# Special Education

**Department of Special Education**

**Department Chair:** Ying Hui-Michael

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

Students in the Department of Special Education must meet the admission and retention requirements of their major as well as the admission and retention requirements of the special education programs.

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

B.S. Elementary and Special Education programs (i.e., Mild/Moderate Disabilities Elementary School Level (p. ), Mild/Moderate Disabilities Elementary School Level and Severe Intellectual Disabilities, (p. ) and Severe Intellectual Disabilities, Ages Three to Twenty-One (p. )) allow joint admission. See “FSEHD admission requirements (p. )."

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

1. A minimum cumulative G.P.A. of 2.75 at Rhode Island College.

2. Completion of admission and retention requirements in B.S. Elementary Special Education programs.

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

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| SPED 454 | Practicum in Teaching Content-Based ESL Instruction | 1 | F, Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
|  |   |  |  |
| ELED 440 | Capstone: STEAM/Project-Based Learning | 2 | F, Sp, Su |
|  | -Or- |  |  |
| SPED 460 | Capstone: Specialized Language Programs | 2 | F, Sp, Su |
|  |   |  |  |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Elementary Student Teaching: Mild/Moderate Disabilities | 9 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Total Credit Hours: 44

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

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Challenges | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Children and Youth with Disabilities | 4 | F, Sp |
| SPED 412 | Intensive Intervention in Literacy | 4 | F, Sp |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | F |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| SPED 454 | Practicum in Teaching Content-Based ESL Instruction | 1 | F, Sp |
| SPED 458 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Elementary Student Teaching: Mild/Moderate Disabilities | 9 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8-10 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Total Credit Hours: 60

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

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| SPED 210 | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Challenges | 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 | Sp |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | F |
| SPED 451 | Teaching Culturally/Linguistically Diverse Students with Exceptionality | 3 | F, Sp |
| SPED 453 | Content-Based ESL Instruction for Exceptional Students | 3 | F, Sp |
| SPED 454 | Practicum in Teaching Content-Based ESL Instruction | 1 | F, Sp |
| SPED 472 | Student Teaching Seminar: SID | 2 | F, Sp |
| SPED 473 | Student Teaching in SID | 8-10 | F, Sp |

Students cannot receive credit for both SPED 202 and ELED 202.

Note: SPED 473: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Total Credit Hours: 42

## Special Education Programs M.Ed.

There are five M.Ed. programs in special education: early childhood special educatoin, exceptional learning needs, elementary or secondary special education, severe intellectual disabilities and urban multicultural special education.

• The early childhood special education program prepares special education teachers for children with exceptionalities 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 special education program results in licensure as a special education teacher of students with special needs at either the elementary or secondary levels.

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

• The urban multicultural program provides advanced preparation for special educators who teach culturally and linguistically diverse students and results in RI ESL certification. .

Early Childhood Special Education M.Ed.

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 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 210 (or 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 (as needed) |
| 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 | F |
| 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

|  |  |  |  |
| --- | --- | --- | --- |
| 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. 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 | STEM for Diverse Learners: Intensive Intervention | 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 Families in Special Education | 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) |

B. Specialized Study in Special Education

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

Comprehensive Assessment

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

Total Credit Hours: 31-32

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 (G.P.A.) 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 210 or 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 | Assessment/Instruction with Young Exceptional Children | 3 | F |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | Sp |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | F |
|  |   |  |  |
| 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: Students with Complex Needs | 3 | Sp (even years) |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| SPED 665 | Graduate Internship: Students with SID | 6 | F, Sp |

Comprehensive Assessment

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

Total Credit Hours: 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 (G.P.A.) 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 Families in Special Education | 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 Exceptionality | 3 | F, Sp |
|  | -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 |
|  | -And- |  |  |
| SPED 454 | Practicum in Teaching Content-Based ESL Instruction | 1 | F, Sp |
|  | -Or- |  |  |
| SPED 553 | Content-Based ESL Instruction for Exceptional ELs/MLLs | 3 | Annually |
|  |   |  |  |
| SPED 554 | Applied Linguistics for exceptional ELs/MLLs | 3 | Annually |
| SPED 555 | Literacy for ELs/MLLs with Special Needs | 4 | Annually |
| SPED 557 | Assessing ELs/MLLs with Special Needs | 3 | F, Sp, Su |
| 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 |  | F, Sp |

Total Credit Hours: 30-31