# 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).

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.)* |
| Elementary Education (p. 153) | M.A.T. |  |
| Elementary Education (p. 154) | M.Ed. |  |
| Health Education (p. 155) | M.Ed. | Health Education |
| Reading (p. 158) | M.Ed. |  |
| School Psychology (p. 159) | M.A./C.A.G.S. |  |
| Secondary Education (p. 165) | M.A.T. |   |
|   | M.A.T. | Biology (This program is undergoing redesign and is not accepting applications at this time.) |
|   | M.A.T. | English |
|   | M.A.T. | History (This program is undergoing redesign and is not accepting applications at this time.) |
|   | M.A.T. | Mathematics |
|   | M.A.T.  | Pedagogy (This program is not currently accepting applications.) |
| Special Education (p. 168) | M.Ed. | Early Childhood, Birth through Grade 2 |
|  | M.Ed. | Exceptional Learning Needs |
|  | M.Ed. | Severe Intellectual Disabilities (SID) |
|  | M.Ed. | Elementary or Secondary Mild/Moderate Disabilities  |
|  | M.Ed. | Urban Multicultural Special Education |
| Teaching English as a Second Language (p. 171) | M.Ed. |  |
| World Languages Education (p. 174) | M.A.T. | French |
|   | M.A.T. | Portuguese |
|   | M.A.T. | Spanish |

Note: For graduate art and music teacher certification programs see M.A.T. in art education (p. 78) or M.A.T. in music education (p. 121) under the School of the Faculty of Arts and Sciences.

## 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, elementary or secondary mild/moderate disabilities, 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 two strands: autism education, or specialized study in an area of professional interest (i.e., behavioral support).

• The elementary or secondary mild/moderate disabilities 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 culturally and linguistically diverse students and results in RI ESL certification.

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

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.

6 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

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

8. An interview may be required.

9. 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 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F |
| SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | Su |
| SPED 515 | Early Childhood Developmental Screening and Assessment | 3 | F |
| SPED 516 | Individualized Interventions for Young Exceptional Children | 3 | Sp |
|  |  |  |  |
| SPED 525 | Development of Communication and Movement | 3 | F |
| SPED 544 | Families in Early Intervention Programs: Essential Roles | 3 | F |
| SPED 615 | Assessment Practicum: Early Childhood Special Education | 1 | F |
| SPED 616 | Intervention Practicum: Early Childhood Special Education | 1 | F |
|  |  |  |  |
| SPED 668 | Internship in Inclusive Early Childhood | 3 | F, Sp, Su |
| SPED 669 | Internship in Early Intervention | 3 | F, Sp, Su |

Comprehensive Assessment

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

Total Credit Hours: 32

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

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.

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

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

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

9. 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 | Literacy Instruction: Students with Mild/Moderate Disabilities | 4 | 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, or B 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) |

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|  |  |  |  |

B. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES approved by program advisor  | 8-9 |  |

Comprehensive Assessment

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

Total Credit Hours: 32

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

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.

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

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

8. 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

9. 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 | Characteristics/Needs of Young Exceptional Children | 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 Elementary or Secondary Mild/moderate disabilities

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.

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

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

8. An M.Ed. in Elementary or Secondary Mild/Moderate Disabilities requires Rhode Island certification in Elementary or Secondary Education or concurrent enrollment

9. 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  |
| SPED 503 | Positive Behavior Interventions: Students with Disabilities | 3 | F  |
| SPED 551 | Introduction to Multicultural Special Education  | 3 | Su (Annually) |
|  |  |  |  |
| 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 518 | Literacy Instruction: Students with Mild/Moderate Disabilities | 4 | , Sp |
| SPED 662 | Internship in the Elementary School | 6 | F, Sp |

B. Middle/Secondary Level Mild/Moderate

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| SPED 524 | Literacy 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. A completed application form accompanied by a $50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.
4. Three Candidate Reference Forms accompanied by three letters of recommendation.
5. A Performance-Based Evaluation.
6. An essay describing the candidate’s commitment to culturally and linguistically diverse students, collaboration, advocacy, and lifelong learning.
7. An M.Ed in Urban Multicultural Special Education requires Rhode Island certification in Early Childhood, Elementary or Secondary and Special Education.

8. An interview may be required.

9. 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 the Urban Multicultural Special Education M.Ed. admission requirements. Students under the B.S/M.Ed. admission must complete the SPED B.S. program ESL endorsement courses prior to starting graduate level coursework.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| 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 |
| Or  | A research course with advisor consent |  |  |
|  |  |  |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionalities  | 3 | F, Sp, Su |
| Or  |  |  |  |
| SPED 551 | Introduction to Multicultural Special Education | 3 | Su (annually) |
| SPED 552 | Dual Language Acquisitions and Intervention | 3 | Annually |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| &  |  |  |  |
| SPED 454  | Practicum in Teaching Content-Based ESL | 1 | F, Sp |
| or |  |  |  |
| SPED 553 | Content-Based ESL Instruction for Exceptional Students | 3 | Annually |
| SPED 554 | Linguistics and Curriculum for Exceptional Emergent Bilinguals | 3 | Annually |
| SPED 555 | Literacy for Emergent Bilinguals with Exceptionalities | 4 | Annually |
| SPED 557 | Assessing Emergent Bilinguals with Disabilities | 3 | Annually |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| SPED 654 | Internship in Urban Multicultural Special Education | 3 | F, Sp, Su |
| SPED 655 | Capstone Study in Urban/Multicultural Special Education  | 2 | 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 | Capstone Portfolio  |  |  |

Total Credit Hours: 30-31