

# EDUCATION

*Department Chair: Jennifer Booth, Ed.D.*

*Coordinators:*

*Early Childhood/Special Education: Pamela O'Day, Ph.D.*

*Elementary Education/Special Education: Elizabeth McAuliffe, RSM, Ed.D.*

*Secondary Education: Tracy Pelkowski, Ph.D.*

*Music Education: Peter Davis, M. Mus.*

Salve Regina University offers programs that prepare teacher education candidates to apply for certification as teachers in the state of Rhode Island in the major areas of Early Childhood Education, Early Childhood & Special Education, Elementary Education, Elementary Education & Special Education, Music Education, World Languages, and Secondary Education in Biology, Chemistry, English, Social Studies, and Mathematics. Minors are available in Special Education and Secondary Education.

Consistent with the University mission, the education programs at Salve Regina are marked by a commitment to service. Active participation in the life of children and schools is a hallmark of all programs. Teacher Education was one of the inaugural programs when Salve opened in 1947. In 1951, when the first teacher education candidates were ready to work in area schools, a partnership was initiated with the Newport schools. Since that time, additional partnerships have formed to support Salve's teacher education candidates.

The Education faculty has designed its programs with four major components: a general, liberal, and humanistic education; a content-oriented curriculum in the academic disciplines to be taught; a comprehensive study of pedagogy, including foundational studies and specialized pedagogical knowledge, and a program of expanding field experience that culminates in student teaching. All programs are aligned to the R.I. Professional Teaching Standards, which are based on the national Interstate Teacher Assessment and Support Consortium (INTASC) standards, and appropriate content standards.

## Certification and Accreditation

Eligibility for application for Rhode Island teacher certification is dependent on two criteria: the successful completion of programs and the completion of required state testing. The education programs at Salve Regina are approved by the State of Rhode Island Department of Education. Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC), and through NASDTEC's Interstate Agreement, Salve Regina University graduates can submit their R.I. teaching credentials to 47 states, Washington D.C., Department of Defense, and Guam. Graduates must keep in mind that while the submission of the R.I. teaching credentials is generally seamless due to the Interstate Agreement, individual states do retain the right to have additional requirements, usually in the form of a state-specific teacher exam. Graduates should always check with a state's Department of Education to get the most recent changes to certification requirements prior to applying.

Because a teacher is entrusted with the education and care of young students, personal behavior may impact one's ability to obtain licensure and/or employment. This includes obtaining licensure to student teach in the state of RI. We value responsible behavior, and work with candidates to enhance their reflective skills and personal responsibility.

Teacher education candidates are responsible for knowing the updated curriculum, guidelines, and meeting the requirements as clarified and promulgated through the Assessment Handbook and the Student Teaching Handbook, both of which are available on the Education Department website. Changes in state requirements for teacher certification may necessitate program changes that supersede the programs as described in this catalog.

## Title II

The University reports educational statistics in accordance with the provisions of Title II of the Higher Education Act (P170) of 1988. Timely and accurate data regarding the Institutional Report Card on the Quality of Teacher Preparation, including program pass rates and program information may be obtained at: [www.ride.ri.gov](http://www.ride.ri.gov) (<http://www.ride.ri.gov>). Salve Regina University's Teacher Education programs are currently approved by the State of Rhode Island Department of Education, Office of Educator Quality and Certification.

## Early Childhood, Elementary, Special and Secondary Education Student Learning Outcomes

At the completion of the program, students will be able to:

1. Acquire a body of knowledge unique to Education.
2. Develop skills appropriate to a professional scholar.
3. Engage in the on-going process of preparation for a career in Education.
4. Foster within themselves and their students' moral insights and commitment to service.
5. Engage in continuing professional development.
6. Demonstrate a positive impact on students' learning
7. Demonstrate their understanding and application from their university experience.

## Admissions

Although students may be accepted into Salve Regina University as education majors, this is a provisional acceptance into the education department. Students applying to the education program must meet or exceed recommended scores on SAT, ACT, or Praxis Core in order to gain full acceptance into the program. Recommended scores are set by the Rhode Island Department of Education for all education programs in the state and the scores are determined annually. Students whose scores fall below the recommended scores may be required to take additional course work and/or tutoring before being formally accepted. Students must formally apply to the education department, usually during the second semester of their sophomore year. To gain formal admission to the department, students must have a minimum 2.75 overall grade point average<sup>1</sup>, earned a "C" or better in all education courses, successfully meet the Readiness for Admission Criteria, and provide a packet of evidence required for admission into the department (see Assessment Handbook). Once formally admitted to the education department, teacher education candidates must continue to maintain a minimum 2.75 GPA, earn "C" or better in all education courses, meet the specific requirements for Completion of Methods(C) and Prior to Licensure(P) assessment points (see Assessment Handbook).

Transfer students must meet the same formal admission requirements as students who enter Salve Regina in their freshman year. This means that grades for all courses completed at prior institutions count toward a

transfer student's overall GPA in calculating the minimum 2.75 admission requirement.

<sup>1</sup> Prior to their formal admission to the education department, students may utilize the undergraduate pass/fail policy for no more than two courses.

## Bachelor's

- Early Childhood and Special Education (B.S.) (<https://catalog.salve.edu/undergraduate/academic-programs/education/early-childhood-special-education/>)
- Early Childhood Education (B.S.) (<https://catalog.salve.edu/undergraduate/academic-programs/education/early-childhood-education-bs/>)
- Elementary Education (B.S.) (<https://catalog.salve.edu/undergraduate/academic-programs/education/elementary-education-bs/>)
- Elementary Education and Special Education (B.S.) (<https://catalog.salve.edu/undergraduate/academic-programs/education/elementary-education-special-education-bs/>)
- Music Education (B.A.S.) (<https://catalog.salve.edu/undergraduate/academic-programs/education/music-education-bas/>)
- Secondary Education (B.A.S.) (<https://catalog.salve.edu/undergraduate/academic-programs/education/secondary-education-bas/>)

## Minors

- Secondary Education Minor (<https://catalog.salve.edu/undergraduate/academic-programs/education/secondary-education-minor/>)
- Special Education Minor (<https://catalog.salve.edu/undergraduate/academic-programs/education/special-education-minor/>)

## Early Childhood Education

### ELC-100: Introduction to Early Childhood Education (3 Credits)

This course provides a broad and comprehensive overview of Early Childhood Education. Teacher education candidates are introduced to educational initiatives. Content standards for the content areas are introduced, as are the Rhode Island Early Learning and Development Standards (RIELDS), the Rhode Island Professional Teaching Standards (RIPTS), and the standards for the National Association for the Education of Young Children (NAEYC). Candidates visit early childhood classrooms and have an opportunity to document observing these standards in implementation.

### ELC-220: Child Growth and Development, Learning and Teaching: Theories and Application (3 Credits)

**Pre-requisite(s):** ELC-100 is required.

In this course, Early Childhood teacher education candidates examine, integrate, evaluate, and apply information on physical, emotional, cognitive, and social development of children birth through eight years from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them are also examined, integrated, and applied. Teaching methods, classroom experiences, and other aspects of the teaching learning process are analyzed and evaluated in relation to the theories, their principles, and current research, both in the theories and in child development.

### ELC-298: Tutoring and Mentoring in a Multicultural Society I (1 Credits)

This course affords teacher education candidates the opportunity to reflect on ways to support diversity and equity in early childhood classrooms, write their own cultural and racial autobiography, and design several activities that meet the Rhode Island Early Learning and Development Standards with particular focus on social emotional development and creative arts. Once activities are created, candidates work in a Pre-K classroom one morning each week implementing their activities. This experience contributes to the development of a lifelong commitment to community service and culturally responsive pedagogy. Early Childhood majors of sophomore standing is required.

### ELC-299: Tutoring and Mentoring in a Multicultural Society II (1 Credits)

This course, the continuation of ELC-298, affords teacher education candidates the opportunity to design multiple activities that meet the Rhode Island Early Learning and Development Standards, with particular focus on math and literacy. Once activities are created, candidates work in a Pre-K classroom one morning each week implementing their activities. This experience contributes to the development of a lifelong commitment to community service and culturally responsive pedagogy. Early Childhood majors of sophomore standing is required.

### ELC-310: Language and Literacy (6 Credits)

Guided by National Association for the Education of Young Children (NAEYC) standards and Rhode Island Core Standards for English Language Arts/Literacy, this course integrates content, methods, and materials for developing early literacy in young children. The interrelationship of listening, speaking, reading, and writing is stressed. Teacher education candidates are exposed to the components of a comprehensive literacy program and to the development of the various strategies young children employ in developing literacy skills. Topics are examined from a multicultural perspective and attention is given to working with children who are Multilingual Learners. A field component provides teacher education candidates with a culturally diverse environment in which to practice the theories they are learning. Candidates spend two hours a week working in a primary classroom. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.

### ELC-311: Early Childhood Methods and Curriculum (6 Credits)

This course focuses on understanding the curriculum and methods for developmentally appropriate practice in mathematics, science, and social studies. The use of technology to enhance these content areas is explored. National Association for the Education of Young Children (NAEYC) standards and national, state, and local standards are the foundation for the development of lessons that provide an integrative network for approaching curriculum development. A field component provides teacher education candidates with experience working with children from diverse cultural backgrounds. Candidates will spend two hours a week working in a primary classroom. Acceptance into the Early Childhood Education program and successful completion of all Rhode Island Department of Education certification testing requirements is required.

**ELC-314: Authentic Assessment (2 Credits)**

This course focuses on developmentally appropriate assessment in Early Childhood. Both standardized and teacher-made tools are evaluated as are ways to use results from these measurements to design student learning outcomes (SLO's). Opportunities are provided to enable teacher education candidates to create rubrics and checklists, and to use the data from them to drive instruction. Students study norm and criterion-referenced measurements. The components of portfolio assessment are studied in detail. Teacher education candidates create a portfolio of assessment tools designed to be used to assess a child's learning development. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.

**ELC-332: Early Childhood Math Concept Development (3 Credits)**

This course focuses on major mathematical concepts and research-based methodologies for effective mathematics teaching of diverse early childhood student populations, including those who struggle with math. In addition, students will become familiar with the National Council of Teachers of Mathematics (NCTM) math standard, RI Core Standards for Math, and research-based strategies and tools to support children's development of mathematical concepts. Acceptance into the Early Childhood Education program required.

**ELC-431: Student Teaching in Early Childhood Education (12 Credits)**

Student teaching is a full-time assignment under the supervision of a clinical educator and university supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the clinical educator and university supervisor. Teacher education candidates will complete an Impact Project by using baseline data to identify an area of need for students. They will then conduct a relevant research review to identify effective learning strategies and use this information to develop and implement an intervention plan. They will teach a series of intervention activities, conduct formative and summative assessments of the students' learning, and then analyze the data to report the findings and determine the next instructional steps for the student. Acceptance to Student Teaching (see Assessment Handbook) and successful completion of Praxis 5024 and 5025 is required.

*Course Fee:* \$500.00

**ELC-432: Student Teaching Seminar in Early Childhood Education (1 Credits)**

**Pre/Co-requisite(s):** ELC-431 or concurrent enrollment is required. This workshop-format course will provide materials and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina University Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication.

**ELC-480: Senior Partnership (3-6 Credits)**

This course provides experienced Early Childhood majors with the opportunity to use their teaching, management, creative, and interpersonal skills in the development and implementation of educational programs to service the local community. Teacher education candidates develop a contract that specifies standards and student learning outcomes to be met during the semester. Working under the guidance of a university clinical educator, candidates implement the contract and present a portfolio of work completed. Successful completion of Student Teaching and the recommendation of the University supervisor (see Assessment Handbook) is required.

**ELC-490: Senior Seminar (3 Credits)**

The focus of this capstone course is to provide intensive reflection on the development of the teacher education candidate as he or she prepares to enter the education profession. Resumes, cover letters, and mock interviews are completed. Community guests and/or former graduates provide advice and practical knowledge to students. Completion of professional portfolio is achieved. Successful completion of Student Teaching is required.

**ELC-499: Independent Study (1 Credits)**

This course permits teacher education candidates to examine a subject area of their choice, whether or not offered in the regular curriculum. Permission of department chair is required.

## Elementary Education

**EDC-084: Communicating Across Cultures (1 Credits)**

This workshop will focus in enhancing students' Cross Cultural Competency Skills and their ability to see the world from someone else perspective. In addition, the workshop will provide participants with way to explore areas of personal bias and develop effective communication skills for working with diverse individuals within the work environment.

**EDC-120: Introduction to Race and Inequity in American Education (3 Credits)**

This course is designed for students to explore and analyze the historical context of major issues, concerns, and implications of the impacts that institutional racism has on education in America. Students will explore how institutional racism is reflected in current teaching practices and academic curriculum and explore research-based strategies for teaching to students who are negatively impacted by institutional racism. From a cultural perspective, students will analyze classical and modern theoretic ideologies of teaching and learning to support the diversity reflected in American schools, as well as, to promote social and education reform. This course will lay a robust foundation to help students better understand and practice the department's goals to prepare culturally responsive teachers.

**EDC-140: Preparing to Teach Math (1 Credits)**

This course is designed for teacher education candidates who seek a greater understanding of mathematical concepts and processes necessary in order to effectively teach mathematics in the K-12 classroom. Teacher education candidates will acquire more in-depth knowledge of the logic of mathematical processes, problem solving strategies, and approaches to promote mathematical thinking.

**EDC-190: Teaching Physical Education and Health (1 Credits)**

This course is designed to provide teacher education candidates with basic understandings of the need and value of physical education and health in the school setting.

**EDC-202: Foundations of Reading (3 Credits)**

This course will provide the theoretical foundations of reading and literacy. Students will learn the scientifically based research necessary to understand how reading develops. Through evidence-based effective methods and strategies, students will learn to teach the essential elements of reading. Students will also learn to use assessments to differentiate instruction and design interventions that support all learners.

**EDC-203: Technologies for Instruction and Assessment (3 Credits)**

This 3-credit course allows teacher education candidates the opportunity to explore technology used to teach, reinforce, and enhance student learning in the elementary classroom as well as examining its use in a data-driven classroom. This course fosters skill development in the area of instructional technology and in information processing skills. All teacher education candidates will investigate a wide range of current effective educational technology tools. Teacher education candidates will examine how technology is used to create assessments for the class (formative assessments and summative assessments) and will explore the use of technology to assist in a data-driven classroom. Activities and projects address teacher education candidates' abilities to effectively use technology in instruction and in assessment. The course goals and objectives selected for this course meet the most current technology standards (ISTE) recommended for teacher education candidates by the International Society for Technology in Education (ISTE, 2011) and the Rhode Island Professional Teacher Standard (RIPTS, 2008). Elementary and Elementary/Special Education majors of sophomore or higher academic standing is required.

*Course Fee:* \$35.00

**EDC-220: Child and Adolescent Development and Theories of Learning (3 Credits)**

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of children and adolescents from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them, are also examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in child development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of child/adolescent development impacts instruction. Teacher education candidates are introduced to the Rhode Island Professional Teaching Standards (RIPTS) and The International Society for Technology for Education (ISTE) Standards for Educators. Sophomore or higher academic standing is required.

*Cross-listed with:* SCD-220.

**EDC-243: Children's Literature (3 Credits)**

This course is designed to provide an overview of children's literature. Books of fiction, poetry, the traditional literature of the fairy tale, fable, myth and legend, and materials in the nonfiction areas of science, biography, and history will be evaluated. Multicultural literature is explored across genres. Standards for the selection of books will be considered. Writing is an integral component. Sophomore or higher academic standing is required.

**EDC-298: Tutoring and Mentoring in a Multicultural Society I (1 Credits)**

This course affords teacher education candidates the opportunity to acquire mentoring skills in order to assist children in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. Candidates develop an awareness of culturally responsive pedagogy through this field experience. In the process, many teacher education candidates realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester. Elementary and Elementary/Special Education majors of sophomore or higher academic standing is required.

**EDC-299: Tutoring and Mentoring in a Multicultural Society II (1 Credits)**

This course is designed for tutors and mentors to develop effective multicultural strategies to help their K-12 students from diverse populations improve and/or gain effective learning strategies and positive attitudes about themselves. In the process, students realize a commitment to the lifelong pursuit of community service. Requirements include seminar participation and a total of 15 hours of tutoring/mentoring per semester. Elementary and Elementary/Special Education majors of sophomore or higher academic standing is required.

**EDC-305: Teaching Social Studies in Elementary School (3 Credits)**

In this course teacher education candidates examine, integrate, apply and evaluate Social Studies methods, content, resources, and materials for teaching at the elementary school level. Both practical and theoretical perspectives on the teaching and learning of Social Studies are explored. The goals and thematic strands of the National Council of Social Studies and standards embedded in Rhode Island Core Standards are studied and applied. There is emphasis on planning and teaching with a multicultural and global perspective on citizenship education leading to active involvement of children in the classroom, school, community, and beyond. Teacher education candidates' experiences include using inquiry, cooperative learning, primary sources, children's literature, technology, the arts, and hands-on activities. Appropriate assessment and evaluation strategies are integrated throughout the course. Field experiences provide opportunities for candidates to demonstrate attainment of social studies teaching skills through creating and teaching an integrated thematic unit in an elementary classroom. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$50.00

**EDC-320: Teaching Literacy and Language (6 Credits)**

**Pre-requisite(s):** EDC-206 and acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test are required.

This course integrates content, methods, and materials for instruction in elementary literacy and language. Teacher education candidates develop an understanding of the functional role of listening, speaking, reading, writing and viewing in all curriculum areas. The Common Core State Standards (CCSS) for English Language Arts are utilized in this course. Topics include creating a community of learners in a literacy rich environment and delivery of a balanced literacy program with a focus on teaching phonemic awareness, phonics, fluency, and vocabulary and text comprehension utilizing the reading/ writing workshop models. The role of assessment is examined from the emergent through fluent levels of reading and writing. Emphasis is placed on communication skills and their integration in the entire elementary education curriculum. Field experiences provide concrete opportunities for teacher education candidates to demonstrate application of content and strategies discussed in the class with a diverse population.

*Course Fee:* \$50.00

**EDC-323: Teaching Mathematics and Science in the Elementary School (6 Credits)**

This six-credit course enables teacher education candidates to develop the content knowledge and skills needed to create and employ successful mathematics and science instructional methods with elementary students in grades 1-6 to meet the appropriate science and mathematics standards as identified in the Common Core State Standards for Mathematics and the Next Generation of Science Standards (2013). All teacher education candidates will demonstrate content mastery in the area of mathematics and science. For the practicum portion of this course, all pre-service teachers will design and implement standards-based lessons and assessments for elementary students' learning in science, mathematics, and engineering design. For each lesson, pre-service teachers will engage in the full cycle of instruction and formative assessment by analyzing student work to identify students' understandings and misconceptions and plan for next instructional steps. Attention will be given to differentiation of instruction especially with regard to the needs of elementary students from diverse cultural/ethnic backgrounds as well as those with special needs and for students. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$50.00

**EDC-354: Strategies for Teaching English Learners (3 Credits)**

This course introduces students to the most current approaches to teaching English as a second language. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English learners (ELs) through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking.

**EDC-431: Student Teaching in Elementary Education (12 Credits)**

Student Teaching is a full-time assignment under the supervision of a clinical educator and a university supervisor. Student teachers will have opportunities for substantial responsibility with the full range of teaching duties. During this time, the experience will be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the clinical educator and university supervisor. Student teachers will complete an Impact Project by conducting a relevant research review to identify effective learning strategies on an instructional topic. They will teach a series of lessons on the topic, conduct formative and summative assessments of the students learning, identify students who require remedial instruction, and develop and enact a plan for remediation. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$500.00

**EDC-432: Student Teaching Seminar in Elementary Education (1 Credits)**

**Co-requisite(s):** EDC-431 is required.

This workshop-format course will provide information and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. This course, in conjunction with EDC-431 Elementary Student Teaching, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina University Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Senior academic standing in the Elementary Education program (see Assessment Handbook) is required.

**EDC-497: Undergraduate Research I (1-6 Credits)**

In-depth investigation of a specific research topic in education. Topic and credit to be determined by the faculty member who is acting as research advisor. Sophomore academic standing and permission of instructor are required.

**EDC-498: Undergraduate Research II (1-6 Credits)**

**Pre-requisite(s):** EDC-497, sophomore academic standing and permission of instructor are required.

In-depth investigation of a specific research topic in education. Topic and credit to be determined by the faculty member who is acting as research advisor.

**EDC-499: Independent Study (3 Credits)**

This course permits teacher education candidates to examine a subject area of their choice, whether or not offered in the regular curriculum. Permission of department chair is required.

## Secondary Education

**SCD-212: Teaching Literacy in the Content Area (3 Credits)**

This course is designed to instruct teacher education candidates in the use of methods and materials in teaching students to strengthen their literacy skills within the various content areas of the middle and secondary school curriculum. Attention to instructional procedures and literacy strategies as well the diverse needs of students including Multilingual Learners will be part of this course. Technology for teaching and for learning will be explored as it relates to the enhancement of student learning.

**SCD-220: Child and Adolescent Development and the Theories of Learning (3 Credits)**

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of children and adolescents from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them, are also examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in child development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of child/adolescent development impacts instruction. Teacher education candidates are introduced to the Rhode Island Professional Teaching Standards (RIPTS) and The International Society for Technology for Education (ISTE) Standards for Educators. Sophomore or higher academic standing is required.

*Cross-listed with:* EDC-220.

**SCD-298: Secondary Field Experience in a Multicultural Society I (1 Credits)**

This course affords teacher education candidates the opportunity to acquire mentoring skills in order to assist adolescents in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. In the process, many candidates realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester. Secondary Education majors/minors of sophomore or higher academic standing is required.

**SCD-299: Secondary Field Experience in a Multicultural Society II (1 Credits)**

In this course, teacher education candidates continue to assist secondary educators and diverse secondary students. Candidates learn to analyze demographic and curricular data as they continue to develop intercultural competence. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester. Secondary Education majors/minors of sophomore or higher academic standing is required.

**SCD-310: Strategies for Teaching Secondary English Learners (2 Credits)**

**Pre-requisite(s):** SCD-320 and SCD-321 are required.

This course introduces students to the most current approaches to teaching English as a second language at the Secondary level. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English learners (ELs) through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking.

**SCD-320: Curriculum, Instruction and Assessment in the Secondary School I (3 Credits)**

**Co-requisite(s):** SCD-321 is required. Acceptance into the Education Department is required.

This course develops teacher education candidates' proficiency in designing standards-based curriculum and standards-driven instruction. Candidates will learn about, and practice curriculum planning, instructional methodology, and assessment strategies based on current and widely accepted research in these areas. As they design, implement, and assess learning experiences, candidates will model and integrate technology to support instruction and student learning.

**SCD-321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 Credits)**

**Co-requisite(s):** SCD-320 is required.

The clinical experience is linked to SCD-320 and enables teacher education candidates to observe in local classrooms for evidence of the elements of the RIDE lesson plan. Candidates are required to write formal reflections for each observation. Candidates will also engage in and reflect upon initial teaching experiences, employing principles and methodology learned in SCD-320. Requirements include weekly seminar participation and a total of 15 hours of classroom field experience per semester. Acceptance in the Education Department is required.

*Course Fee:* \$50.00

**SCD-322: Practicum II for Curriculum, Instruction and Assessment in the Secondary School II (1 Credits)**

**Co-requisite(s):** SCD-323 is required.

This clinical experience is linked to SCD-323: Curriculum, Instruction and Assessment in the Secondary School II. Teacher education candidates will gather and analyze evidence of student learning for the purpose of designing lessons that are responsive to diverse student needs. Candidates will become increasingly proficient in instructional and assessment strategies having a positive impact on student learning. Candidates will engage and reflect upon teaching experiences, employing principles and methodology learned in SCD-323. Requirements include weekly seminar participation and a total of 15 hours of classroom field experience per semester. Acceptance into the Education Department is required.

*Course Fee:* \$50.00

**SCD-323: Curriculum Instruction and Assessment In the Secondary School II (3 Credits)**

**Pre/Co-requisite(s):** SCD-322 is required.

Teacher education candidates will continue to develop and expand upon the knowledge, skills and professional dispositions addressed in SCD-322: Curriculum, Instruction and Assessment in the Secondary School I. Candidates will collect and analyze student work and classroom-based data sources used to inform instructional practice and differentiate instruction. Candidates will develop and demonstrate the ability to design, implement and assess culturally responsive learning experiences that provide all students the opportunity to achieve state and professional standards. Candidates will further develop utilizing technology that support instruction and student learning. Acceptance into the Education Department is required.

**SCD-399: Special Topics (1 Credits)**

This course offers in-depth study selected from areas of general current interest in the educational field. Permission of department chair is required.

**SCD-410: Classroom Management (3 Credits)**

**Co-requisite(s):** SCD-440 is required.

This course will help the teacher education candidate learn how to "create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation" (RIBTS #6). The teacher education candidate will learn strategies to facilitate the creation of a classroom environment conducive to the learning needs of all students with an emphasis on proactive management strategies. Through extensive review and discussion of relevant literature, the course will focus on the need for high expectations, legal and ethical considerations, self-awareness, social and emotional learning and socio-cultural considerations. Candidates will also create a comprehensive classroom environment plan. Classroom field experience is required.

**SCD-432: Student Teaching Seminar Capstone (1 Credits)**

**Co-requisite(s):** SCD-441 is required.

This workshop format course will provide materials and mentoring to supplement the student teaching experience and aid the teacher education candidate in job exploration. It will also help candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Additionally, this course, in conjunction with SCD-441: Secondary Student Teaching, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Acceptance in the Education Department is required.

**SCD-440: Practicum in Secondary Education (3 Credits)**

This course provides a 60-hour practicum experience prior to student teaching. Experience in the classroom is critical to the professional development of teachers. The overall goal of this course is to help the student integrate formal course work, educational theory, and the Professional Teaching Standards with real teaching experiences in his or her discipline. The practicum provides an opportunity for the teacher candidate to become familiar with the educator, the students, the classroom environment, and school policies prior to the student teaching experience. Students will apply teaching skills specifically to their content area and develop a unit of study to implement during the student teaching experience. The practicum seminar is a discipline-specific teaching course. This course will also address the candidates' concerns regarding school policies and procedures, lesson planning and classroom management. Acceptance into the Education Department is required.

**SCD-441: Secondary Student Teaching (12 Credits)**

This 15-week experience is a full-time assignment under the supervision of a clinical educator, a university supervisor from the teacher education candidate's content area, and an education department supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties on the secondary level. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the various supervisors. Candidates will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for initial licensure. Additionally, this course, in conjunction with SCD-432: Secondary Student Teaching Seminar Capstone, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.  
*Course Fee:* \$500.00

## Special Education

**SED-096: Autism-Characteristics & Overview (1 Credits)**

This workshop introduces the characteristics of the autism spectrum and provides strategies and instructional techniques to employ in teaching students along the autism spectrum.

**SED-099: Learning Unlimited (1 Credits)**

This elective course provides the opportunity to work with adults with developmental delays. Training is provided prior to working with these adults. Assistance in the planning and implementation of the experiences is provided throughout the course.

**SED-211: Introduction to the Characteristics of Students with Exceptionalities (3 Credits)**

This course introduces exceptionalities in early childhood through high school settings. The impact of the exceptionality on how individuals learn is discussed in relation to learning styles, teaching styles, and service delivery models. The field of Special Education is reviewed including an historical perspective, laws, legislation, identification, instructional strategies, and family issues. Field experience and sophomore or higher academic standing is required.

*Theme:* Defining the American Experience.

**SED-225: Literacy, Language, and Communication Development for Children with Disabilities (3 Credits)**

Students in this course are introduced to the basic principles of the acquisition of language, and the impact of disabilities on such acquisition. Strategies for working with children with disabilities whose language and communication are impacted are presented. The use of technology to enhance communication is reviewed. Intercultural practices are considered, and aspects of second language acquisition are introduced. Field experience and sophomore or higher academic standing is required.

**SED-232: Principles and Procedures for Behavior and Classroom Management (3 Credits)**

This course addresses the social/emotional and behavioral aspects of teaching and learning. Strategies for developing and managing classrooms, teaching positive behavior and responding to students' behavioral needs are explored. Positive Behavior Supports and Functional Behavioral Assessments are presented. Field experience and sophomore or higher academic standing; and Education, Education/Special Education or Early Childhood majors is required.

**SED-304: Intensive Intervention: Curriculum Methods, and Assessments of Students (3 Credits)**

This course integrates special education theory with special education practice that takes place in an intensive resource setting or other appropriate service delivery model of childhood special education in grades Preschool - Kindergarten of an urban school district. Research based high-leverage practices (HLP) including explicit instruction and strategies for working with children with social/emotional and behavioral challenges are emphasized. Emergent literacy, reading, spelling, and writing interventions are presented. The field provides learning opportunities to study and implement individual family service plans (IFSPs) and individualized education plans (IEPs). Close supervision and feedback are given to teacher candidates as they practice the Special Education HPLs of explicit instruction and social/emotional/behavioral practices and culturally responsive teaching.

**SED-305: Intensive Intervention: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities (3 Credits)**

This course integrates special education theory with special education practice that takes place in a substantially separate classroom grades 1-6. Research based high-leverage practices (HLPs) including explicit instruction and strategies for working with children social/emotional and behavioral challenges are emphasized. Reading, spelling, and writing interventions are presented. The field experience provides learning opportunities to study and implement individualized education plans. Close supervision and feedback are given to teacher candidates as they practice the Special Education HLPs of explicit instruction and social/emotional/behavioral practices and culturally responsive teaching. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$50.00

**SED-309: Special Education in the Inclusive Classroom: Curriculum, Methodology and Assessment for Students with Mild/Moderate Disabilities I (3 Credits)**

This course integrates special education theory with special education practice that takes place in an inclusive classroom in an urban school district. Special education high leverage practices (HLP) with an emphasis on math interventions and technology are presented. The components of a legally accurate IEP are studied. The field experience provides focused learning opportunities in early childhood classrooms to manage transitions in small and whole group, engage in data collection using informal assessments to improve instructional decision making, and use technologies, culturally responsive teaching, play-based strategies, and UDL to deliver interventions.

**SED-310: Special Education in the Inclusive Classroom: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities II (3 Credits)**

This course integrates special education theory with special education practice that take place in inclusive settings in grades 1-6. Research based high-leverage practices (HLPs) including teaching metacognitive strategies and intensive instruction are emphasized. The field experience provides learning opportunities to manage transitions in small and whole group, engage in data collection using informal assessments, incorporating technology, culturally responsive teaching, and UDL. Math interventions are presented. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$50.00

**SED-331: Assessment Procedures for Children with Disabilities (3 Credits)**

This course emphasizes principles and procedures of developmental and educational assessment of students in grades 1-6 (mild/moderate disabilities). The development, selection, administration, and interpretation of formal and informal assessment devices are reviewed in relation to legal and instructional decisions. Response to intervention is examined. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

**SED-350: Collaboration: Home, School and Community (3 Credits)**

This course focuses on effective communication skills built on mutual understanding and respect amongst school personnel, families, and community agency personnel. Cross-cultural communication is studied and partnering with families with children with mild/moderate disabilities is emphasized. Community resources are also explored, and opportunities are provided for engaging families at elementary schools, community events and parent organization meetings. Acceptance into the Education Department or Special Education minor is required (see Assessment Handbook).

**SED-370: Working with Young Children with Language and Literacy Challenges (3 Credits)**

This course explores the nature of the challenges young children may encounter in literacy. Assessment and research-based literacy instruction will be examined. Issues related to teaching in diverse classrooms will be a major focus. Acceptance into the Education Department or Special Education minor (see Assessment Handbook) is required.

**SED-380: Strategies for Young Children with Diverse Learning Needs (3 Credits)**

This course explores varied strategies for working in inclusive classrooms with young children with diverse learning needs. Modifications and accommodations will be examined. Interventions and progress monitoring routines (executive functions) will be explored. Autism spectrum disorders, as well as varied disabilities, will be studied. Acceptance into the Education Department or Special Education minor (see Assessment Handbook) is required.

**SED-397: American Sign Language I (3 Credits)**

This elective course provides students with an introduction to American Sign Language. Background information on hearing impairments is also presented.

*Theme:* Building Global Awareness.

**SED-398: American Sign Language II (3 Credits)**

**Pre-requisite(s):** SED-397 is required.

This elective course follows American Sign Language I. Students further develop their skills in American Sign Language.

*Theme:* Building Global Awareness.

**SED-399: Special Topics (3 Credits)**

This course offers in-depth study selected from areas of interest or need in the field of Special Education. Permission of department chair is required.



**SED-411: Student Teaching in Special Education (12 Credits)**

Student Teaching is a full-time assignment under the supervision of a cooperating teacher and a university supervisor. Opportunities are provided for substantial responsibility for the full range of special education services. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the clinical educator and university clinical educator. Teacher education candidates will provide evidence of impact on student learning through a data driven instruction project. Also, candidates will develop a student driven service-learning project. Both this course and Special Education Student Teaching (SED-432) serves as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.

*Course Fee:* \$500.00

**SED-432: Student Teaching Seminar in Special Education (1 Credits)**

**Co-requisite(s):** SED-411 is required.

This workshop is taken concurrently with special education student teaching. It will provide materials and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Weekly discussions will focus on current topics and needs in the special education setting. Feedback for growth in providing instruction for student learning will be a strand throughout the seminar. Student Teaching (SED-411) serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, candidates will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Senior standing in the Special Education program is required (see Assessment Handbook).

**SED-499: Independent Study (3 Credits)**

This course is intended to permit individual teacher candidates to examine in depth a subject area related to Special Education that is not offered in the regular curriculum. Permission of department chair is required.