# Undergraduate and Graduate Certificate Programs

Certificate of Undergraduate Study Programs

|  |  |
| --- | --- |
| **Area of Study**  | **Certificate**  |
| College and Career Attainment (p. 52) | C.U.S. |
| Gerontology (p. 52) | C.U.S. |
| International Nongovernmental Organizations Studies (p. 52) | C.U.S. |
| Long Term Care Administration  (p. 53) | C.U.S.  |
| Nonprofit Studies (p. 53) | C.U.S. |
| Public History (p. 53) | C.U.S. |
| Social and Human Service Assistance  (p. 53) | C.U.S.  |

Certificate of Graduate Study Programs

|  |  |
| --- | --- |
| **Area of Study**  | **Certificate** |
| Advanced Counseling (p. 54) | C.G.S. |
| Advanced Study of Creative Writing (p. 54) | C.G.S. |
| Advanced Study of Literature (p. 54) | C.G.S. |
| Autism Education (p. 54) | C.G.S. |
| Child and Adolescent Trauma  (p. 55) | C.G.S. |
| Financial Planning (p. 55) | C.G.S. |
| Healthcare Quality and Patient Safety (p. 56)  | C.G.S. |
| Historical Studies  (p. 56) | C.G.S. |
| Integrated Behavioral Health  (p. 56) | C.G.S. |
| Mathematics Content Specialist: Elementary (p. 57) | C.G.S. |
| Middle Level Education (p. 57) | C.G.S. |
| Modern Biological Sciences (p. 57) | C.G.S. |
| Nonprofit Leadership  (p. 57) | C.G.S. |
| Nursing Care Management (p. 58) | C.G.S. |
| Physical Education (p. 58) | C.G.S. |
| Public History (p. 58) | C.G.S. |
| RIC/TFA Elementary Education (p. 55) | C.G.S. |
| RIC/TFA Secondary Education (p. 59) | C.G.S. |
| Severe Intellectual Disabilities (p. 59)Elementary or Secondary Special Education | C.G.S.C.G.S. |
| Teaching English as a Second Language (p. 59) | C.G.S. |

## Certificate of Graduate Study

Secondary Education - Specialized C.G.S.

**Admission Requirements**

1. Application fee of $50.

2. Bachelor’s degree from a regionally accredited college.

3. Acceptance in R.I. TFA; successful completion of TFA Institute.

4. Three Letters of recommendation that adress the academic ability and aptitude of the applicant.

5. Official graduate and undergraduate transcripts.

6. Minimum G.P.A. of 3.0.

7. Professional goals essay.

8. A résumé.

**Retention Requirements**

Grade of B or better in all courses.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| 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 523 | Teaching Seminar in Secondary Education | 3 | Sp |
| SPED 501 | Assessment of Students with Mild/Moderate Disabilities | 3 | F (as needed) |
| SPED 531 | Universal Design for Educating All Students | 3 | F, Sp |

Total Credit Hours: 21

Additional Special Education Certification

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 424 | Assessment/Instruction: Adolescents with Mild/Moderate Disabilities | 4 | Sp |
| SPED 427 | Career/Transition Planning: Adolescents with Mild/Moderate Disabilities | 3 | Sp |

Total Credit Hours: 28

Elementary or Secondary Special Education C.G.S.

This program offers an accelerated path to special education certification in mild/moderate disabilities at the elementary or secondary levels.

**Admission Requirements**

1. Completed application form accompanied by a fifty-dollar nonrefundable fee.
2. Copies of all official graduate and undergraduate transcripts.
3. Professional license (elementary or secondary general education certificate).
4. Bachelor’s degree with a minimum cumulative grade point average of 3.0 on a 4.0 scale in professional coursework.
5. Three candidate reference forms accompanied by letters of recommendation related to education and experience in special education or related field.
6. A performance-based evaluation that documents the candidate’s education and experience with individuals with exceptionalities if possible.
7. Professional goals essay that describes candidate’s commitment to the field of Elementary or Secondary Special Education, cultural awareness, collaboration, and life-long learning.
8. An interview may be required.

**Retention Requirements**

Grade of B or better in all courses.

Course Requirements

Core Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 458  | STEM for Diverse Learners: Intensive Interventions  | 4 | F, Sp |
| SPED 501 | Assessment in Special Education | 3 | F |
| SPED 503 | Positive Behavior Interventions & Supports | 3 | F |

1. Elementary Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 518 | Literacy for Diverse Learners: Intensive Interventions | 4 | S |
| SPED 662 | Internship in Elementary Special Education | 6 | F, Sp |

Total (Elementary) Credit Hours: 20

1. Secondary Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 524 | Literacy Instruction for Adolescents: Intensive Interventions  | 4 | Sp |
| SPED 427 | Career/Transition Planning for Adolescents  | 3 | Sp |
| SPED 664 | Internship in Secondary Special Education | 6 | F, Sp |

Total (Secondary) Credit Hours: 23

Severe Intellectual Disabilities (SID) C.G.S.

This program offers teachers who are currently certified as a teacher of students with mild/moderate disabilities an extension of their skills to the skills, knowledge and perspectives they need to effectively support students with severe and complex disabilities. It provides an accelerated path to teacher certification in Severe Intellectual Disabilities.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 435 | Assessment/Instruction: Young Students with SID | 4 | F |
| SPED 436 | Assessment/Instruction: Older Students with SID | 4 | Sp |
| SPED 520 | Young Adults in Nonschool Settings | 3 | Su |
| SPED 526 | Assessment, Curriculum, Methods for Children with Multiple Disabilities | 3 | Sp (even years) |
| SPED 665 | Teaching Internship in Severe Intellectual Disabilities | 6 | F, Sp |

Total Credit Hours: 20

Teaching English as a Second Language C.G.S.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee. Graduate applications are available online at www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/FSEHD-Graduate-Programs-Admission.aspx.

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

3. Current teaching certificate.

4. Three reference forms with letters of recommendation.

5. Professional goals essay.

6. A performance-based evaluation.

Retention Requirements

Students must earn a B- or better in all C.G.S. course work.

Courses Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| 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 549 | Sociocultural Foundations of Language Minority Education | 3 | F, Su |
| TESL 551 | Assessment of English Language Learners | 3 | F, Sp |
| TESL 553 | Internship in English as a Second Language | 3 | F, Sp |
|  |   |  |  |
| TESL 546 | Teaching English as a Second Language | 3 | F, Sp |
|  | -Or- |  |  |
| TESL 548 | Curriculum and Methods for Content ESL Instruction | 3 | Sp |

Total Credit Hours: 21

Note: TESL 546  is required for those with elementary,  early childhood, or K-12 certification. TESL 548 is required for those with middle grade or secondary certification.