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Feinstein School of Education and Human Development

**Undergraduate Degree Programs**

(*see also* Undergraduate Certificate Programs)

Carol Cummings, Interim Dean

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major** | **Degree** | | **Concentration** | |
| Community and Public Health Promotion (p. ) | B.S. | |  | |
| Early Childhood Education (p. ) | B.S. | | Concentration in Teaching(Certification for PreK–Grade 2) | |
|  | B.S. | | Concentration in Community Programs | |
|  | | |  |
| Elementary Education (p. ) | | B.A. | Teaching Concentration in Middle Level General Science (Certification for Elementary Education Grades 1–6 and Science Middle Level Grades 5-8 ) |
|  | | B.A. | Teaching Concentration in Middle Level Mathematics (Certification for Elementary Education Grades 1–6 and Middle Level Mathematics Grades 5-8) |
|  | | B.S. | Concentration in Special Education (see options under Special Education (p. )  ) |  |
|  | | B.A. | English (Certification for Grades 1–6) *(Admission currently suspended)* |  |
|  | | B.A. | Multidisciplinary Studies (Certification for Grades 1–6) *(Admission currently suspended)* |
|  | | B.A. | Social Studies (Certification for Grades 1–6) *(Admission currently suspended)* |
| Health and Physical Education (p. ) | B.S. | |  | |
| Secondary Education (p. ) | B.A. | | English | |
|  | B.A. | | General Science  (with additional certification in one of the following: biology, chemistry, physics, or middle level education) | |
|  | B.A. | | History | |
|  | B.A. | | Mathematics | |
|  | B.A. | | Social Studies | |
| Special Education (p. ) | B.S. | | Elementary Special Education | |
|  | B.S. | | Elementary Special Education and Severe Intellectual Disabilities | |
|  | B.S. | | Severe Intellectual Disabilities, Ages Three to Twenty-One | |
| Technology Education (p. ) | B.S. | | Concentration in Teaching | |
|  | B.S. | | Concentration in Applied Teaching | |
| Wellness and Exercise Science (p. ) | B.S. | |  | |
| World Languages Education  (p. ) | B.A. | | Concentration in French | |
|  | B.A. | | Concentration in Portuguese | |
|  | B.A. | | Concentration in Spanish | |
| Youth Development (p. ) | B.A. | |  | |

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

Also Note: Honors programs are offered in early childhood, elementary, secondary, and special education. Minors are offered in coaching, community and public health, and educational studies. 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 milestone, and (4) the course requirements listed under each program.

For more details on graduation requirements, see Academic Policies and Requirements.

Minors

(p. )Community and Public Health, Coaching, and Educational Studies.

**Graduate Degree Programs**

(*see also* Graduate Certificate Programs)

|  |  |  |
| --- | --- | --- |
| **Major** | **Degree** | **Concentration** |
| Advanced Studies in Teaching and Learning (p. ) | M.Ed. |  |
| Counseling | M.A. | School Counseling *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Counseling (p. ) | M.S. | Clinical Mental Health Counseling |
| Early Childhood Education (p. ) | M.Ed. |  |
| Education Doctoral Program (p. ) | Ph.D. |  |
| Educational Leadership (p. ) | M.Ed. | *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Elementary Education (p. ) (p. ) | M.A.T. |  |
| Elementary Education (p. ) | M.Ed. | (This program has suspended admissions.) |
| Health Education (p. ) | M.Ed. | Health Education |
| Reading (p. ) | M.Ed. |  |
| School Psychology (p. ) | M.A./C.A.G.S. |  |
| Secondary Education (p. ) | M.A.T. |  |
|  | M.A.T. | Biology (This program is not accepting applications at this time.) |
|  | M.A.T. | English Pedagogy |
|  | M.A.T. | History (This program is not accepting applications at this time.) |
|  | M.A.T. | Mathematics Pedagogy |
|  | M.A.T. | Pedagogy (This program is not currently accepting applications.) |
| Special Education (p. ) | M.Ed. | Early Childhood Special Education |
|  | M.Ed. | Elementary or Secondary Special Education |
|  | M.Ed. | Exceptional Learning Needs |
|  | M.Ed. | Severe Intellectual Disabilities (SID) |
|  | M.Ed. | Urban Multicultural Special Education |
| Teaching English to Speakers of Other Languages (p. ) | M.Ed. |  |
|  | M.Ed. | Bilingual Education |
| World Languages Education (p. ) | M.A.T. |  |
| Youth Development (p. ) | M.A. |  |

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

General Information

**General Information for Undergraduate Programs**

The Feinstein School of Education and Human Development provides undergraduate students with a wide­range of choices and opportunities for working with Rhode Island children, youth, and adults. The choices include a range of teacher certification programs from pre-school through high school to choices in community programs, and working with individuals of all age levels.  
Teacher Certification Programs. Upon admission to one of the Feinstein teacher preparation programs, students become teacher candidates and take courses many of which include extensive field experiences including observations, tutoring, and teaching in Rhode Island Schools. Programs for teacher preparation separated by grade levels include: Early Childhood Education, Elementary Education, Elementary Special Education, Middle Level and Secondary Education. Programs for teacher preparation for teaching students in grades Kindergarten through Twelve are: Art Education, Health and Physical Education, Music Education, World Languages, and Technology Education.

Community Programs. The Feinstein School of Education and Human Development offers a variety of community programs for students who want to work with children, youth and adults in varied community settings. These include community and public health promotion, early childhood, wellness and exercise science, and youth development. These programs provide our graduates with a broad range of employment opportunities and they do not lead to teacher certification. Additional information on community programs can be found on each program’s website.  
  
Background Checks (BCI). Every FSEHD student who works with children/youth/adults must maintain a current BCI from the Attorney General’s Office. The BCI is required before entering a classroom or community space, virtually and/or face to face, whether observing, tutoring, teaching, and/or participating in any community activity. BCIs will be submitted and maintained in Chalk and Wire. Directions for obtaining and submitting background checks are provided by course instructors and are on the FSEHD Undergraduate Programs and Admission page.

**Application to Undergraduate Programs (Teacher Preparation and Community Programs) in the Feinstein School of Education and Human Development (FSEHD)**

Students who are in good standing at Rhode Island College may apply for admission to FSEHD undergraduate programs. For more information see the FSEHD Undergraduate Admission page.  
  
The instructions and admissions requirements for all undergraduate programs in teacher preparation, the early childhood community programs and B-3 program, community and public health promotion, wellness and exercise science, and youth development programs are updated frequently. Further information may be obtained from the office of the FSEHD Associate Dean (Horace Mann) or from the appropriate department.  
  
Students interested in the art education or music education program should contact the department chair as soon as they are admitted to the college for information about the required courses in the program and the requirements for admission to the program.

**Admission Requirements to Undergraduate Teacher Preparation Programs**

The applicant’s academic performance and related experiences that indicate potential for success as a teacher are reviewed in the admission process. The application materials submitted by the student, listed below, must provide evidence of the following:

1. **Credits:** Completion of at least **24 credit hours** at a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program.

2. **GPA:** A **minimum G.P.A. of 2.75** in all college courses taken at RIC prior to admission to thea FSEHDteacher preparation program. Applicants whose GPA falls between 2.560 and 2.749 can apply for Afull admission with Support: GPAa GPA contingency. Students must meet with their advisor regularly, create a plan to raise GPA, and/or access RIC and FSEHD academic supports. The 2.75 GPA must be met before student teaching.

3. **Mathematics Milestone Requirement:** See RIC Math Learning Center for completion of this requirement.

4. **Writing Requirement:** The writing requirement can be met in the following ways:

• Earn a grade of B- or better in FYW 100 or 100P, or an equivalent/transfer (as determined by RIC Admissions). If students earn a grade of C or C+ in FYW, they can apply for Admission with Support: FYW. Students must complete CURR 242 Foundational English Language Arts for Teachers content module course and earn a grade of B.

• Earn a score of 59 or better on the College Composition College Level Examination Program (CLEP) Test.

• Earn a score of 4 or 5 on the Advanced Placement (AP) Test for English Language and Composition.

5. **Basic Skills Tests.** All students in undergraduate initial teacher certification programs must submit basic skills tests (SAT, ACT, or Praxis Core) scores in math, reading and writing. Basic skills test information is also shared in FSEHD admission information sessions, in FNED 101 and 246 courses, by program advisors, and can be found on the FSEHD Undergraduate Programs and Admission page (See Testing Requirement at the bottom of the page.). Individuals with disabilities and nonnative speakers of English who plan to request alternative test administration should check in with the Disability Services Center in Fogarty Life Science room 137.

• Second Degree (Post-bachelors) students are **not required to submit** basic skills test scores.

• Students who meet the required scores for Math, Reading and Writing are accepted in to the FSEHD.  See FSEHD Undergraduate Programs and Admission page (Testing Requirement at the bottom of the page.)

• **Conditional Admission with Support:** If any scores fall below the required benchmark scores, students apply for conditional admission with support and must are eligible for enrolllment in a Math (CURR 232 Foundational School Mathematics for Teachers and/or Literacy (CURR 242 Foundational English Language Arts for Teachers) content module course and earn a grade of B.

6. **FNED 101.** Successful completion of FNED 101: Introduction to Teaching and Learning.

7. **FNED 246.** Completion of FNED 246: Schooling for Social Justice, with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.

8. **Submission of three FNED 246 Disposition Assessment Forms.** FNED 246 faculty submit an evaluation for each student enrolled. Each student will be given two links, one evaluation to be completed by the clinical supervisor practice and one to be completed as a student self- evaluation.

9. **Program Specific Requirements.**Completion of program specific requirements. Each teacher preparation program has additional admissions requirements. Information about these requirements is available in the department to which the candidate is applying.

The admissions requirements above, can also be found at FSEHD Undergraduate Programs and Admission page (Scroll to the middle of the page).

**FSEHD Community Service Requirement**

FSEHD initial teacher candidates (undergraduate and second bachelors’ programs) must complete 25 hours of community service before student teaching. This requirement may be completed on an individual basis or through one or more of the courses in the program and generally begins with an experience during the FNED 246 course. See FSEHD Community Service Requirement.

Student Teaching Requirement

The FSEHD requires all teacher candidates (undergraduate, second degree, RITE, and M.A.T.) to complete all specific program requirements, pass the required Praxis exams, and complete the student teaching application prior to student teaching. See the FSEHD Office of Partnership and Placements (OPP) webpage for additional student teaching information.

**Admission Requirements to Undergraduate Community Programs**

Early Childhood (ECED) Birth to 5 Community Program, Community and Public Health Promotion, and Wellness and Exercise Science.

**Please note: Youth Development has its own requirements and application for admission. Visit the YDEV website for details.**

The applicant’s academic performance and related experiences that indicate potential for success are reviewed in the admission process. The application materials submitted by the student, listed below, must provide evidence of the following:

1.  **Credits:** Completion of at least **24 credit hours** at a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program.

2. **GPA:** A **minimum G.P.A. of 2.75** in all college courses taken at RIC prior to admission to the FSEHD. Applicants whose GPA falls between 2.50 and 2.749 can apply for Admission with Support GPA. Students must meet with their advisor regularly, create a plan to raise GPA, and/or access RIC and FSEHD academic supports. The 2.75 GPA must be met before internship.

3. **Mathematics Milestone Requirement:** See RIC Math Milestone Requirement Information for completion of this requirement.

4. **Writing Requirement:** The writing requirement can be met in the following ways:

• Earn a grade of B or better in FYW 100 or 100P, or an equivalent/transfer (as determined by RIC Admissions)

• Earn a score of 59 or better on the College Composition College Level Examination Program (CLEP) Test

• Earn a score of 4 or 5 on the Advanced Placement (AP) Test for English Language and Composition.

• Earn a grade of C. Students apply for Admission with Support if they earned a C in FYW. Students must complete CURR 242 Foundational English Language Arts for Teachers content module course and earn a grade of B.

5. **FNED 101.** This requirement is ONLY for ECED B-3 and ECED Community programs. Successful completion of FNED 101: Introduction to Teaching and Learning.

• Submission of a student self-evaluation Disposition Assessment Form.

6. **FNED 246.** This requirement is ONLY for ECED Community programs. Completion of FNED 246: Schooling for Social Justice, with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.

• **Submission of three FNED 246 Disposition Assessment Forms.** FNED 246 faculty submit an evaluation for each student enrolled. Each student will be given two links, one evaluation to be completed by the clinical supervisor practice and one to be completed as a student self- evaluation.

7. **Program Specific Requirements.**Completion of program specific requirements. Each community program has additional admission requirements. Information about these requirements is available in the department to which the candidate is applying.

The admissions requirements above, can also be found at FSEHD Undergraduate Programs and Admission page (Scroll to the middle of the page).

Admission Procedures to Undergraduate Programs

Information about admission to the FSEHD undergraduate programs is provided by program advisors and can be found on the FSEHD Undergraduate Programs and Admission page (Scroll to the middle of the page.).  An admission orientation is provided each semester for students applying for admission the following semester.

• Students submit their FSEHD application for admission on Anthology (Chalk and Wire), which is an online portfolio system.

• Once a student submits an application, the department chair in the respective department evaluates the information provided and makes a recommendation to the associate dean about the applicant’s admission to the FSEHD program. If an application is recommended for admission, the department chair also assigns an advisor to the applicant.

• The associate dean reviews the recommendation and each applicant who is accepted into a program is sent a letter of acceptance (via RIC email). Students who do not meet admissions requirements will be informed via email.

• Students accepted to the teacher preparation program become teacher candidates.

• Students who wish to transfer to or add another program within the FSHD school must inform the advisor or department chair of the decision and apply for admission to the new program. Information used in the original application may be used in the new application when appropriate.

**Appeal Process**

The applicant may appeal a decision for admission or re-admission to a program within 60 days of receiving the denial letter/email. The appeal may be based on policy or procedure and should be sent to the associate dean of the Feinstein School of Education and Human Development. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow Rhode Island College policy for student appeals (see RIC **academic policies and procedures manual**.)

**Retention Requirement**

All Feinstein School of Education and Human Development candidates are required to maintain an overall G.P.A. of 2.75 throughout their chosen program. Programs monitor the content G.P.A. as the required G.P.A. varies by program. Check with an advisor to learn about specific program requirements.

**General Information for Undergraduate Feinstein School of Education and Human Development Community Programs**

**The Department of Health and Physical Education offers two community programs: https://www.ric.edu/department-directory/department-health-and-physical-education/department-health-and-physical-education-undergraduate-programs**

**Community-Based Programs:** The Department of Health and Physical Education offers two community­ based programs leading to a BS in Community and Public Health Promotion and a BS in Wellness and Exercise Science. These programs provide a rigorous plan of study grounded in theoretical foundations, research methods, along with evidence-informed, and reflective practice. Students receive practical application through required field-based experiences including a one-semester internship. Graduates from these programs are prepared for entry-level positions in their field and graduate study.

**B.S. in Community and Public Health Promotion:** Building on a public health foundation, students are prepared to positively influence the health of individuals and communities through interventions including education initiatives, policy changes, and health promotion programs. Students pursue coursework in community and public health topics such as human health and disease, nutrition, health policy, social and global perspectives on health, program planning and evaluation, pedagogy, epidemiology, and research and grant proposal writing in community and public health. Students select groups of content courses that align with populations or issues or skillsets of their interest, such as, epidemiology and environmental health, health of the elderly, maternal and child health, mental health and substance use, sexual and reproductive health, health inequities, and contemporary topics. Students acquire the knowledge, skills, and dispositions to promote health literacy and equity, and eliminate health disparities.

**B.S. in Wellness and Exercise Science:** Through a comprehensive curriculum, students acquire essential knowledge, skills, and competencies to provide a holistic perspective to wellness and exercise in a variety of fitness settings. Students pursue coursework in anatomy and physiology, motor development, kinesiology, exercise physiology, exercise prescription, health and wellness, fitness and wellness programming, and research in wellness and exercise science. Students are prepared to work in the exercise and wellness professions where they promote lifelong learning. personal fitness and wellness. and quality of life for various populations.

**The Department of Elementary Education offers two Early Childhood community programs: https://www.ric.edu/department-directory/department-elementary-education/department-elementary-education-undergraduate-programs/early-childhood-education-bs**

**Concentration in Community Programs:** The Elementary Education Department offers a Concentration in Community Programs leading to a B.S. in Early Childhood Education. This program provides a plan of study that encompasses coursework aligned to the Rhode Island Early Learning and Development Standards and focuses on early childhood development, effective teaching practices, principles of family engagement, and the integrated systems of early care and education. Students gain experience in classrooms through practicum courses and in early childhood community settings, such as community literacy programs, children's museums, or professional development organizations through a one-semester internship. Graduates from this program are prepared for early care and education positions including home-based service provider, family support specialist, child-care teacher, or education coordinator.

**Concentration in Birth to Three:** The Elementary Education Department offers a Concentration in Birth to Three leading to a B.S. in Early Childhood Education. This program provides a plan of study that was developed through collaboration with local and national leaders, and is aligned to the Zero to Three Competencies and the Rhode Island Early Leaming and Development Standards. The coursework encompasses principles of development in the early years, best practices for working with Infants, Toddlers, and their Families. Students engage in two semester long field placements and a one-semester internship in infant/toddler care and education settings. home-visiting programs, or Early Intervention. Graduates from this program are prepared to work with very young children and their families as a child care provider, home-based service provider, or Early Intervention provider.

**Educational Studies Youth Development Program: https://www.ric.edu/department-directory/department-educational-studies/department-educational-studies-undergraduate-programs/youth-development-ba**

**Youth Development B.A.Program at Rhode Island College:** The Youth Development B.A. Program prepares professional youth workers for careers with young people {ages 3-21) within afterschool programs, recreation centers, community arts centers, youth residential housing, justice and probation sites, youth ministry, and governmental agencies. In addition to coursework in social work and education. our graduates also earn a non-profit studies certificate where they develop leadership and management skills.

**Admission Requirements to Graduate (M.A., M.A.T., M.S., M.Ed., C.A.G.S., and C.G.S.) Programs**

Admission to the Feinstein School of Education and Human Development master’s level programs is determined by the quality of the total application. Applicants must submit the materials listed below to the associate dean of graduate studies as a measure of their potential for success in graduate-level studies.

1. **A completed online application form accompanied by a $50 nonrefundable application fee.** Graduate school information and the application are available online at www.ric.edu/graduatestudies/Pages/default.aspx.

2. **Official transcripts of all undergraduate and graduate records.**

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.** Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.

4. **A teaching certificate** (for all school-related programs, except school psychology and health education).

5.

**An official report of scores on the Graduate Record Examination or the Miller Analogies Test**, except M.A./C.A.G.S. in School Psychology, M.S. CMHC, M.Ed. ECE, M.Ed. TESOL, and C.G.S. candidates. The M.A.T. applicant has a different admissions test that varies by program. The applicant should check with the appropriate department or the associate dean’s office. – approved by Grad Committee spring 2019

6. **Three Candidate Reference Forms** accompanied by **three letters of recommendation.**

7. **A Professional Goals Essay.**

8. **A Performance-Based Evaluation.**

See individual programs for additional program-specific requirements.

# Advanced Studies in Teaching and Learning

**Department of Educational Studies**

**Department Chair:**Charles McLaughlin

**Advanced Studies in Teaching and Learning Graduate Program Director:** Julie Horwitz

Advanced Studies in Teaching and Learning M.Ed.

**Admission Requirements**

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

2. Official Transcripts of all undergraduate and graduate records.

3. Three letters of recommendation.

4. Professional Goals Essay

5. Performance Based Evaluation

6. Resume

For MLED Strand:

• A copy of the candidate's teaching certificate.

Course Requirements

Core Component

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |
| INST 516 | Integrating Technology into Instruction | 3 | F, Sp |
| SED 563 | Educational Measurement and Assessment | 3 | Su |
| SPED 531 | Overview of Special Education: Policies/Practices | 3 | F, Sp, Su |
|  | AND ONE of the following: |  |  |
| EDC 540 | Teaching of Writing: Practice and Inquiry | 3 | Su |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |

Academic Disciplines Component

MLED Concentration (12 Credits)

|  |  |  |  |
| --- | --- | --- | --- |
| MLED 532 | Contextualizing Young Adolescent Development | 4 | Su |
| MLED 534 | Disciplinary Literacies with Young Adolescents II | 2 | Sp |
| MLED 535 | Curriculum and Assessment for Young Adolescents | 4 | Sp |
| ELECTIVE | ELECTIVE | 3-4 |  |

Teach for America: Elementary

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 540 | Curriculum and Assessment | 3 | As needed |
| ELED 541 | Teaching Literacy across the Curriculum | 3 | As needed |
| ELED 542 | Educating All Students | 3 | As needed |
| ELED 543 | Integrating Theory and Methods | 3 | As needed |
| ELECTIVE | ELECTIVE | 3-4 |  |

Teach for America: Secondary (15 credits)

|  |  |  |  |
| --- | --- | --- | --- |
| SED 511 | Content and Pedagogy in Secondary Education | 4 | F |
| SPED 531 | Overview of Special Education: Policies/Practices | 3 | F, Sp, Su |
| SPED 501 | Assessment in Special Education | 3 | F (as needed) |
| SED 512 | Field Practicum in Secondary Education | 2 | F |
| SED 523 | Teaching Seminar in Secondary Education | 3 | Sp |

Teach for America: Secondary Special Education (22 credits)

|  |  |  |  |
| --- | --- | --- | --- |
| SED 511 | Content and Pedagogy in Secondary Education | 4 | F |
| SPED 531 | Overview of Special Education: Policies/Practices | 3 | F, Sp, Su |
| SPED 501 | Assessment in Special Education | 3 | F (as needed) |
| SED 512 | Field Practicum in Secondary Education | 2 | F |
| SED 523 | Teaching Seminar in Secondary Education | 3 | Sp |
| SPED 524 | Literacy Instruction for Adolescents: Intensive Intervention | 4 | Sp |
| SPED 427 | Career/Transition Planning for Adolescents | 3 | Sp |

Teacher Leadership Concentration (15)

This concentration consists of 15 credits of leadership electives.

Total Credit Hours: 30-37

# Community and Public Health Promotion

**Department of Health and Physical Education**

**Department Chair:** Susan Clark

**Community and Public Health Promotion Coordinator:** Soumyadeep Mukherjee

**Community and Public Health Promotion Program Faculty: Professor** Cummings; **Associate Professor**Mukherjee; **Assistant Professor** Clark

Students must consult with their assigned advisor before they will be able to register for courses. Students must present current certification in basic first aid, adult-child-infant CPR and AED in order to enroll in an internship.

Community and Public Health Promotion B.S.

**Retention Requirements**

1. A minimum cumulative G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all other required program courses, except for BIOL 108, BIOL 231, BIOL 240, BIOL 335, and PSYC 110 or PSYC 215, which, when needed, require a minimum grade of C.

Note: BIOL 108 fulfills the Natural Science category of General Education.

Note: BIOL 335 fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Course Requirements

Core Foundation Courses

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 240 | Biostatistics and Experimental Design | 4 | As needed |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 202W | Community/Public Health and Health Promotion | 3 | F, Sp |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | Annually, Su if needed as hybrid/online |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
|  |  |  |  |
| HPE 431 | Drug Education | 3 | F |
|  | -Or- |  |  |
| PSYC 217 | Drugs and Chemical Dependency | 4 | F, Sp |
|  |  |  |  |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
|  | -Or- |  |  |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | Sp, as needed |
| HPE 406 | Program Planning in Health Promotion | 3 | Sp or as needed |
| HPE 419 | Practicum in Community and Public Health | 3 | F |
| HPE 426W | Internship in Community and Public Health | 10 | F, Sp, Su |
| HPE 429 | Seminar in Community and Public Health | 2 | F, Sp, Su |

3-4 Courses from the following (for a minimum of 11 credits)

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| ANTH 347 | Environmental Justice | 4 | Alternate years |
| COMM 230 | Interpersonal Communication | 4 | F |
| COMM 332 | Gender and Communication | 4 | F |
| COMM 336 | Health Communication | 4 | Sp |
| ENGL 233W | Writing for the Health Professions | 4 | Annually |
| GEND 100W | Gender and Society | 4 | F, Sp, Su |
| GEND 201W | Introduction to Feminist Inquiry | 4 | F |
| GEND 355 | Women and Madness | 4 | Alternate years |
| GEND 357 | Gender and Sexuality | 4 | F |
| GEND 358 | Gender-Based Violence | 4 | Alternate years |
| AGNG 314/NURS 314 | Health and Aging | 4 | F, Sp, Su |
| NURS 314/AGNG 314 | Health and Aging | 4 | F, Sp, Su |
| HCA 303W | Health Policy and Contemporary Issues | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | Annually |
| HPE 416/GEND 416 | Women’s Health | 4 | Annually |
| HPE 431 | Drug Education | 3 | F |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| NPST 300 | Institute in Nonprofit Studies | 4 | F |
| PSYC 217 | Drugs and Chemical Dependency | 4 | F, Sp |
| PSYC 230 | Human Development | 4 | F, Sp, Su |
| PSYC 339 | Psychology of Aging | 4 | Annually |
| PSYC 356 | Psychology of Genders and Sexualities | 4 | F, Sp |
| PSYC 424 | Health Psychology | 4 | Annually |
| SWRK 200 | Introducing Social Work and Social Justice | 4 | F, Sp |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |
| SOC 320 | Aging and the Law | 4 | Annually |
| SOC 342 | Women, Crime, and Justice | 4 | F, Sp |
| YDEV 300W | Introduction to Youth Development | 4 | F, Sp |

Credits for internship will be waived partially or fully for students with prior documented field experiences aligned with community and public health (considering their hours of experience)

Community and Public Health Minor

The minor in Community and Public Health Studies consists of 18-20 credit hours (6 courses), as follows:

Course Requirements

Foundation

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 202W | Community/Public Health and Health Promotion | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | Annually, Su if needed as hybrid/online |

Professional Courses

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | Sp, as needed |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| COMM 336 | Health Communication | 4 | Sp |
| GEND 357 | Gender and Sexuality | 4 | F |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | Annually |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 416/GEND 416 | Women’s Health | 4 | Annually |
| HPE 431 | Drug Education | 3 | F |
| PSYC 424 | Health Psychology | 4 | Annually |
| SOC 313 | Sociology of Death and Dying | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

Total Credit Hours: 18-20

**Note:** ANTH 309 uses HPE 233 (among others) as a prerequisite.

# Counseling

**Department of Counseling, Educational Leadership, and School Psychology**

**Department Chairs:**Kalina Brabeck and Shannon Dowd-Eagle

**Counseling Graduate Program Director:** Prachi Kene

**Counseling Program Faculty: Professors** Boisvert, Brabeck, Kene; **Associate Professors** Crossley, Kene; **Assistant Professor**Geckler, Griffith

Clinical Mental Health Counseling M.S.

**Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized test scores are not required.

2. A Performance-Based Evaluation of professional work or volunteer experience.

3. A current résumé.

4. A group and/or individual interview with CEP counseling faculty.

5. A 1-2 page writing sample to demonstrate the candidate’s abilities in forming effective counseling relationships and respect for cultural differences.

**Retention Requirements**

1. A minimum cumulative grade point average of 3.25 each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.

2. A minimum grade of B- in CEP 531 or CEP 532 or their equivalent. Students who receive a grade below a B- in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.

3. A minimum grade of B in CEP 538, CEP 539, CEP 610, CEP 611, CEP 683 and CEP 684 is required. Students who receive a grade below a B in any of these courses must meet with the program director. If it is recommended that the student continue in the program, the student must retake the course.

4. A satisfactory rating on the assessment portfolio.

5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 509 | Professional Orientation and Ethical Practice | 3 | F, Su |
| CEP 531 | Human Development across Cultures | 3 | Sp, Su |
| CEP 532 | Theories and Methods of Counseling | 3 | F, Su |
| CEP 534 | Quantitative Measurement and Test Interpretation | 3 | F |
| CEP 535 | Vocational Counseling and Placement | 3 | Su |
| CEP 536 | Biological Perspectives in Mental Health | 3 | F, Su |
| CEP 537 | Introduction to Group Counseling | 3 | F, Su |
| CEP 543 | Clinical Assessment and Case Problems | 3 | Sp |
|  |  |  |  |
| CEP 544 | Family Counseling Theory and Practice | 3 | Sp |
|  | -Or- |  |  |
| CEP 553 | Counseling Children and Adolescents | 3 | F |
|  |  |  |  |
| CEP 554 | Research Methods in Applied Settings | 3 | Sp |
| CEP 612 | Culturally Responsive Practice in Counseling | 3 | Sp |
| CEP 648 | Assessment and Treatment of Co-Occurring Disorders | 3 | F, Su |
| CEP 656 | Crisis Assessment and Intervention | 3 | Su, Sp |
| CEP | Elective | 3 |  |

Practicum Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 538 | Practicum I: Introduction to Counseling Skills | 3 | F (Counseling), Su (School Psychology) |
| CEP 539 | Practicum II: Clinical Interviewing and Treatment Planning | 3 | Sp |
| CEP 683 | Practicum III: Advanced Counseling Skills | 3 | F |
| CEP 684 | Practicum IV: Advanced Clinical Interventions | 3 | Sp |

Internship Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 610 | Advanced Clinical Internship I | 3 | F |
| CEP 611 | Advanced Clinical Internship II | 3 | Sp |

Comprehensive Assessment

Total Credit Hours: 60

C.G.S. in Advanced Counseling

The C.G.S. in Advanced Counseling is a certificate program which enables students who already have a master’s degree, which is fewer than 60 credits, to obtain 60 credits needed for licensure as a mental health counselor in the State of Rhode Island. Students will be able to take from 15-27 credits depending on the number of credits they need for licensure. Core courses in counseling practica and internship (a total of 12 credits) will be required of all C.G.S. candidates. Other credits are determined based on the needs of the candidate. (See “C.G.S. in Advanced Counseling” for a full description.)

# Early Childhood Education

**Department Chair:**Leslie Sevey

**Early Childhood Education Graduate Program Director:** TBD

**Early Childhood Undergraduate Program Co-Coordinators:** Leslie Sevey

**Early Childhood Program Faculty: Professor** Sevey**; Assistant Professor** Pinheiro

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

Early Childhood Education B.S.

Program Admission Requirements

Admission to program is dependent upon prior admission into the Feinstein School of Education and Human Development.  
  
   
  
Students will select a concentration and follow the outlined program requirements. Concentration options include:  
  
 

• Concentration in Teaching (certification Pre-K through Grade 2)

• Concentration in Birth to Five Community Programs

Fifth-Year Master’s Program Option

Applicants to this program will have the option of applying to the fifth-year master’s program in early childhood special education, which will fulfill the requirements for Early Childhood Special Education Certification.

Concentration in Teaching

**Admission Requirements**

Admission requires meeting FSEHD Educator Preparation Program requirements including: Submitting Basic Skills Exam scores (meet the benchmark, below benchmark with support CURR 232 and/or 242) the successful completion of FYW 100 or FYW 100P (with a minimum grade of B-; may use C or C+ with support of CURR 242), CEP 215 (with a B- or higher), and ECED 201 (B- or higher), FNED 101 (S) and FNED 246 (with a B- or higher), completion of community service learning requirement and an overall G.P.A. of 2.75 (or with support if between 2.50-2.749). Candidates are also required to submit current valid BCIs.

**Retention Requirements**

1. A minimum overall G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses, including ART 210.

3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.

4. Meet program requirements, including successful performance evaluations.

Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Subtotal: 86

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ECED 201 | Introduction to Early Childhood Education | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |

*Note: CEP 215 counts toward General Education requirements.*

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 202W | Early Childhood Development, Birth to Eight | 3 | F, Sp |
| ECED 232W | Building Family, School and Community Partnerships | 3 | F |
| ECED 305 | Intentional Teaching in the Early Years | 4 | F |
| ECED 321 | Mathematics: Methods and Assessment | 4 | F |
| ECED 322 | English Language Arts: Methods and Assessment I | 4 | Sp |
| ECED 324 | English Language Arts: Methods and Assessment II | 4 | F |
| ECED 326 | Social Studies and Social/Emotional Methods | 4 | F |
| ECED 328 | Science and Technology Methods | 4 | Sp |
| HPE 345 | Wellness for the Young Child, (B-8) | 3 | F |
| SPED 301 | Inclusive Early Childhood Special Education | 3 | F, Sp |
| SPED 415 | Assessment/Instruction with Young Exceptional Children | 3 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | Sp |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 439 | Student Teaching: Early Childhood Settings I | 9 | Sp |
| ECED 449 | Early Childhood Community Program Internship | 6 | Sp |
| ECED 469W | Best Practices: Early Childhood Settings I | 3 | Sp |

Subtotal: 69

Concentration: Birth to Five Community Programs

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

**Admission Requirements**

Admission requires the successful completion of FYW 100 or FYW 100P (with a minimum grade of B-; may use C or C+ ‘with support’ of CURR 242), CEP 215 (with a B- or higher), and ECED 201 (with a B- or higher), FNED 101 (S) and FNED 246 (with a B- or higher), completion of community service learning requirement and an overall G.P.A. of 2.75. Candidates are also required to submit current, valid BCI's.

**Retention Requirements**

1. A minimum overall G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all professional and major courses.

3. Successful recommendations regarding candidate’s professional disposition from instructors and clinical instructors.

4. Meet program requirements, including successful performance evaluations.

Records of students who do not maintain good standing or who receive a *Recommendation to Continue with Concerns* are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ECED 201 | Introduction to Early Childhood Education | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |

Note: CEP 215 counts toward General Education requirements.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 440 | Building Collaborative Relationships Through Coaching | 3 | Sp |
| ECED 449 | Early Childhood Community Program Internship | 6 | Sp, F |
| ECED 479W | Best Practices in Community Settings | 3 | Sp |

Major

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 202W | Early Childhood Development, Birth to Eight | 3 | F, Sp |
| ECED 232W | Building Family, School and Community Partnerships | 3 | F |
| ECED 305 | Intentional Teaching in the Early Years | 4 | F |
| ECED 310 | Contextualizing Infant Toddler Education | 3 | Sp |
| ECED 312 | Infant Toddler Cognitive Development and Learning | 3 | Sp |
| ECED 314 | Infant Toddler Social/Emotional Development and Learning | 3 | F |
| ECED 325 | Early Numeracy: Mathematical Concepts and Skills | 3 | F |
| ECED 326 | Social Studies and Social/Emotional Methods | 4 | F |
| ECED 410 | Infant Toddler Field Experience I | 4 | F |
| ECED 416 | Infant Toddler Language Development and Learning | 3 | Sp |
| HPE 345 | Wellness for the Young Child, (B-8) | 3 | F |
| SPED 305 | Supporting Young Children B-5 with Exceptionalities | 3 | F |
| SPED 415 | Assessment/Instruction with Young Exceptional Children | 3 | F |
| TESL 300 | Promoting Early Childhood Dual Language Development | 3 | Sp |

Subtotal: 70

Early Childhood Education M.Ed.

**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate records.

3. A minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.

4. A teaching certificate or early childhood teaching experience and education.

5. Three Candidate Reference Forms accompanied by three Letters of Recommendation.

6. A Professional Goals Essay.

7. A Performance-Based Evaluation.

8.  Teacher certification in elementary education, early childhood education, or an appropriate field. (The teaching certification requirement may be waived under special circumstances and with special considerations.)

9. An interview may be required.

*Note: The teaching certification requirement may be waived under special circumstances and with special considerations.*

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 502 | Curriculum, Developmental Play, and Programs | 3 | F |
| ECED 503 | Infants and Toddlers in Early Care and Education Programs | 3 | F |
| ECED 505 | Early Childhood Education and Development Issues | 3 | Sp |
| ECED 512 | Working with Families: Building Home-School Partnerships | 3 | Sp |
|  |  |  |  |
| ECED 580 | Workshop: | 3 |  |
|  | -Or- |  |  |
| ECED 661 | Directing Early Care and Education Programs | 3 | Sp |
|  |  |  |  |
| ECED 662 | Seminar in Early Childhood Education Research | 3 | F |

Note: ECED 580: Only with consent of advisor.

Electives

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | Sp |
| SPED 516 | Individualized Interventions for Young Exceptional Children | 3 | F |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |

Note: SPED 513: Students who have never completed a special education course **must** take this course.

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ECED 509 | Emergent Literacy—Infants through Grade Two | 3 | As needed |
| ELED 504 | Mathematics in the Elementary School | 3 | F, Sp |
| ELED 508 | Language Arts in the Elementary School | 3 | Su |
| ELED 518 | Science in the Elementary School | 3 | F, Sp |
| ELED 528 | M.A.T. Teaching Social Studies Practicum | 3 | Su |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | F, Sp, Su |

Note: ECED 509: Students who have never completed a course in beginning reading **must** take this course.

Comprehensive Assessment

Total Credit Hours: 36

# Education Doctoral Program

**RIC Co-Director:**Gerri August

**URI**  **Co-Director:** Pete Adamy

**RIC Faculty:** Battle, Benson, Bogad, Castagno, Dufour, Eagle, Goodrow, Horwitz, Hui-Michael, Johnson, LaCava, Lynch, Schuster

**URI Faculty:** Adamy, Branch, Brand, Boulmetis, Brady, Byrd, Ciccomascolo, Clapham, Coiro, Deeney, de Groot, de Mesquita, Dennis, Eichinger, Fastovsky, Fogleman, He, Heifetz, Hicks, Hobbs, Hos, Kellogg, Kern, Kim, Kovarsky, McCurdy,  McKinney, Murray-Johnson, Peno, Purnell, Rolle, Roush, Seitsinger, Shim, Spivak, Sweetman, Tutwiler, Vaccaro, Willis, Xiao, Xu, Young

Education Ph.D.

**Admission Requirements**

1. A completed electronic application form received by the University of Rhode Island Graduate School.

2. A master’s degree or 30 credits beyond the bachelor’s degree, including course work in research, foundations, and curriculum from a regionally accredited college or university.

3. A curriculum vitae.

4. Official transcripts of all undergraduate and graduate course work.

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

6. An official report of scores on the Graduate Record Examination.

7. A personal statement.

8. A research statement.

9. Three letters of recommendation.

10. An interview.

Course Requirements \*Pending Notice of Change to RIOPC\*

Core Seminars

|  |  |  |  |
| --- | --- | --- | --- |
| EDP 600 | Reading and Writing for Doctoral Studies | 3 | F |
| EDP 601 | First Year ProSeminar for Ph.D. in Education | 3 | F |
| EDP 610 | Contemporary Issues in Educational Inquiry | 3 | F |
| EDP 630 | Issues in Educational Leadership Policy and Analysis I | 3 | F |
| EDP 631 | Issues in Educational Leadership Policy and Analysis II | 3 | Sp |

Field-based Research Experiences

|  |  |  |  |
| --- | --- | --- | --- |
| EDP 612 | Qualitative Research Methods in Education | 3 | F |
| EDP 613 | Introduction to Quantitative Research | 4 | Sp |
| EDP 622 | Societal Perspectives of Education | 3 | F |
| EDP 623 | Research Design | 3 | F |
| EDP 641 | Doctoral Dissertation Research Seminar | 1 | F, Sp |

Note: EDP 641 must be taken four semesters for a total of 4 credit hours.

Specialization Courses

|  |  |  |  |
| --- | --- | --- | --- |
| EDP 620 | Contemporary Issues in Human Development, Learning, & Teaching | 3 | F |
| EDC 661 | Language and Thinking in Schools | 3 | As needed |
| EDC 662 | Writing for Presentations and Publications | 3 | As needed |
| EDC 664 | Social Justice in Higher Education | 3 | As needed |
| EDC 670 | Theory Construction in the Social Sciences | 3 | As needed |
| EDC 681 | Culture and Discourse in Education | 3 | As needed |
| EDC 682 | Discourse Analysis in Education Research | 3 | As needed |
| EDC 684 | Data Analysis: A Hands-On Approach | 3 | As needed |
| EDC 685 | Survey Design | 3 | As needed |
| EDP 692-693 | Directed Readings and Research Problems | 1-3 | As needed |

Students must take up to 12 credit hours of specialization courses. They can choose from this list or other graduate offerings from RIC or URI with the permission of their major professor.

Dissertation and Defense

|  |  |  |  |
| --- | --- | --- | --- |
| EDP 699 | Doctoral Dissertation Research | 12 | As needed |

Note: EDP 699: A minimum of 12 credit hours is required for this course.

Comprehensive Examination

Total Credit Hours: 58

# Educational Leadership (This program has suspended admissions.)

**Department of Counseling, Educational Leadership, and School Psychology**

**Admissions currently suspended. Please contact Interim Dean Carol Cummings (ccummings@ric.edu) with any questions.**

 

Educational Leadership M.Ed. (This program has suspended admissions.)

**This program is undergoing re-design and not accepting applications. For information, contact Dean Dingus-Eason (jdinguseason@ric.edu.)**

# Elementary Education

**Department of Elementary Education**

**Department Chair:** Leslie Sevey

**B.A. in Elementary Education General Science Program Coordinator:**Maria Lawrence

**B.A. in Elementary Education Mathematics Program Coordinator:**Maria Lawrence

**B.S. in Elementary Education with a Concentration in Special Education Program Coordinator:** Carolyn Obel-Omia

**Elementary Education Program Faculty: Professors** Goodrow, Horn, Lawrence, Sevey; **Associate Professors** Feinberg, Obel-Omia; **Assistant Professors** Gurjar, Pinheiro

Students in elementary education are awarded either a B.A. or a B.S. degree.

• The B.A. is awarded to students choosing the Elementary Education with a Teaching Concentration in Middle Level Mathematics or a Teaching Concentration in Middle Level General Science

• The B.S. is awarded to students electing a teaching concentration in special education.

Elementary Education B.A.

The two Elementary Education Middle Level programs, Elementary Education BA with a Teaching Concentration in Middle Level General Science and Elementary Education B.A. with a Teaching Concentration in Middle Level Mathematics will take four and a half years to complete. Upon completion of either program, the graduate will meet all Rhode Island Department of Education for two teacher certifications.

Admissions Requirements can be found in each of the two concentrations.

NOTE: Admission to the content majors in English, Multidisciplinary Studies, and Social Studies are currently suspended. Only students accepted to Rhode Island College prior to Fall 2019 can continue in these programs.

**Retention Requirements for Both Programs**

1. A minimum overall G.P.A. of 2.75 each semester.

2. A minimum grade of B- in ELED 202, and recommendation to continue from the instructor.

3. A minimum grade of B- in all other professional coursework, including an “acceptable” rating on the primary course artifact. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.

4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.

Students must maintain acceptable standing in academic work, fieldwork and demonstrate consistent professionalism or risk suspension from either Elementary Education program, the Concentration in Middle Level Mathematics or Concentration in Middle Level General Science.

**Other Requirements**

In addition to completing courses in elementary education, teacher candidates must complete the following requirements. See FSEHD website for additional information.

• Apply for a Background Check (BCI) each year. This information will be provided to each student, beginning in the FNED 101 course.

• Complete 25 hours of community service before student teaching.

**Preparing to Student Teach**

• Pass all appropriate teacher certification exams.

• Maintain the required G.P.A. in program courses and the concentration.

• Submit a complete Preparing to Teach Portfolio to the Elementary Education Office.

• Submit all Community service information. The semester before student teaching, teacher candidates will receive a link from the Office of Partnerships and Placements, providing directions to submit information regarding the Community Service experiences.

Course Requirements common to Elementary Education B.A. with a Teaching Concentration in Middle Level General Science and Elementary Education B.A. with a Teaching Concentration in Middle Level Mathematics

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
|  |  |  |  |
| ELED 202W | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202W | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| ELED 222 | Foundations of Literacy I: Grades 1-3 | 3 | F, Sp |
| ELED 324 | Foundations of Literacy II: Grades 3-6 | 3 | F, Sp |
| ELED 326 | Assessment and Intervention in Literacy-Tier 2 | 4 | F, Sp |
| ELED 330 | Physical Sciences for Elementary School Teachers | 2 | F, Sp, Su |
| ELED 436 | Teaching Social Studies to Diverse Learners | 3 | F, Sp |
| ELED 437 | Elementary School Science and Health Education | 3 | F, Sp |
| ELED 438 | Teaching Elementary School Mathematics | 3 | F, Sp |
| ELED 439 | Student Teaching in the Elementary School | 9 | F, Sp |
|  |  |  |  |
| ELED 440 | Capstone: STEAM/Project-Based Learning | 2 | F, Sp, Su |
|  | -Or- |  |  |
| SPED 460 | Capstone: Specialized Language Instruction | 2 | F, Sp, Su |
|  |  |  |  |
| ELED 469W | Best Practices: Instruction, Assessment, Classroom Management | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| MLED 230 | Young Adolescent Development in Social Contexts | 4 | F, Sp, Su |
| MLED 331 | Disciplinary Literacies with Young Adolescents | 4 | F, Sp |
| MLED 332 | Curriculum and Assessment for Young Adolescents | 4 | F, Sp |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Subtotal: 68

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

Teaching Concentration in Middle Level General Science

Admissions Requirements

Admission to this program includes all Feinstein School of Education and Human Development admissions requirements and the following courses for the Concentration in Middle Level General Science: BIOL 111, GEOG 200 or POL 102, and MATH 143 (C or higher in all courses).

Additional Coursework

Students electing to complete the Teaching Concentration in Middle Level General Science must complete the following courses, with a minimum grade point average of 2.50 in the science content courses.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
|  |  |  |  |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
|  | -Or- |  |  |
| POL 102 | American Government | 4 | F, Sp, Su |
|  |  |  |  |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |

Subtotal: 20

Note: ART 210, BIOL 111, MATH 144 and GEOG 200 or POL 102 courses can also apply to General Education requirements.

Note: All cognates require a minimum grade of C.

Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 102 any HIST General Education is accepted.

General Science Content Courses

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | Sp, Su |
| PHYS 101 | Physics for Science and Mathematics I | 4 | F, Sp, Su |
| PHYS 102 | Physics for Science and Mathematics II | 4 | F, Sp, Su |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 214 | Introduction to Meteorology | 4 | F |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |

Subtotal: 28

**Total Credit Hours for program: 116**

Note: 20 credits of this can double-count toward General Education requirements.

Teaching Concentration in Middle Level Mathematics

Admissions Requirements

Admission to this program includes all Feinstein School of Education and Human Development admissions requirements and the following courses for the Concentration in Middle Level Mathematics: BIOL 100, GEOG 200 or POL 102, and MATH 143 (C or higher in all courses).

Additional Coursework

Students electing to complete the Teaching Concentration in Middle Level Mathematics must complete the following courses, with a minimum grade point average of 2.50 in the mathematics content courses.

Additional Elementary Education Professional Coursework

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 238 | Teaching Functions and Algebra | 2 | F, Sp |
| ELED 248 | Teaching Data and Statistics | 2 | F, Sp |

Subtotal: 4

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
|  |  |  |  |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
|  | -Or- |  |  |
| POL 102 | American Government | 4 | F, Sp, Su |
|  |  |  |  |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSCI 204 | Understanding the Physical Universe | 4 | F, Sp, Su |

Subtotal: 24

Note: ART 210, BIOL 100, GEOG 200 or POL 102, MATH 144, and PSCI 204 courses can also apply to General Education requirements

Note: All cognates require a minimum grade of C.

Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 102 any HIST General Education is accepted.

Mathematics Content Courses

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 220 | Formalizing Mathematical Thought | 4 | F (alternate years - even-numbered years) |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| MATH 324 | College Geometry | 4 | Sp |
| MATH 409 | Mathematical Problem Analysis | 4 | F (alternate years - odd-numbered years) |
|  |  |  |  |
| MATH 431 | Number Theory | 3 | F, Sp |
|  | -Or- |  |  |
| MATH 436 | Discrete Mathematics | 3 | F, Sp |

Subtotal: 27

**Total Credit Hours for program: 123**

Note: 20 credits of this can double-count toward General Education requirements.

Content Majors (Admissions Indefinitely Suspended; No Longer Accepting New Students)

A. Content Major in English (Admission indefinitely suspended)

In addition to completing required courses in elementary education, students electing a content major in English must complete the following courses, with a minimum grade point average of 2.75 in the major. Students may not proceed to student teaching without the required GPA.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Subtotal: 24

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

Content major courses in English

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 200W | Reading Literature and Culture | 4 | F, Sp |
| ENGL 208 | British Literature | 4 | Annually |
| ENGL 209 | American Literature | 4 | Annually |
| ENGL 210 | Children’s Literature: Interpretation and Evaluation | 4 | As needed |
| ENGL 212 | Adolescent Literature: Images of Youth | 4 | Annually |
| ENGL 300W | Introduction to Theory and Criticism | 4 | F, Sp |
|  | ONE other ENGL 200-level course | 4 |  |

Subtotal: 28

Students pursuing middle grades certification must also take:

|  |  |  |  |
| --- | --- | --- | --- |
| SED 445 | The Teaching of Writing in Secondary Schools | 4 | F, Sp |

B. Content Major in Multidisciplinary Studies (Admission indefinitely suspended; no longer accepting new students)

In addition to completing required courses in elementary education, students electing a content major in multi-disciplinary studies must complete the following courses, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.

*Note: This content major does not fulfill requirements for middle grades certification.*

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 120 | Studies in Literature and Identity | 4 | F, Sp, Su |
| ENGL 121 | Studies in Literature and Nation | 4 | F, Sp, Su |
| ENGL 122 | Studies in Literature and the Canon | 4 | F, Sp, Su |
| ENGL 123 | Studies in Literature and Genre | 4 | F, Sp, Su |

Note: ENGL 120, ENGL 121, ENGL 122, ENGL 123: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 103 | Multiple Voices: Europe in the World to 1600 | 4 | F, Sp, Su |
| HIST 104 | Multiple Voices: Europe in the World Since 1600 | 4 | F, Sp, Su |

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HSCI 232 | Human Genetics | 4 | F |
| PSCI 208 | Forensic Science | 4 | F, Sp |

Subtotal: 36

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

Content major courses in Multidisciplinary Studies

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 210 | Children’s Literature: Interpretation and Evaluation | 4 | As needed |
| ENGL 212 | Adolescent Literature: Images of Youth | 4 | Annually |

ONE GEOGRAPHY COURSE from

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

ONE SOCIAL STUDIES COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| ECON 214 | Principles of Microeconomics | 3 | F, Sp, Su |
| SOC 200 | Introduction to Sociology | 4 | F, Sp |
| SOC 202 | The Family | 4 | F, Sp, Su |
| SOC 204 | Urban Sociology | 4 | As needed |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |
| POL 103 | Global Politics | 4 | F, Sp |
| POL 104 | Introduction to Political Thought | 4 | F, Sp |

ONE SCIENCE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HSCI 232 | Human Genetics | 4 | F |
| PSCI 208 | Forensic Science | 4 | F, Sp |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

TWO MATH COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 210 | College Trigonometry | 3 | Sp |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 220 | Formalizing Mathematical Thought | 4 | F (alternate years - even-numbered years) |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| MATH 324 | College Geometry | 4 | Sp |
| MATH 409 | Mathematical Problem Analysis | 4 | F (alternate years - odd-numbered years) |
| MATH 431 | Number Theory | 3 | F, Sp |

Subtotal: 25-28

Note: MATH 324: This course may also apply to General Education requirement.

C. Content Major in Social Studies (Admission indefinitely suspended, no longer accepting new students)

In addition to completing the required courses in elementary education, students electing a content major in social studies must complete the following courses with a minimum grade point average of 2.75 in the major.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| POL 201 | Development of American Democracy | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 103 | Multiple Voices: Europe in the World to 1600 | 4 | F, Sp, Su |
| HIST 104 | Multiple Voices: Europe in the World Since 1600 | 4 | F, Sp, Su |

Subtotal: 28

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

Content major courses in Social Studies

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 331 | Rhode Island History | 3 | Sp |
| HIST 381 | Workshop: History and the Elementary Education Teacher | 1 | F |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 238 | Early Imperial China | 3 | As needed |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 3 | As needed |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 3 | As needed |
| HIST 342 | Islam and Politics in Modern History | 3 | As needed |
| HIST 345 | Conflict, Globalization, and Modern East Asia | 3 | As needed |
| HIST 348 | Africa under Colonial Rule | 3 | Annually |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |

ONE COURSE from

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

ONE COURSE from

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

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| POL 103 | Global Politics | 4 | F, Sp |
| POL 104 | Introduction to Political Thought | 4 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| SOC 200 | Introduction to Sociology | 4 | F, Sp |
| SOC 202 | The Family | 4 | F, Sp, Su |
| SOC 204 | Urban Sociology | 4 | As needed |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |

Subtotal: 26-27

Elementary Education B.S.

**Admissions Requirements**

Admission requires the successful completion of equires the successful completion of FYW 100 or FYW 100P with a minimum grade of B- (may use C or C+ ‘with support’ of CURR 242FYW 100 or FYW 100P (with a minimum of B), BIOL 100 (with a minimum of C), MATH 143 (with a minimum of C), FNED 101 and FNED 346 (both with a minimum of B), completion of basic skills test (CORE: Math, Reading, Writing) or SAT or ACT, and an overall GPA of 2.75.

**Retention Requirements**

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in ELED 202 (or SPED 202), and recommendation to continue from the instructor.

3. A minimum grade of B- in all coursework, including an “acceptable” rating on primary course artifact. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.

4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.

5. 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 from the B.S. in Elementary Education program with teaching concentration in Special Education.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, Sp, Su |
| PSCI 204 | Understanding the Physical Universe | 4 | F, Sp, Su |
| POL 102 | American Government | 4 | F, Sp, Su |

Note: BIOL 100 (NS), MATH 144 (M), PSCI 204 (AQSR), GEOG 200 or POL 202 (SS) all also apply to General Education requirements.

Note: If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 202 any HIST General Education is accepted.

Note: All cognates require a minimum grade of C.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202W | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202W | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ELED 222 | Foundations of Literacy I: Grades 1-3 | 3 | F, Sp |
| ELED 324 | Foundations of Literacy II: Grades 3-6 | 3 | F, Sp |
| ELED 326 | Assessment and Intervention in Literacy-Tier 2 | 4 | F, Sp |
| ELED 330 | Physical Sciences for Elementary School Teachers | 2 | F, Sp, Su |
| ELED 436 | Teaching Social Studies to Diverse Learners | 3 | F, Sp |
| ELED 437 | Elementary School Science and Health Education | 3 | F, Sp |
| ELED 438 | Teaching Elementary School Mathematics | 3 | F, Sp |
| ELED 439 | Student Teaching in the Elementary School | 9 | F, Sp |
| ELED 440 | Capstone: STEAM/Project-Based Learning | 2 | F, Sp, Su |
| ELED 469W | Best Practices: Instruction, Assessment, Classroom Management | 3 | F, Sp |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 460 | Capstone: Specialized Language Instruction | 2 | F, Sp, Su |

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

Note: Students must choose one of the three Special Education Concentrations options to complete the Elementary Education B.S. See Special Education (p. ).

Subtotal: 69

Elementary 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 course work.

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

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

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

6. A Statement of Education Philosophy.

7. A current résumé.

8. An interview with an advisor in the M.A.T. program in elementary education, after initial application approval.

9. A plan of study approved by the advisor and appropriate dean, after initial application approval.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 552 | Psychological Perspectives on Learning and Teaching | 3 | F, Su |
| ELED 500 | Learning and Teaching: Seminar I | 3 | Sp, Su |
| FNED 546 | Contexts of Schooling | 4 | F, Sp |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 522 | M.A.T. Teaching Reading Practicum | 3 | F |
| ELED 527 | M.A.T. Teaching Writing Practicum | 3 | F |
| ELED 528 | M.A.T. Teaching Social Studies Practicum | 3 | Su |
| ELED 537 | M.A.T. Teaching Science Practicum | 3 | F |
| ELED 538 | M.A.T. Teaching Mathematics Practicum | 3 | F |
| ELED 554 | Learning and Teaching Seminar II | 1 | Early Sp |
| ELED 559 | Student Teaching in the Elementary School | 7 | Sp |
| ELED 569 | Learning and Teaching Seminar III | 2 | Sp |
| SPED 531 | Overview of Special Education: Policies/Practices | 3 | F, Sp, Su |

ONE COURSE from the following (OPTIONAL):

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 533 | Special Education: Practical Applications | 3 | As needed |
| TESL 501 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp, Su |
| TESL 502 | Applications of Second Language Acquisition | 3 | F, Sp, Su |

Total Credit Hours: 45

Elementary Education M.Ed. (This program has suspended admissions.)

*This program has suspended admissions.*

**Admission Requirements**

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

2. One year teaching experience.

3. An interview may be required.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 512 | Theoretical Perspectives on How Students Learn | 3 | Annually |
| ELED 513 | Designing and Assessing Teaching and Learning | 3 | Annually |
| ELED 514 | Educational Change | 3 | Annually |
| ELED 664 | Seminar in Education | 3 | As needed |
| INST 516 | Integrating Technology into Instruction | 3 | F, Sp |

CHOOSE A, B, C, or D below

A. Literacy

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 508 | Language Arts in the Elementary School | 3 | Su |
| ELED 558 | This course has been deleted. See program director for substitute course. (Teaching and Learning Writing) | 3 |  |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |
| READ 534 | Foundations in Literacy | 3 | Su |

B. Mathematics Education

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 504 | Mathematics in the Elementary School | 3 | F, Sp |
| ELED 506 | Elementary Mathematics: Geometry, Measurement, Data, Statistics | 3 | As needed |
| ELED 619 | Elementary Mathematics Assessment and Remediation Clinic | 6 | As needed |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |

C. Learning Diversity

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |
| SPED 551 | Introduction to Multicultural Special Education | 3 | Su (annually) |
| SPED 558 | Mathematics/Science Instruction for Students with Disabilities | 3 |  |
| TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | F, Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |

D. Individualized

To be determined by candidate, advisor, and M.Ed. committee

Total Credit Hours: 30

# Health and Physical Education

**Department of Health and Physical Education**

**Department Chair:**Susan Clark

**B.S. in Health and Physical Education Program Coordinators:** Susan Clark and Kristen Pepin

**M.Ed. in Health Education Graduate Program Coordinator:**Soumyadeep Mukherjee

**Health and Physical Education Program Faculty: Professor** Cummings;**Associate Professor** Mukherjee; **Assistant Professor** Clark, Pepin

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

Health and Physical Education B.S.

**Retention Requirements**

1. A minimum cumulative G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all program courses.

3. A secondary admission to the School of Education is required. An acceptable Student Teaching Portfolio is required.

Course Requirements

Program Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 140 | Foundations: Physical Education and Exercise Science | 3 | F, Sp |
| HPE 200W | Promoting Health and Well-Being in Schools | 3 | F, Sp |
| HPE 210 | Nutrition Education and Promotion | 3 | Sp |
| HPE 213 | Movement Appreciation for Children | 3 | F |
| HPE 243 | Motor Development and Motor Learning | 3 | F, Sp |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | Sp, as needed |
| HPE 301W | Principles of Teaching Activity | 3 | F, Sp |
| HPE 314 | Middle School Activities | 3 | F |
| HPE 315 | High School Activities | 3 | Sp |
| HPE 325 | Assessment in Health and Physical Education | 3 | F |
| HPE 340 | Sexual Health Education and Promotion | 3 | Sp |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 413 | Practicum in Elementary Physical Education | 3 | Sp |
| HPE 414W | Practicum In Secondary Physical Education | 3 | F |
| HPE 415 | Teaching/Assessment in Adapted Physical Education | 3 | F |
| HPE 417 | Practicum in Elementary Health Education | 3 | Sp |
| HPE 418W | Practicum in Secondary Health Education | 3 | F |
| HPE 423W | Student Teaching Seminar in Health and Physical Education | 2 | Sp, as needed |
| HPE 425W | Student Teaching: Health and Physical Education | 7 | Sp |
| HPE 428 | Educational Kinesiology and Exercise Physiology | 3 | F |
| HPE 431 | Drug Education | 3 | F |
| HPE 444 | Practicum in Adapted Physical Education | 3 | Early Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 201 | Anatomy and Physiology I Lecture | 3 | F, Sp, Su |
| BIOL 202 | Anatomy and Physiology I Laboratory | 1 | F, Sp, Su |
| BIOL 203 | Anatomy and Physiology II Lecture | 3 | F, Sp, Su |
| BIOL 204 | Anatomy and Physiology II Laboratory | 1 | F, Sp, Su |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Note: BIOL 201 and BIOL 202: Fulfills the Natural Science category of General Education.

Note: BIOL 203 and BIOL 204: Fulfills the Elective category of General Education.

Note: CEP 215: Fulfills the Social and Behavioral Sciences category of General Education.

Total Credit Hours: 97

Coaching Minor

Course Requirements

The minor in coaching consists of 18 credit hours (six courses), as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 201 | Prevention and Care of Athletic Injuries | 3 | Sp |
| HPE 205 | Conditioning for Personal Fitness | 3 | F, Sp |
| HPE 243 | Motor Development and Motor Learning | 3 | F, Sp |
| HPE 278 | Coaching Skills and Tactics | 3 | F, Sp |
| HPE 308 | The Science of Coaching | 3 | Sp |
| HPE 408 | Coaching Applications | 3 | F |

Also required is current certification in first aid and CPR (infant, child, and adult with AED).

Total Credit Hours: 18

Health Education M.Ed.

Admission Requirements

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

• Applicants to the School Nurse Teacher certification track are required to have a current Rhode Island Nursing license (Registered Nurse).

Core Course Requirements

Core Courses

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
|  |  |  |  |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |
|  | -Or- |  |  |
| FNED 546 | Contexts of Schooling | 4 | F, Sp |

Related Disciplines Component

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 531 | Overview of Special Education: Policies/Practices | 3 | F, Sp, Su |

Subtotal: 36-37

Choose Concentration A or B

A. Health Educator

Subtotal: 36-37

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 500 | Introduction to Health Education and Health Promotion | 3 | F |
| HPE 501 | Curriculum Design in Health Education | 3 | F |
| HPE 505 | Principles of Program Development in Health Education | 3 | Sp |
| HPE 507 | Epidemiology and Biostatistics | 3 | Sp |
| HPE 562 | Seminar in Health Education | 3 | Sp |

THREE COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 406 | Program Planning in Health Promotion | 3 | Sp or as needed |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 431 | Drug Education | 3 | F |
| HPE 503 | Health Education Pedagogy | 3 | Sp |
| HPE 504 | Application of Health Content | 3 | F |
| HPE 508 | Psycho-Social Aspects of Human Movement | 3 | As needed |
| HPE 509 | Teaching Sports through a Tactical Perspective | 3 | As needed |
| HPE 522 | Current Issues in Physical Education | 3 | As needed |
| HPE 523 | Adventure Education | 3 | As needed |
| HPE 530 | Family Life and Sexuality Education | 3 | F |
| HPE 531 | Methods and Procedures for School Nurse Teachers | 3 | Sp |
| HPE 550 | Topics in Health/Health Education | 3 | As needed |
| HPE 563 | Professional Ethics and Social Health Issues | 3 | Sp |
| HPE 580 | Workshops in Health/Health Education | 3 | As needed |
| HPE 590 | Directed Study in Health Education | 3 | As needed |
| HPE 591 | Directed Reading in Health Education | 3 | As needed |

Note: HPE 508, HPE 509, HPE 531, HPE 522, HPE 523 and HPE 531: With consent of advisor.

Electives

|  |  |  |  |
| --- | --- | --- | --- |
| ELECTIVE | This course should be health-related or in health education. Some students may have to take an additional foundations of education course as this elective. | 3 |  |

Subtotal: 36-37

B. School Nurse Teacher Certification

This concentration is awaiting RIDE program approval. Please contact the deaprtment chair, Dr. Robin Kirkwood Auld, rauld@ric.edu for the latest update.

Subtotal: 30-31

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 552 | Psychological Perspectives on Learning and Teaching | 3 | F, Su |
| HPE 500 | Introduction to Health Education and Health Promotion | 3 | F |
| HPE 503 | Health Education Pedagogy | 3 | Sp |
| HPE 504 | Application of Health Content | 3 | F |
| HPE 530 | Family Life and Sexuality Education | 3 | F |
| HPE 531 | Methods and Procedures for School Nurse Teachers | 3 | Sp |
| HPE 562 | Seminar in Health Education | 3 | Sp |

Subtotal: 30-31

# Reading

**Department of Elementary Education**

**Department Chair:**Leslie Sevey

**Reading Graduate Program Director:** Natasha Feinberg

**Reading Program Faculty**: **Associate Professor** Feinberg

Reading M.Ed.

**Admission Requirements**

1. Official transcripts of all undergraduate and graduate records.

2. A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate coursework. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.

3. A teaching certificate.

4. Two Candidate Reference Forms accompanied by two letters of recommendation.

5. A Professional Goals Essay.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| READ 501 | Reading in the Content Areas | 3 | F |
| TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | F, Sp |
| READ 534 | Foundations in Literacy | 3 | Su |
| READ 629 | Literacy Internship for Assessment and Intervention | 6 | Su |
| READ 630 | Literacy and the Community | 2 | Su |
| READ 667 | Reading Specialist Coaching and the Administration of Reading Programs | 4 | Sp |
| READ 687 | Teaching Literacy in Diverse Contexts | 3 | Su |
| READ 688 | Educational Technology for Reading Instruction in the Digital Age | 3 | F |
| SPED 546 | Dyslexia in Schools: Assessment and Identification | 3 | Su |

Comprehensive Assessment

Pass Praxis 5301: Reading Specialist Test

Total Credit Hours: 36

# School Psychology

**Department of Counseling, Educational Leadership, and School Psychology**

**Department Chairs:**Kalina Brabeck and Shannon Dowd-Eagle

**School Psychology Graduate Program Director:**Jenlyn Furey

**School Psychology Program Faculty: Professors**Dowd-Eagle, Eagle, Holtzman; **Associate Professor** Furey

C.A.G.S. in School Psychology/Counseling M.A. — with Concentration in Educational Psychology

*This program is recognized by the National Association of School Psychologists.*

**Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized test scores not required.

2. A minimum of three courses in psychology, including child or adolescent development, personality, and abnormal psychology.

3. A current résumé.

4. An interview.

**Retention Requirements**

1. A minimum cumulative grade point average of 3.25 on a 4.00 scale each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.

2. A minimum grade of B- in CEP 531, CEP 533 and CEP 603. Students who receive a grade below a B- in any of these courses must consult with their advisor before registering for any subsequent course in the plan of study.

3. A passing score on the M.A. Comprehensive Examination.

4. A satisfactory rating on the training portfolio, and a recommendation to continue from the graduate program director.

5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 531 | Human Development across Cultures | 3 | Sp, Su |
| CEP 532 | Theories and Methods of Counseling | 3 | F, Su |
| CEP 533 | Psychology of Students with Exceptionalities | 3 | Sp |
| CEP 534 | Quantitative Measurement and Test Interpretation | 3 | F |
| CEP 536 | Biological Perspectives in Mental Health | 3 | F, Su |
| CEP 537 | Introduction to Group Counseling | 3 | F, Su |
| CEP 538 | Practicum I: Introduction to Counseling Skills | 3 | F (Counseling), Su (School Psychology) |
| CEP 551 | Behavioral Assessment and Intervention | 3 | Sp |
| CEP 554 | Research Methods in Applied Settings | 3 | Sp |
| CEP 602 | Social-Emotional Assessment and Intervention | 3 | Sp |

Comprehensive Examination (Master of Arts)

0 credit hours. Offered Fall, Spring.

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 601 | Cognitive Assessment | 3 | F |
| CEP 603 | Professional School Psychology | 3 | F |
| CEP 604 | Psychoeducational Assessment and Response-to-Intervention | 3 | Sp |
| CEP 605 | School Psychology Practicum | 6 | F, Sp |
| CEP 629 | Internship in School Psychology | 12 | F, Sp |
| CEP 651 | Academic Instruction, Interventions and Supports | 3 | F |
| CEP 675 | Consultation and Collaboration in School and Community Settings | 3 | F |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |

National School Psychology Examination (C.A.G.S.)

0 credit hours. Offered Fall, Spring.

Total Credit Hours: 69

The C.A.G.S. in school psychology is awarded when the student has completed:

1. An additional 27 credit hours of graduate course work beyond the master’s level as specified in the student’s integrated and sequential plan of study.

2. A one-year, 1,200-hour, 12-credit internship in a cooperating school system.

3. A passing score (as determined by the Department of Counseling, Educational Leadership, and School Psychology) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).

4. A performance portfolio at the conclusion of the internship.

The C.A.G.S. in school psychology meets state certification requirements in school psychology from the Rhode Island Department of Education.

For candidates admitted to the C.A.G.S. in school psychology, the M.A. in counseling (educational psychology concentration) is awarded when the student has completed CEP 531, CEP 532, CEP 533, CEP 534, CEP 536, CEP 537, CEP 538, CEP 551, CEP 554 and CEP 602; and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student’s knowledge of human development, counseling approaches and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not granted as a terminal degree and does not meet requirements for certification as a school psychologist.*

# Secondary Education

**Department of Educational Studies**

**Department Chair:**Charles McLaughlin

**Secondary Education Program Faculty: Professors** Bogad, Horwitz, Johnson, McLaughlin Jr.; **Associate Professors** Benson, Burke, Ender, Hesson, Kraus, Restler, Shipe; **Assistant Professors** Guzman Antelo, Hadid, Papa

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

Secondary Education B.A. (English, General Science, History, Mathematics, Social Studies)

**Retention Requirements**

1. A minimum cumulative G.P.A. of 2.75 each semester.

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

3. A satisfactory G.P.A. in the major area.

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

If a student’s G.P.A. falls below the minimum 2.75, or if the required G.P.A. 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 G.P.A. or the required G.P.A. 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 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SED 206 | Educational Assessment and Pedagog | 4 | F, Sp, Su |
| SED 306W | Inquiry into Discourses, Literacies, and Policies | 4 | F, Sp |
| SED 420/TECH 420/WLED 420 | Introduction to Student Teaching | 2 | Early Sp |
| SED 421/TECH 421/WLED 421 | Student Teaching in the Secondary School | 7 | Sp |
| SED 422/TECH 422/WLED 422 | Student Teaching Seminar in Secondary Education | 3 | Sp |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Note: To be admitted into SED 306 students must be admitted into FSEHD, and to take their Practicum I course (SED 31X) they must submit passing scores for both the Praxis II content tests and the Praxis II: Principles of Learning and Teaching Tests.

Note: SED 420 is taken in the Early Spring session.

Subtotal: 37

Secondary Education English Major

Students electing a major in English 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 (G.P.A.). Students must maintain the content G.P.A. of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain English Certification:

Requirements

Secondary Education

|  |  |  |  |
| --- | --- | --- | --- |
| SED 313 | Critical Writing and Teaching in Schools | 4 | Sp |
| SED 413 | Social Justice Teaching in English Education | 4 | F |
|  |  |  |  |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
|  | -Or- |  |  |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

English

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 200W | Reading Literature and Culture | 4 | F, Sp |
| ENGL 208 | British Literature | 4 | Annually |
| ENGL 209 | American Literature | 4 | Annually |
| ENGL 212 | Adolescent Literature: Images of Youth | 4 | Annually |
| ENGL 300W | Introduction to Theory and Criticism | 4 | F, Sp |
|  |  |  |  |
| ENGL 345 | Shakespeare: Histories and Comedies | 4 | As needed |
|  | -Or- |  |  |
| ENGL 346 | Shakespeare: The Tragedies and Romances | 4 | As needed |
|  |  |  |  |
| ENGL 432 | Studies in the English Language | 4 | As needed |

ONE COURSE (Advanced Literature) from:

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 301 | Reading America to the Civil War | 4 | As needed |
| ENGL 302 | Studies in American Literature 1860-1945 | 4 | As needed |
| ENGL 304 | Studies in British Literature to 1500 | 4 | As needed |
| ENGL 305 | Studies in British Literature 1500-1700 | 4 | As needed |
| ENGL 306 | Studies in British Literature 1700-1914 | 4 | As needed |
| ENGL 307 | Studies in Modernist and Contemporary Literature | 4 | As needed |
| ENGL 315 | Literature, Environment and Ecocriticism | 4 | As needed |
| ENGL 324 | Literature by Women | 4 | As needed |
| ENGL 326 | Studies in African American Literature | 4 | As needed |
| ENGL 327 | Studies in Multicultural American Literatures | 4 | As needed |
| ENGL 335 | Literatures of the World to 1500 | 4 | As needed |
| ENGL 336 | Reading Globally | 4 | As needed |
| ENGL 340 | Studies in Poetry, Drama or Prose | 4 | As needed |
| ENGL 341 | Studies in Literature and Film | 4 | As needed |
| ENGL 350 | Topics Course in English | 4 | As needed |

ONE COURSE (Diverse Literatures) from:

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 324 | Literature by Women | 4 | As needed |
| ENGL 326 | Studies in African American Literature | 4 | As needed |
| ENGL 327 | Studies in Multicultural American Literatures | 4 | As needed |
| ENGL 336 | Reading Globally | 4 | As needed |
| ENGL 350 | Topics Course in English | 4 | As needed |

**NOTE:** ENGL 350 - when on appropriate topic.

ONE COURSE (Writing) from:

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 220W | Introduction to Creative Writing | 4 | F, Sp |
| ENGL 222W | Introduction to Professional Writing | 4 | Annually |
| ENGL 231W | Multimodal Writing | 4 | Alternate years |
| ENGL 232W | Public and Community Writing | 4 | Alternate years |
| ENGL 378W | Advanced Workshop in Professional Writing | 4 | Alternate years |
| ENGL 379W | Rhetoric for Professional Writing | 4 | Alternate years |
| ENGL 460W | Seminar in English | 4 | F, Sp |

Subtotal: 51

Note: There are 88 total required credits for a Secondary Education English Major: 37 credits as required of all SED students and 51 credits of English Content courses.

Note: To enroll in SED 420, students must have completed all but two of the required 300-level English courses and all other requirements in the English major.

Note: SED 420 is taken in the Early Spring session.

Secondary Education General Science Major

Students electing a major in General Science 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 General Science certification.  In addition to the requirements below, students must choose an additional area of certification (CUS in biology, CUS in chemistry, CUS in physics, or middle level certification) to pair with the General Science certification requirements.

Requirements

Secondary Education

|  |  |  |  |
| --- | --- | --- | --- |
| SED 316 | Teaching Science, Society, and Technology | 4 | Sp |
| SED 416 | Practicum in Secondary Science Education | 4 | F |
|  |  |  |  |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
|  | -Or- |  |  |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

Biology

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |

Chemistry

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

History

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 108 | History of Science and Medicine | 4 | Annually |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 214 | Introduction to Meteorology | 4 | F |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |

Physics

|  |  |  |  |
| --- | --- | --- | --- |
| PHYS 101 | Physics for Science and Mathematics I | 4 | F, Sp, Su |
| PHYS 102 | Physics for Science and Mathematics II | 4 | F, Sp, Su |

ONE RESEARCH COURSE from:

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 491-494 | Research in Biology | 1 | F, Sp, Su |
| CHEM 491-493 | Research in Chemistry | 1 | As needed |
| PHYS 491-493 | Research in Physics | 1 | As needed |
| PSCI 491-493 | Research in Physical Science | 1 | As needed |

Subtotal: 52

Note: There are 89 total required credits for a Secondary Education General Science Major: 37 credits as required of all SED students and 52 credits of General Science Content courses.

Secondary Education History Major

Students electing a major in History 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 History certification:

Requirements

Secondary Education

|  |  |  |  |
| --- | --- | --- | --- |
| SED 314 | Responsive Social Studies Teaching/Learning I | 4 | Sp |
| SED 414 | Responsive Social Studies Teaching/Learning II | 4 | F |

History

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 281W | History Matters I: Methods and Skills | 3 | F, Sp |
| HIST 282W | History Matters II: Historical Research | 3 | F, Sp |
| HIST 389W | History Matters III: Senior Research Project | 2 | F, Sp |

TWO COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 201 | U.S. History: 1400-1800 | 3 | F, Sp |
| HIST 202 | U.S. History: 1800-1920 | 3 | F, Sp |
| HIST 203 | U.S. History: 1920 to the Present | 3 | F, Sp |

ONE COURSE from U.S. History:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 209 | The American Revolution | 3 | Annually |
| HIST 217 | American Gender and Women’s History | 3 | Annually |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 219 | Popular Culture in Twentieth Century America | 3 | Alternate years |
| HIST 243 | Latino Peoples and US History | 3 | Annually |
| HIST 320 | American Colonial History | 3 | Annually |
| HIST 323 | The Gilded Age and Progressive Era | 3 | Alternate years |
| HIST 324 | Crises of American Modernity, 1914-1945 | 3 | Annually |
| HIST 325 | Superpower America 1945-1990 | 3 | Annually |
| HIST 328 | History of the American West | 3 | As needed |
| HIST 329 | Civil War and Reconstruction | 3 | As needed |
| HIST 330 | History of American Immigration | 3 | As needed |
| HIST 331 | Rhode Island History | 3 | Sp |
| HIST 334 | African American History | 3 | Annually |
| HIST 336 | The United States and the Emerging World | 3 | Sp |

ONE COURSE from European History:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 220 | Ancient Greece | 3 | Alternate years |
| HIST 221 | The Roman Republic | 3 | Alternate Years |
| HIST 222 | The Roman Empire | 3 | Alternate Years |
| HIST 223 | Medieval History | 3 | Alternate years |
| HIST 224 | The Glorious Renaissance | 3 | F |
| HIST 234 | Challenges and Confrontations: Women in Europe | 3 | As needed |
| HIST 235 | Voices of the Great War | 3 | Alternate years |
| HIST 258 | Environmental History | 3 | Annually |
| HIST 307 | Europe in the Age of Enlightenment | 3 | As needed |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 3 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 311 | The Origins of Russia to 1700 | 3 | Alternate years |
| HIST 312 | Russia from Peter to Lenin | 3 | Alternate years |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |
| HIST 318 | Tudor-Stuart England | 3 | As needed |

ONE COURSE from Africa, Asia, Latin America, Middle East:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 238 | Early Imperial China | 3 | As needed |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 3 | As needed |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 3 | As needed |
| HIST 342 | Islam and Politics in Modern History | 3 | As needed |
| HIST 345 | Conflict, Globalization, and Modern East Asia | 3 | As needed |
| HIST 348 | Africa under Colonial Rule | 3 | Annually |

ONE COURSE from Global History or Non-Western History (Africa, Asia, Latin America, Middle East):

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 218 | American Foreign Policy: 1945 to the Present | 3 | F |
| HIST 222 | The Roman Empire | 3 | Alternate Years |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 238 | Early Imperial China | 3 | As needed |
| HIST 239 | Japanese History through Art and Literature | 3 | Alternate years |
| HIST 241 | Colonial and Neocolonial Latin America | 3 | Annually |
| HIST 242 | Modern Latin America | 3 | Annually |
| HIST 258 | Environmental History | 3 | Annually |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |
| HIST 330 | History of American Immigration | 3 | As needed |
| HIST 336 | The United States and the Emerging World | 3 | Sp |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 3 | As needed |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 3 | As needed |
| HIST 342 | Islam and Politics in Modern History | 3 | As needed |
| HIST 345 | Conflict, Globalization, and Modern East Asia | 3 | As needed |
| HIST 348 | Africa under Colonial Rule | 3 | Annually |

Certification Courses

To be certified to teach history in Rhode Island secondary schools, students must also complete the certification courses listed below. Upon completion, students may be eligible for Rhode Island endorsement to teach economics, geography, political science and social studies.

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
| GEOG 401 | Geography for Social Studies Educators | 4 | Sp |
| POL 102 | American Government | 4 | F, Sp, Su |

Note: ECON 200 will double-count as the General Education Social and Behavioral Sciences distribution (SB).

Subtotal: 46

Note: There are 83 total required credits for a Secondary Education History Major: 37 credits as required of all SED students and 46 credits of History Content courses.

Secondary Education Mathematics Major

Students electing a major in Mathematics apply to the Feinstein School of Education and Human Development and meet admission requirements that include an average grade of 2.50 or higher in all (completed) mathematics courses in the program as well as completion of 8 credits of mathematics courses in the program. Students must maintain an average grade of 2.50 or higher in all (completed) mathematics courses in the program for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Mathematics certification:

Requirements

Secondary Education

|  |  |  |  |
| --- | --- | --- | --- |
| SED 315 | Teaching Mathematics in a Diverse Classroom | 4 | Sp |
| SED 415 | Rethinking Mathematics Teaching and Learning | 4 | F |

Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 213 | Calculus II | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |
| MATH 300W | Bridge to Advanced Mathematics | 4 | Sp |
| MATH 314 | Calculus III | 4 | F, Sp |
| MATH 315 | Linear Algebra | 4 | F |
| MATH 324 | College Geometry | 4 | Sp |
| MATH 431 | Number Theory | 3 | F, Sp |
| MATH 432 | Introduction to Abstract Algebra | 4 | Sp |
| MATH 441 | Introduction to Probability | 4 | F |
| MATH 458W | History of Mathematics | 4 | F |

Subtotal: 53

Note: There are 90 total required credits for a Secondary Education Mathematics Major: 37 credits as required of all SED students and 53 credits of Mathematics Content courses.

Note: To enroll in SED 415, students must have completed the calculus sequence: MATH 212, MATH 213, MATH 314; in addition to MATH 240, MATH 300, MATH 315, MATH 324; and at least concurrent enrollment in MATH 432. Prior to enrollment in SED 420, SED 421 and SED 422, students must have completed all requirements in the mathematics major.

Secondary Education 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

Secondary Education

|  |  |  |  |
| --- | --- | --- | --- |
| SED 314 | Responsive Social Studies Teaching/Learning I | 4 | Sp |
| SED 414 | Responsive Social Studies Teaching/Learning II | 4 | F |

Core Courses

Anthropology

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 461/FNED 461 | LatinX in the United States | 4 | Annually |

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 200 | World Regional Geography | 4 | F, Sp |
| GEOG 401 | Geography for Social Studies Educators | 4 | Sp |

History Component

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 202 | U.S. History: 1800-1920 | 3 | F, Sp |
| HIST 203 | U.S. History: 1920 to the Present | 3 | F, Sp |
| HIST 281W | History Matters I: Methods and Skills | 3 | F, Sp |

Political Science

|  |  |  |  |
| --- | --- | --- | --- |
| POL 102 | American Government | 4 | F, Sp, Su |
| POL 332 | Civil Liberties in the United States | 4 | F, Sp |

ONE COURSE from European History:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 234 | Challenges and Confrontations: Women in Europe | 3 | As needed |
| HIST 308 | Europe in the Age of Revolution, 1789 to 1850 | 3 | As needed |
| HIST 309 | Europe in the Age of Nationalism, 1850 to 1914 | 3 | As needed |
| HIST 310 | Twentieth-Century Europe | 3 | As needed |
| HIST 312 | Russia from Peter to Lenin | 3 | Alternate years |
| HIST 313 | The Soviet Union and After | 3 | Alternate years |

ONE COURSE from Africa, Asia, Middle East:

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 236 | Post-Independence Africa | 3 | Annually |
| HIST 238 | Early Imperial China | 3 | As needed |
| HIST 340 | The Muslim World from the Age of Muhammad to 1800 | 3 | As needed |
| HIST 341 | The Muslim World in Modern Times, 1800 to the Present | 3 | As needed |
| HIST 342 | Islam and Politics in Modern History | 3 | As needed |
| HIST 345 | Conflict, Globalization, and Modern East Asia | 3 | As needed |
| HIST 348 | Africa under Colonial Rule | 3 | Annually |

Subtotal: 54-57

Concentrations

Select one concentration area (A, B, C or D) and then one course from the courses listed for your concentration.

A. Anthropology/Sociology (select one course)

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |
| ANTH 103 | Introduction to Biological Anthropology | 4 | Sp |
| ANTH 104 | Introduction to Linguistic Anthropology | 4 | F |
| SOC 200 | Introduction to Sociology | 4 | F, Sp |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |

B. Geography (select one course)

|  |  |  |  |
| --- | --- | --- | --- |
| GEOG 100 | Introduction to Environmental Geography | 4 | F, Sp, Su |
| GEOG 337/POL 337 | Urban Political Geography | 4 | As needed |
| GEOG 338/POL 338 | People, Houses, Neighborhoods, and Cities | 4 | As needed |

C. Global Studies (select one course)

|  |  |  |  |
| --- | --- | --- | --- |
| INGO 301 | Global Development | 4 | Sp |
| POL 103 | Global Politics | 4 | F, Sp |

D. Political Science (select one course)

|  |  |  |  |
| --- | --- | --- | --- |
| POL 103 | Global Politics | 4 | F, Sp |
| POL 104 | Introduction to Political Thought | 4 | F, Sp |

Total Credit Hours: 56-59

Note: There are 93-96 total required credits for a Secondary Education Social Studies Major: 37 credits as required of all SED students and 56-59 credits of Social Studies Content courses.

Middle School Certification

The certification 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 230, MLED 331 and MLED 332.

2. Complete 45 practicum hours in middle school settings.

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

Educational Studies Minor

The minor in educational studies consists of 19 credit hours (five to six courses), as follows:

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
|  |  |  |  |
| SED 206 | Educational Assessment and Pedagog | 4 | F, Sp, Su |
|  | -Or- |  |  |
| WLED 201 | Introduction to World Languages Education | 4 | Sp |
|  |  |  |  |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |

Total Credit Hours: 19

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

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

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

9. A Statement of Educational Philosophy.

10. A current résumé.

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

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

Course Requirements

Core Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 552 | Psychological Perspectives on Learning and Teaching | 3 | F, Su |
| FNED 546 | Contexts of Schooling | 4 | F, Sp |
| SED 501 | Introduction to Lesson Planning | 2 | F, Su |
| SED 502 | Introduction to Assessment | 2 | F, Su |
| SED 503 | Discourses, Literacies and Technologies of Learning | 2 | Sp, Su |
| SED 521 | Student Teaching in Secondary Schools | 7 | F, Sp |
| SED 522 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 531 | Overview of Special Education: Policies/Practices | 3 | F, Sp, Su |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |

Elective

One 400-500 Level Elective in the Fall

Subtotal: 3-4

Concentration in English Pedagogy

|  |  |  |  |
| --- | --- | --- | --- |
| SED 516 | Teaching and Learning: Humanities in Communities | 2 | Sp |
| SED 517 | Critical Writing and Teaching in School | 4 | Sp |
| SED 518 | Social Justice Teaching in English Education | 4 | F |

Concentration in Mathematics Pedagogy

|  |  |  |  |
| --- | --- | --- | --- |
| SED 505 | Inquiry into STEM | 2 | Sp |
| SED 510 | Mathematics Teaching in a Diverse Classroom | 4 | Sp |
| SED 515 | Rethinking Mathematics Teaching and Learning | 4 | F |

Capstone Course

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

Subtotal: 44-45

Total Credit Hours: 37-46

# Special Education

**Department of Special Education**

**Department Chair:Paul LaCava**

**Professors** Hui-Michael, LaCava, Lynch McDermott-Fasy; **Assistant Professor** Acosta

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." for graduate requirements.)

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

**Retention Requirements** (Undergraduate only. See "Special Education Programs M.Ed." 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 Elementary Special Education

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202W | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202W | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210W | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312 | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 412W | 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 | 4 | 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 Instruction | 2 | F, Sp, Su |
|  |  |  |  |
| SPED 470 | Collaboration: Home, School, and Community | 3 | F, Sp |
| SPED 471 | Student Teaching in Elementary Special Education | 8-9 | F, Sp |

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

Note: SPED 471: For students seeking dual certification in Elementary Special Education and Severe Intellectual Disabilities (SID), this will be an 8 credit course, otherwise this is a 9 credit course.

Total Credit Hours: 43-44

Special Education B.S.—with Concentration in Elementary Special Education and Severe Intellectual Disabilities

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202W | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202W | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210W | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312W | Assessment Procedures for Students with Special Needs | 4 | F, Sp |
| SPED 412W | 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 | 4 | 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 | Student Teaching in Elementary Special Education | 8-9 | 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 471 and SPED 473: For students seeking dual certification in Elementary Special Education and SID, this will be an 8 credit course, otherwise these are 9 or 10 credit courses.

Total Credit Hours: 59-62

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 202W | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202W | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |  |  |  |
| SPED 210W | Supporting Social, Emotional and Behavioral Learning | 4 | F, Sp |
| SPED 211 | Supporting Students with Communication Needs | 3 | F, Sp |
| SPED 312W | Assessment Procedures for Students with Special Needs | 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 | 4 | 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: 40-42

## Special Education Programs M.Ed.

There are five M.Ed. programs in special education: early childhood special education, 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 three strands: autism education, transition for youth with exceptionalities 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 ESOL 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 Intervention and Supports | 3 | F (as needed) |
| SPED 513 | Characteristics/Needs of Young Exceptional Children | 3 | Sp |
| SPED 515 | Early Childhood Developmental Screening and Assessment | 3 | Sp |
| 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 | Su |
| SPED 615 | Assessment Practicum: Early Childhood Special Education | 1 | Sp |
| 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

Elementary or Secondary Special Education M.Ed.

The M.Ed. in Elementary or Secondary Special Education Program is an initial certification leading to licensure in elementary (gr1-6) or secondary (gr7-12) 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. Professional license (elementary or secondary general education certificate) or passing test scores on the Elementary or Secondary Praxis Principles of Learning & Teaching (PLT).

4. 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.

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. Completion of foundational coursework in special education (SPED 531 or equivalent), and other pre-requisite requirements as determined by the Program Director.

8. Professional goals essay that describes candidate’s commitment to the field of Elementary or Secondary Special Education, cultural awareness, collaboration, and life-long learning.

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 | STEM for Diverse Learners: Intensive Intervention | 4 | F, Sp |
| SPED 501 | Assessment in Special Education | 3 | F (as needed) |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| SPED 551 | Introduction to Multicultural Special Education | 3 | Su (annually) |
| SPED 648 | Interpreting and Developing Research in Special Education | 3 | F |

CHOOSE A or B below

A. Elementary Level Mild/Moderate

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

B. Middle/Secondary Level Mild/Moderate

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

Comprehensive Assessment

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

Total Credit Hours: 32-35

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

**Admission Requirements**

1. 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 professional course work.

4. An M.Ed. in Exceptional Learning Needs requires that applicants have a Rhode Island certification in Special Education.

5. Three Candidate Reference Forms accompanied by three letters of recommendation that documents the candidate’s education and/or experience with individuals with exceptionalities.

6. A Performance-Based Evaluation that documents the candidate’s education and/or experience with individuals with exceptionalities.

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

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 |
| DIS 451 | Introduction to Transition to Adult Life | 3 | F |
| SPED 503 | Positive Behavior Intervention and Supports | 3 | F (as needed) |
| SPED 518 | Literacy for Diverse Learners: Intensive Intervention | 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 or C below

A. Autism Education

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 561/SPED 461 | 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. Transition for Youth with Exceptionalities

|  |  |  |  |
| --- | --- | --- | --- |
| DIS 551 | Starting the Transition Journey | 4 | Sp |
| DIS 552 | Transition in the Middle Years | 4 | F |
| DIS 553 | Completing the Transition Journey | 4 | Sp |

C. Specialized Study in Special Education

|  |  |  |  |
| --- | --- | --- | --- |
|  | THREE COURSES chosen with advisor's consent | 9 |  |

Comprehensive Assessment

The Professional Impact Project completed in SPED 648 serves as the Comprehensive Assessment for this program. 

Total Credit Hours: 32-35

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 courses that address (determined by the Special Education advisor):  
• Curriculum and Methods in Teaching Reading  
• Curriculum and Methods in Teaching Science/Math.  
• Overview of Special Education: Policies/Practice  
• Supporting students with behavioral needs

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

8. 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 | Sp |
|  | -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 | 4 | 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 ESOL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (5362).

Comprehensive Assessment

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

Total Credit Hours: 30-31

# Teaching English to Speakers of Other Languages

**Department of Educational Studies**

**Department Chair:**Charles McLaughlin

**Teaching English to Speakers of Other Languages Program Co-Directors:** Alia Hadid and Sarah Hesson

**Teaching English to Speakers of Other Languages Program Faculty: Associate Professor**Hesson **Assistant Professors** Guzman Antelo, Hadid

Teaching English to Speakers of Other Languages M.Ed.

**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. Standardized tests not required.

3. Three reference forms with letters of recommendation.

4. A professional essay describing the candidate’s philosophy of teaching and commitment to the education and advocacy of multilingual students and communities

5. *Candidates in Bilingual Education Concentration must demonstrate proficiency in the appropriate world language.*

Course Requirements

Foundations Component (Free Electives)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 561/FNED 561 | LatinX in the United States | 4 | Annually |
| BLBC 515 | Foundations of Education in Bilingual Communities | 3 | F |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| INST 516 | Integrating Technology into Instruction | 3 | F, Sp |
| CURR 501 | Digital Media Literacy | 4 | Su |

Professional Education Component (Required)

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 507 | Literacy Instruction for Emergent Bilingual Learners | 3 | F, Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 541 | Applied Linguistics in TESOL | 3 | F, Sp |
| TESL 548 | TESOL Pedagogies for Grades PK-Adult | 3 | F, Sp |
| TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | F, Sp, Su |
| TESL 551 | Assessment of Emergent Bilinguals | 3 | F, Sp |
| TESL 553 | Internship in TESOL and Bilingual Education | 3 | F, Sp |

*Candidates seeking ESOL certification in the State of Rhode Island must complete TESL 539, TESL 549, TESL 541, TESL 546 or TESL 548, TESL 551, TESL 507, and TESL 553, as well as the ESOL Praxis Exam (5362).*

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 599 | Graduate Essay in TESOL | 1 | F, Sp |

Subtotal: 31-33

Course Requirements for Concentration In Bilingual Education

Foundations Component (Free Electives)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| CURR 501 | Digital Media Literacy | 4 | Su |
| INST 516 | Integrating Technology into Instruction | 3 | F, Sp |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 502 | Social Issues in Education | 3 | F, Sp, Su |
| FNED 561/ANTH 561 | LatinX in the United States | 4 | Annually |
| TESL 549 | Sociocultural Contexts: Education in Bilingual Communities | 3 | F, Sp, Su |

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 510 | Research Methods, Analysis, and Applications | 3 | F, Sp, Su |
| FNED 547 | Introduction to Practitioner Action Research | 3 | F, Sp, Su |

Comprehensive Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 599 | Graduate Essay in TESOL | 1 | F, Sp |

Professional Education Component (Required)

|  |  |  |  |
| --- | --- | --- | --- |
| BLBC 515 | Foundations of Education in Bilingual Communities | 3 | F |
| BLBC 516 | Pedagogy and Practice in Bilingual Education | 3 | F |
| BLBC 518 | Biliteracy Instruction for Emergent Bilingual Learners | 3 | Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
| TESL 541 | Applied Linguistics in TESOL | 3 | F, Sp |
| TESL 551 | Assessment of Emergent Bilinguals | 3 | F, Sp |
| TESL 553 | Internship in TESOL and Bilingual Education | 3 | F, Sp |

The Professional Education courses listed above comprise an approved program for Bilingual Education certification in RI. In addition to coursework, candidates must pass the ESOL Praxis (5362) and demonstrate proficiency in the second language of instruction as described in RIDE’s Assessment Requirements.

Subtotal: 31-32

# Technology Education

**Department of Educational Studies**

**Department Chair:**Charles McLaughlin, Jr.

**Technology Education Program Coordinator:** Charles McLaughlin, Jr.

**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 202W | Design Processes | 3 | F |
| TECH 204 | Energy and Control Systems | 3 | Annually |
| TECH 216 | Computer-Aided Design | 3 | As needed |
| TECH 305W | Teaching and Learning in Technology Education | 4 | Annually |
| TECH 306 | Automation and Control Systems | 4 | Annually |
| TECH 326 | Communication Systems | 3 | Annually |
| TECH 327 | Construction Systems | 3 | Annually |
| TECH 328 | Manufacturing Systems | 3 | Annually |
| TECH 329 | Transportation Systems | 3 | Annually |

Note: TECH 306 satisfies the Advanced Quantitative/Scientific Reasoning (AQSR) General Education requirement.

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |
| TECH 318 | Practicum I: Teaching K-6 Technology Education | 4 | Annually |
| TECH 406W/CTE 300 | Methods for Teaching Technical Subjects | 4 | Annually |
| TECH 418 | Practicum II: Teaching Secondary Technology Education | 4 | Annually |
| TECH 420/SED 420/WLED 420 | Introduction to Student Teaching | 2 | Early Sp |
| TECH 421/SED 421/WLED 421 | Student Teaching in the Secondary School | 7 | Sp |
| TECH 422 | Student Teaching Seminar in Secondary Education | 3 | Sp |

CHOOSE ONE of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 433 | Special Education: Best Practices and Applications | 3 | F, Sp |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| MATH 120 | Intermediate Algebra | 4 | F, Sp, Su |
| MATH 139 | Math, Data, and the Contemporary Citizen | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |

Subtotal: 92

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 202W | 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 Systems | 4 | Annually |
| TECH 326 | Communication Systems | 3 | Annually |
| TECH 327 | Construction Systems | 3 | Annually |
| TECH 328 | Manufacturing Systems | 3 | Annually |
| TECH 329 | Transportation Systems | 3 | Annually |
| TECH 430 | Internship in Applied Technology | 6 | As needed |
| TECH 431W | Capstone Design Project | 4 | F, Sp |

Note: TECH 306 satisfies the Advanced Quantitative/Scientific Reasoning (AQSR) General Education requirement.

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| CSCI 157 | Introduction to Algorithmic Thinking in Python | 4 | F, Sp |
| CSCI 211 | Computer Programming and Design | 4 | F, Sp |
| MGT 201W | Foundations of Management | 4 | F, Sp, Su |
| MGT 331 | Occupational and Environmental Safety Management | 4 | F |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| PHYS 101 | Physics for Science and Mathematics I | 4 | F, Sp, Su |
| PHYS 102 | Physics for Science and Mathematics II | 4 | F, Sp, Su |

Subtotal: 70

# Wellness and Exercise Science

**Department of Health and Physical Education**

**Department Chair:**Susan Clark

**Wellness and Exercise Science Coordinator:**Kristen Pepin

**Wellness and Exercise Science Program Faculty: Professor** Cummings; **Associate Professors**Auld, Mukherjee; **Assistant Professors** Clark, Pepin

Students must consult with their assigned advisor before they will be able to register for courses. Students must present current certification in basic first aid, adult-child-infant CPR, and AED in order to enroll in an internship.

Wellness and Exercise Science B.S.

Retention Requirements

1. A minimum cumulative G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all other required program courses, except for BIOL 108, BIOL 231, BIOL 335, and PSYC 110 or PSYC 215, which, when needed, require a minimum grade of C.

Note: BIOL 108 fulfills the Natural Science category of General Education.

Note: BIOL 335 fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
|  |  |  |  |
| ENGL 230W | Workplace Writing | 4 | F, Sp, Su |
|  | -Or- |  |  |
| MKT 201W | Introduction to Marketing | 4 | F, Sp, Su |
|  |  |  |  |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 140 | Foundations: Physical Education and Exercise Science | 3 | F, Sp |
| HPE 201 | Prevention and Care of Athletic Injuries | 3 | Sp |
| HPE 205 | Conditioning for Personal Fitness | 3 | F, Sp |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 243 | Motor Development and Motor Learning | 3 | F, Sp |
| HPE 278 | Coaching Skills and Tactics | 3 | F, Sp |
| HPE 301W | Principles of Teaching Activity | 3 | F, Sp |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |
| HPE 309W | Exercise Prescription | 3 | F |
| HPE 406 | Program Planning in Health Promotion | 3 | Sp or as needed |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 411 | Kinesiology | 3 | F |
| HPE 420 | Physiological Aspects of Exercise | 3 | F, Sp |
| HPE 421 | Senior Lecture: Wellness and Exercise Science | 3 | F |
| HPE 427 | Internship in Wellness and Exercise | 10 | F, Sp, Su |
| HPE 430 | Seminar in Wellness and Exercise | 2 | F, Sp, Su |
|  |  |  |  |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
|  | -Or- |  |  |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 244 | Group Exercise Instruction | 3 | As needed |
| HPE 307 | Introduction to Epidemiology | 3 | Annually, Su if needed as hybrid/online |
| HPE 308 | The Science of Coaching | 3 | Sp |
| HPE 310 | Strength and Conditioning for the Athlete | 3 | F |
| HPE 408 | Coaching Applications | 3 | F |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |

Total Credit Hours: 85-87

# World Languages Education

**Department of Educational Studies**

**Department Chair**: Charles McLaughlin

**Program Director:**Erin Papa

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 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 G.P.A. of 2.75 each semester.

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

3. A G.P.A. 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 G.P.A. falls below the minimum of 2.50, or if the required G.P.A. 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 G.P.A. or the required G.P.A. 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 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |
|  |  |  |  |
| MLAN 400 | Applied Linguistics | 3 | Annually |
|  | -Or- |  |  |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |
|  |  |  |  |
| WLED 201 | Introduction to World Languages Education | 4 | Sp |
| WLED 317 | Practicum I: Community-Based Language Learning | 4 | Sp |
| WLED 417 | Practicum II: PK-12 World Languages Education | 4 | F |
| WLED 420/SED 420/TECH 420 | Introduction to Student Teaching | 2 | Early Sp |
| WLED 421/SED 421/TECH 421 | Student Teaching in the Secondary School | 7 | Sp |
| WLED 422/SED 422/TECH 422 | Student Teaching Seminar in Secondary Education | 3 | Sp |

Subtotal: 48

Note: CEP 215 satisfies the General Education Social and Behavioral Science (SB) requirement

French Concentration

Along with completing required courses in world languages 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 201W | Advanced French: Conversation and Composition | 4 | F |
| FREN 202W | Advanced French: Composition and Conversation | 4 | Sp |
|  | FOUR ADDITIONAL COURSES in French at the 300-level | 16 |  |
| FREN 420W | Applied Grammar | 3 | Alternate years |
| FREN 460W | Seminar in French | 3 | Annually |
|  | TWO COURSES in another world language | 8 |  |

Subtotal: 38-40

To enroll in WLED 417, students must have completed FREN 201W, FREN 202W, three 300-level or higher courses in FREN, and FREN 420W. Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 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 or OPIc) and Writing Proficiency Test (WPT).

   
  
   
  
   
  
   
  
   
  
   
  
 

Portuguese Concentration

Along with completing required courses in world languages 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 201W | Conversation and Composition | 4 | F |
| PORT 202W | Composition and Conversation | 4 | Sp |
|  | FOUR COURSES in Portuguese at the 300-level or above | 16 |  |
| PORT 420W | Applied Grammar | 3 | Alternate years |
| PORT 460W | Seminar in Portuguese | 3 | As needed |
|  | TWO COURSES in another world language | 8 |  |

Subtotal: 38

To enroll in WLED 417, students must have completed PORT 201W, PORT 202W, three 300-level or higher courses in Portuguese, and PORT 420W Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; and a score of Advanced Low or higher on the Portuguese-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT).

Spanish Concentration

Along with completing required courses in world languages 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 201W | Conversation and Composition | 4 | F, Sp |
| SPAN 202W | 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 420W | Applied Grammar | 3 | Sp |
| SPAN 460W | Seminar in Spanish | 3 | Annually |
|  | TWO COURSES in another world language | 8 |  |

Subtotal: 38

To enroll in WLED 417, students must have completed SPAN 201W, SPAN 202W, three 300-level courses in Spanish, and SPAN 420W. Exam prerequisites to enrollment are Principles of Learning and Teaching Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 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 or OPIc) and Writing Proficiency Test (WPT).

Subtotal: 45

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, if available, and on the ACTFL OPI and WPT, with a minimum score of Advanced Low.

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

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

7. A Statement of Educational Philosophy.

8. A current résumé.

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

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

**DEVELOPING THE PLAN OF STUDY:**

When applicants for the MAT in World Languages Education meet with an advisor to develop the Plan of Study, they will review the applicant’s previous transcripts to determine if the applicant needs any courses beyond the degree in order to meet Rhode Island Department of Education certification requirements. These courses might include but are not limited to courses in the content area, FNED 546, CEP 552, SPED 531, or WLED 501. Some of this content may be previously satisfied by the undergraduate minor in Educational Studies, or equivalent coursework from another institution. Additional courses are not required for the degree but can be added to the plan of study in order to meet RIDE mandates.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |
|  |  |  |  |
|  | -Or- |  |  |
|  |  |  |  |
| TESL 402 | Applications of Second Language Acquisition | 3 | F, Sp |
| BLBC 515 | Foundations of Education in Bilingual Communities | 3 | F |
| SED 503 | Discourses, Literacies and Technologies of Learning | 2 | Sp, Su |
| SED 516 | Teaching and Learning: Humanities in Communities | 2 | Sp |

NOTE: TESL 402 may be substituted for TESL 539 if the candidate has already taken the prerequisite TESL 401.

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| WLED 517 | Graduate Practicum in World Languages Education | 4 | F |
| WLED 520 | Graduate Introduction to World Languages Student Teaching | 2 | Early Sp |
| WLED 521 | Graduate Student Teaching in World Languages Education | 5 | Sp |
| WLED 522 | Graduate Seminar in World Languages Education | 3 | Sp |
|  | Electives: Two 400-500 Level Electives | 6-8 |  |

NOTE: To be admitted to WLED  517 students must submit passing scores on the Praxis II: Principles of Learning and Teaching K-6, Text #5622 OR 7-12, Test #5624.  
NOTE: To be admitted into WLED 521 and WLED 522 students must have completed all other required courses.

Capstone Course

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

Total Credit Hours: 30-32

# Youth Development

**Department of Educational Studies**

**Department Chair:**Charles McLaughlin

**Youth Development B.A. Program Director**: Lesley Bogad

**Youth Development M.A. Program Director:** Victoria Restler

**Youth Development Program Faculty: Professors** Bogad; **Associate Professor** Restler

**Note on YDEV B.A.:** 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 300W | Introduction to Youth Development | 4 | F, Sp |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| YDEV 352W | 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

|  |  |  |  |
| --- | --- | --- | --- |
| SPED 300 | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 | As needed |
|  | -Or- |  |  |
| YDEV 301 | Community, Pedagogy and Inclusion | 4 | F, Sp |

CHOOSE ONE

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| MLED 230 | Young Adolescent Development in Social Contexts | 4 | 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 | Introducing Social Work and Social Justice | 4 | F, Sp |
| SWRK 324 | Diversity and Oppression I | 4 | F, Sp |
| SWRK 325 | Diversity and Oppression II | 4 | F, Sp |
| SWRK 326W | Generalist Social Work Practice | 4 | F, Sp |

Nonprofit Management Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| NPST 300 | Institute in Nonprofit Studies | 4 | F |
| NPST 301 | Financial Management for Nonprofits | 3 | Sp |
| NPST 402 | Staff and Volunteer Management for Nonprofits | 3 | F |
| NPST 404 | Communications and Resource Development for Nonprofits | 3 | Sp |
| ELECTIVE | ONE COURSE in an aspect of nonprofit organizations or philanthropy | 3-4 |  |

Subtotal: 56-60

YDEV 413: This course satisfies the elective requirement above.

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

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 program advisor.

Total Credit Hours: 71-84

Youth Development M.A.

Admissions Requirements:

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

2. Official transcripts of all undergraduate and graduate records.

3. Three letters of recommendation, from individuals (e.g. administrators, colleagues, or instructors) familiar with your academic and professional work.

4. Current resume or CV.

5. Personal Statement

6. Minimum of two-years professional experience in Youth Development OR one year plus a Bachelor’s degree in Youth Development.

7. Extenuating circumstances statement (if needed). If your undergraduate GPA is below a 3.0 overall, or you have circumstances about which you wish to provide more information.

8. An in-person interview may be required.

Retention Requirements:

Students must maintain a G.P.A. of B or better in all program courses.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| YDEV 501 | Youth Development Theory And Practice | 4 | F |
| YDEV 502 | Youth Development Community Retreat | 1 | F |
| YDEV 520 | Youth Social Policy and Action | 4 | Sp |
| YDEV 521 | Youth Social Policy In The Field | 1 | Sp |
| YDEV 540 | Leadership in Youth Development | 4 | Su |
| YDEV 560 | Youth Development Research and Evaluation | 4 | F |
| YDEV 561 | Field Work in Research/Evaluation | 1 | F |
| YDEV 590 | Directed Study In Youth Development | 4 | Sp |

Electives

|  |  |  |  |
| --- | --- | --- | --- |
| ELECTIVE | Students will take two graduate-level elective courses in a related field. These two courses, together with the directed study (YDEV 590) will form the student’s customized concentration. | 7-8 |  |

Subtotal: 30-32

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