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 youth. The choices include a range of teacher certification programs for pre-school through high school to choices in community programs, working with youth of all age levels.

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 Education, Music Education, Physical Education, World Languages, and Technology Education.

In addition, the Feinstein School of Education and Human Development offers a variety of community programs for students who want to work with Rhode Island youth in varied community settings. These programs do not lead to teacher certification but provide our graduates with a broad range of employment opportunities. Additional information on community programs follows: Application to Undergraduate Teacher Preparation Programs section of the catalog.

**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 www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/assessment-admissions.aspx.

The instructions and admissions requirements for early childhood, elementary, secondary, special education, and all PK/K–12 programs are updated twice each year. 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: 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. 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, listed below, must provide evidence of the following:

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 G.P.A. 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 www.ric.edu/feinsteinschooleducationhumandevelopment/documents/Assessment-of-Basic-Skills­Test-Reguirements.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. Applicants whose scores fall within a conditional range for admission may be eligible for enrollment in content courses for teachers in Literacy (CURR 242: Foundational English Language Arts for Teachers) and Mathematics (CURR 232: Foundational School Mathematics for Teachers). See Conditional Admissions to a program: <http://www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/assessment-admissions.aspx>

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

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 Requirements section of the FSEHD page.

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). While answering yes to any of the questions may not bar a student from acceptance and subsequent field experiences, FSEHD cannot guarantee placements in school settings; a school has the right to prevent a student from entering the building. The Rhode Island Department of Education (RIDE) also has the right to refuse a request for a student-teaching permit and/or teacher certification. How any school and RIDE choose to address the charges on a BCI is beyond the control of FSEHD.  As written in RI General Law 16-12-3, “Every teacher shall aim to

-specific requirements.

Course descriptions

# CURR - Curriculum

CURR 130 - Work Experience Seminar (1)

Provides a framework through which youth service providers integrate course theory and work experiences with youth.

Prerequisite: Concurrent enrollment in PSYC 230, SWRK 324 and SWRK 326.

Offered: Fall, Spring, Summer.

CURR 232 – Foundational School Mathematics for Teachers (1)

Students will evaluate strengths and deficits in content areas assessed on entrance exams. Successful completion, ‘B’ or higher, will replace the Mathematics test requirement for entrance to respective education programs.

Prerequisite: Basic Skills Math score must fall within the conditional range of scores. See FSEHD Admission Requirements.

Offered: Fall, Spring.

CURR 242 – Foundational English Language Arts for Teachers (1)

Students will evaluate strengths and deficits in content areas assessed on entrance exams. Successful completion, ‘B’ or higher, will replace the Literacy test requirement for entrance to respective education programs.

Prerequisite: Basic Skills Literacy score(s) must fall within the conditional range of scores. See FSEHD Admission Requirements.

Offered: Fall, Spring

CURR 347 - Service Learning in Educational Contexts (1)

Students engage in fifteen hours of service in a pre-K-12 educational setting and collaboratively examine the pedagogy and best practices of service learning.

Prerequisite: FNED 246 or consent of department chair.

Offered: Fall, Spring.

CURR 410 - Teaching World Languages in Elementary Education (4)

Major theories of children’s language development are examined. Students learn and practice foreign language teaching strategies, and observe and teach several classes in a field-based elementary school setting.

Prerequisite: Admission to program or consent of department chair.

CURR 501 - Digital Media Literacy (4)

Over two weeks, student will engage conceptual and practical tools to help them integrate media literacy and digital technology into K-16 classrooms. Specific attention to social justice perspectives on education.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

CURR 505 - Learning Theory and Curriculum Research (3)

Students examine how learning theory informs various approaches to curriculum. Included are behavioral, cognitive, developmental, humanistic, and interactionist theories of learning.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (odd years).

CURR 532 - Curriculum Theory and Research (3)

The rationale for curriculum construction is examined. Research in curriculum is reviewed as it pertains to the development of theory.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

CURR 558 - Internship in Curriculum I (2)

This is a 150-hour field-based experience under the supervision of a curriculum director and a faculty advisor.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

CURR 560 - Seminar in Curriculum (3)

Topics vary.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.