# Feinstein School of Education and Human Development

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General Information

Learning Goals (p. **Error! Bookmark not defined.**)

Application to Undergraduate Teacher Preparation Programs

Students who are in good standing at Rhode Island College may apply for admission to a teacher preparation program. For more information on the Admissions requirements and instructions for all undergraduate teacher preparation programs, see http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx

The instructions for the online application for early childhood, elementary, secondary, special education, and all PK/K–12 programs are updated twice each year. See Admission Application Instructions at http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx. Further information may be obtained from the office of the associate dean of the Feinstein School of Education and Human Development (Horace Mann 104) 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.

Most applicants acquire and complete the application materials while they are enrolled in FNED 246 (p. **Error! Bookmark not defined.**): Schooling for Social Justice. This course is a prerequisite for admission to all teacher preparation programs. Basic skills tests are required for admission and should be completed before or during enrollment in FNED 246 (p. **Error! Bookmark not defined.**). Transfer students must complete these tests as soon as possible. See #5 for information about test requirements.

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 must provide evidence of the following (can be also see found in the Admissions Portfolio section of the FSEHD Assessment System at <http://www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Unit-Assessment-System.aspx>):

1. 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. A minimum GPA of 2.75 in all college courses taken at RIC prior to admission to a teacher preparation program.

3. Completion of the college mathematics competency.

4. Completion of FSEHD writing requirement: FYW 100 or FYW 100P, with a minimum grade of B. This requirement may also be satisfied by (1) passing the equivalent of a First Year Writing 100 course, with a minimum grade of B; (2) earning a minimum score of 59 on the College Level Examination Program/College Composition Exam (CLEP); or (3) earning a score of 4 or 5 on the Advanced Placement Test for English Language and Composition.

5. Completion of the assessment of basic skills tests as described at <http://www.ric.edu/feinsteinschooleducationhumandevelopment/documents/Assessment-of-Basic-Skills-Test-Requirements.pdf>. This information is also shared at FSEHD Information sessions offered to all FNED 246 students each fall and spring semester. 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.

6. Completion of FNED 101: Introduction to Teaching and Learning, with a minimum grade of B-.

7. 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 Assessment forms. FNED 246 faculty will submit an evaluation for each student enrolled. Each student will be given two links, one evaluation to be completed by the supervisor during clinical practice and one to be completed as a student self evaluation. Students may check with the FNED professor or refer to the Admissions section of the FSEHD page: <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx>.

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

10. Response to background questions. As students complete the FSEHD application, they will answer a series of questions relating to their Background check (BCI). the building As written in RI General Law 16-12-3, “Every teacher shall aim to implant and cultivate in the minds of all children committed to his care the principles of morality and virtue.”

Admission Procedures to Undergraduate Teacher Preparation Programs

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

The associate dean reviews the recommendation of the department 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 a teacher preparation program become teacher candidates. A teacher candidate who wishes to transfer to or add another program within the 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 teacher preparation 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 the Rhode Island College Student Handbook at [www.ric.edu/studentlife/Pages/handbook.aspx](http://www.ric.edu/studentlife/Pages/handbook.aspx).

Community Service Requirement

The Feinstein School of Education and Human Development requires all teacher candidates in teacher preparation programs (undergraduate and second bachelors’ programs) to participate in 25 hours of documented community service experiences. 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. These hours must be completed prior to student teaching. See [www.ric.edu/communityservice/Pages/default.aspx](http://www.ric.edu/communityservice/Pages/default.aspx).

Preparing to Teach Portfolio Requirement

The Feinstein School of Education and Human Development requires all teacher candidates in teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) to successfully complete a Preparing to Teach Portfolio prior to student teaching. In addition to program specific requirements the portfolio must also include two Feinstein School of Education and Human Development Assessments: a Teacher Candidate Mini Work Sample (TCMWS) and a Rhode Island Innovation Consortium Educator Evaluation (RI-ICEE) both of which are completed during one of the teacher candidate’s practicum courses. The portfolio must be rated as meeting standard or better for a teacher candidate to progress in and graduate from any teacher preparation program. General preparing to student teach requirements can be found on the Office of Partnerships and Placements page: <http://www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Teacher-Candidates.aspx>.

Faculty in each program evaluate the portfolios to insure all specific program requirements have been met. Once this is completed this information is sent to the associate dean.

Retention Requirement

All FSEHD candidates are required to maintain an overall GPA of 2.75 throughout their chosen program. Programs monitor the content GPA as the required GPA varies by program. Check with an advisor to learn about specific program requirements.

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

Learning Goals (Advanced Degree) (p. **Error! Bookmark not defined.**)

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 C.G.S. candidates. The MAT applicant has a different admissions test that varies by program. The applicant should check with the appropriate department or the associate dean’s office.

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.