacher behaviors appropriate to effective teaching are developed. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues. This seminar meets weekly.

Prerequisite: Concurrent enrollment in SPED 437.

Offered: Fall, Spring.

SPED 440 - Collaboration: Home, School, and Community (3)

The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies.

Prerequisite: Concurrent enrollment in SPED 419 or SPED 428, or consent of department chair.

Offered: Fall, Spring.

SPED 444 - Deaf Education: Approaches with Younger Students (4)

Specific curriculum, assessment, and methodological approaches for teaching young children who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Fall.

SPED 445 - Deaf Education: Approaches with Older Students. (4)

Specific curriculum, assessment, and methodological approaches for teaching adolescents/young adults who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education program upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Spring.

SPED 451: Teaching Culturally/Linguistically Diverse Students with Exceptionality

Theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs are explored.

Prerequisites: SPED/ELED 202, SPED 210, SPED 211, SPED 312, ELED 222, ELED 424, ELED 426, or consent of department chair

Offered: Fall, Spring

SPED 453: Content-Based ESL Instruction for Exceptional Students

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners. Students adapt instruction for English language learners’ identified disabilities.

Prerequisites: SPED 451, concurrent enrollment in SPED 454, or consent of department chair

Offered: Fall, Spring

SPED 454: Practicum in Teaching Content-Based Instruction

Students put into practice the curriculum and instructional approaches for English language learners. Students integrate language, literacy, and content instruction while analyzing the adaptation of instruction for students' identified disabilities.

Prerequisites: SPED 451, concurrent enrollment in SPED 453, or consent of department chair

Offered: Fall, Spring

SPED 458 - Mathematics/Science for Students with Mild/Moderate Disabilities (4)

Students analyze mathematics and science content, tasks, frameworks, and standards for students with disabilities. Activities are designed and adapted to support mathematics and science learning at all levels of education.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 311, SPED 312, and consent of department chair. Matriculation in graduate program is required of all graduate students.

Offered: Fall, Spring.

SPED 501 - Assessment of Students with Mild/Moderate Disabilities (3)

Experienced teachers develop skill in the diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

Prerequisite: Graduate status and SPED 300 or equivalent.

Offered: Fall (as needed).

SPED 503 - Positive Behavior Interventions: Students with Disabilities (3)

Participants apply positive behavioral intervention and supports.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program,or consent of department chair.

Offered: Fall (as needed).

SPED 505 - Oral and Written Language: Classroom Intervention (3)

The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Fall (as needed).

SPED 513 - Orientation to the Education of Young Children with Special Needs (3)

The entire range of disabilities that become manifest during the period from birth to six is examined. Emphasis is on a delineation of the population, methods, and criteria for early identification.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

SPED 516 - Programs for Young Children with Disabilities (3)

An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized educational programs, curricular design, inclusion, assessing child progress, and family engagement.

Prerequisite: Graduate status and concurrent enrollment with SPED 668, SPED 513 and consent of program advisor.

Offered: Spring.

SPED 517 - Medical Aspects of Developmental Disabilities (3)

Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring.

SPED 518 - Reading Instruction for Students with Disabilities (3)

Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.

Prerequisite: Matriculation in a graduate program SPED 501 and SPED 505 or equivalents, or consent of department chair.

Offered: Spring.

SPED 519 - Professional Development for Cooperating Teachers (3)

Participants refine practices that support effective supervision and evaluation of professional practice in special education. Focus is on updates in the field of special education and resources. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

SPED 520 - Young Adults in Nonschool Settings (3)

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

Prerequisite: Graduate status and SPED 300.

Offered: Summer.

SPED 525 - Development of Communication and Movement (3)

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 526 - Assessment, Curriculum, Methods for Children with Multiple Disabilities (3)

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

SPED 531 - Universal Design for Educating All Students (3)

Principles/practices of universal design for teaching, learning, and assessment are provided.

Prerequisite: Graduate status, ELED 500 and SED 406, or ARTE 505, or consent of department chair.

Offered: Fall, Spring.

SPED 534 - Involvement of Parents and Families Who Have Children with Disabilities (3)

The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction.

Prerequisite: Matriculation in a graduate program or consent of department chair.

Offered: Fall, Spring.

SPED 544 - Families in Early Intervention Programs: Essential Roles (3)

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.

Prerequisite: Concurrent enrollment with SPED 669. graduate status or consent of department chair.

Offered: Fall.

SPED 545 - Assistive Technology in the Classroom (3)

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SPED 551 - Urban Multicultural Special Education (3)

Sociocultural foundations of urban multicultural special education are explored in order to design, implement, and evaluate culturally and linguistically relevant educational programs for students with disabilities in urban school environments.

Prerequisite: Graduate status, certification in special education or consent of department chair.

Offered: Summer (annually).

SPED 552 - Dual Language Development and Intervention (3)

Linguistic theories of first and second language development are examined with consideration of disability. Assessment procedures for distinguishing speech and language differences from delays/disorders are also examined.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 651, or consent of department chair.

Offered: Annually.

SPED 553 - Content-Based ESL Instruction for Exceptional Students (3)

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners with disabilities, while analyzing the adaptation of instruction for students' identified disabilities.

Prerequisite: Graduate status, certification in special education, SPED 552 and SPED 651, or consent of department chair.

Offered: Annually.

SPED 554 - Curriculum Design for Exceptional Bilingual Students (3)

Students examine the theories of and approaches to curriculum design and development as well as approaches to the adaptation of curriculum and instruction for English language learners with special needs.

Prerequisite: Graduate status, certification in special education; research methods course; SPED 451 or SPED 551, SPED 552, SPED 453 or SPED 553; or consent of department chair.

Offered: Annually.

SPED 555 - Literacy for English Language Learners with Disabilities (3)

Methods and materials are presented for teaching literacy to English language learners with disabilities. Assessment and teaching methods are analyzed from a dual language perspective.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552, SPED 651; concurrent enrollment in SPED 652; or consent of department chair.

Offered: Annually.

SPED 557 - Assessing English Language Learners with Disabilities (3)

Students gain skill in assessing the linguistic, academic, and behavioral abilities of English language learners with disabilities. Emphasis is on the selection, administration, and interpretation of multifaceted assessments.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552, SPED 651; concurrent enrollment in SPED 653; or consent of department chair.

Offered: Annually.

SPED 561 - Understanding Autism Spectrum Disorders (3)

The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (as needed).

SPED 562 - Practicum I in Autism (1)

The focus of this practicum is to conduct needs assessments of district capacity to meet the needs of students with autism. A district-based professional development plan is also developed.

Prerequisite: Graduate status and concurrent enrollment in SPED 561, or consent of department chair.

Offered: Summer (as needed).

SPED 563 - Curriculum and Methodology: Students with Autism (3)

Using the general education curriculum as a basis for learning, techniques are developed to support students with autism. Student strengths are matched with evidence-based practice.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 564 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 564 - Building Social and Communication Skills (3)

The core social and communication deficits of autism are explored. Students learn to conduct specific assessments and to create individualized social and communication supports using evidence-based practices.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 565 - Practicum II in Autism (1)

Concepts and skills are applied to students with autism in their classrooms. Student supports in communication, social skills, and curriculum adaptation are evaluated through on-site classroom observation.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 564; or consent of department chair.

Offered: Summer (as needed).

SPED 566 - Autism and Positive Behavior Supports (3)

Participants use functional behavioral analysis to understand the unique behaviors of students with autism and the use of effective intervention.

Prerequisite: Graduate status, SPED 563, SPED 564, and SPED 565, or consent of department chair.

Offered: Fall (as needed).

SPED 606 - Leading Special Education I: Administration (3)

Emphasis is placed on school and community planning for children with disabilities and their families.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed

SPED 607 - Leading Special Education II: Legal and Financial Aspects (3)

Emphasis is placed on federal/state laws, policies, procedures, and funding that govern/support special education programs/provisions for students with disabilities and their families. Field-based work is required.

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 608 - Leading Special Education III: Program Development and Organization (4)

Emphasis is placed on the development of programs that promote access, opportunity, and positive outcomes for students with disabilities and their families. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 609 - Leading Special Education IV: Program Evaluation (4)

Emphasis is on the efficacy and impact of programs developed to best support the academic, social, and emotional needs of students with disabilities. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of the department chair.

Offered: As needed.

SPED 648 - Interpreting and Developing Research in Special Education (3)

Emphasis is placed on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.

Prerequisite: Matriculation into a graduate program.

Offered: Fall.

SPED 651 - Language Development Practicum-Exceptional Bilingual Students (1)

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 552, or consent of department chair.

Offered: Annually.

SPED 652 - Literacy Practicum-Exceptional Bilingual Students (1)

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552; concurrent enrollment in SPED 555; or consent of department chair.

Offered: Annually.

SPED 653 - Assessment Practicum-Exceptional Bilingual Students (1)

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 555, SPED 652; and concurrent enrollment in SPED 557; or consent of department chair.

Offered: Annually.

SPED 654 - Internship in Urban Multicultural Special Education (3)

Students are supervised in special education settings that provide services to culturally and linguistically diverse youngsters with disabilities. Students conduct assessments, give instruction, and collaborate with professionals and parents.

Prerequisite: Graduate status, certification in special education; SPED 534, SPED 554, SPED 555, SPED 557, SPED 651, SPED 652, SPED 653; or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 662 - Internship in the Elementary School (6)

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall, Spring.

SPED 664 - Internship at the Middle Grades or Secondary Level (6)

Interns evaluate, plan for, and teach adolescents with mild/moderate disabilities at the middle grades or secondary level. A 12- to 14-week full-time internship is expected.

Prerequisite: Consent of graduate program advisor or department chair.

Offered: Fall, Spring.

SPED 665 - Teaching Internship in Severe Intellectual Disabilities (6)

The intern is required to evaluate, plan for, and teach students with severe intellectual disabilities in a school environment. The internship is a full-time, 12 week experience.

Prerequisite: Graduate status and consent of program advisor.

Offered: Fall, Spring.