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Feinstein School of Education and Human Development

Undergraduate Degree Programs

(*see also* Undergraduate Certificate Programs)

Gerri August, Co-Dean

Julie Horwitz, Co-Dean

Lisa Owen, Associate Dean

Graduate Degree Programs

(*see also* Graduate Certificate Programs)

|  |  |  |
| --- | --- | --- |
| **Major** | **Degree** | **Concentration** |
| Advanced Studies in Teaching and Learning (p. **Error! Bookmark not defined.**) | M.Ed. |  |
| Counseling (p. **Error! Bookmark not defined.**) | M.A. | School Counseling *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Counseling (p. **Error! Bookmark not defined.**) | M.S. | Clinical Mental Health Counseling |
| Early Childhood Education (p. **Error! Bookmark not defined.**) | M.Ed. |  |
| Education Doctoral Program (p. **Error! Bookmark not defined.**) | Ph.D. |  |
| Educational Leadership M.Ed. (p. **Error! Bookmark not defined.**) | M.Ed. | *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Elementary Education (p. 3) | M.A.T. |  |

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

#### 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 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. – 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.**

# Elementary Education

**Department of Elementary Education**

**Department Chair:** Carolyn Obel-Omia

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.

5. An official report of passing scores on the Praxis II - Elementary Education Multiple Subjects test.

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

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

8. A Statement of Education Philosophy.

9. A current résumé.

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

11. 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, Su |
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|  |  |  |  |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| TESL 539 | Second Language Acquisition and Learning | 3 | Su |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Students will choose one of the following |  |  |  |
| SPED 533 | Special Education: Practical Applications | 3 | F |
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| TESL 546 | TESOL Pedagogies for PK-6 | 3 | F |
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|  |  |  |  |

Total Credit Hours: 45

Courses

# ELED - Elementary Education

ELED 500 - Learning and Teaching: Seminar I

Focus is on elements that contribute to the cultivation of effective teaching: knowledge of content, pedagogy, educational contexts, and a developing teacher identity. Field component required.

Prerequisite: Prior or concurrent enrollment in CEP 552 and matriculation into M.A.T. program.

Offered: Spring, Summer.

ELED 504 - Mathematics in the Elementary School (3)

Focus is on the content and approach to modern mathematics programs, particularly current research and curriculum trends.

Prerequisite: Graduate status and elementary school teaching experience, or consent of instructor.

Offered: Fall, Spring.

ELED 506 - Elementary Mathematics: Geometry, Measurement, Data, Statistics (3)

Elementary mathematics curriculum, content knowledge, standards-based instruction, and research in pedagogy are linked to the teaching of geometry, measurement, and data in the elementary classroom.

Prerequisite: Graduate status and elementary school teaching experience, or consent of instructor.

Offered: As needed.

ELED 508 - Language Arts in the Elementary School (3)

Research and theory as it applies to oral and written language learning, classroom talk, sociocultural diversity in communication styles, and the teacher's role in a child-centered classroom are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Summer.

ELED 510 - Research Methods, Analysis, and Applications (3)

Practitioners and consumers of research literature examine the process, products, and application of educational inquiry. Topics include research design, data collection, and analysis.

Prerequisite: Graduate status and prior work in research methods or applied research, or tests and measurements, or statistics; or consent of instructor.

Offered: Fall, Spring, Summer.

ELED 512 - Theoretical Perspectives on How Students Learn (3)

The research on learning and theory are explored that have informed teaching in the United States. Study includes the foundations of traditional and constructivist education.

Prerequisite: Graduate status.

Offered: Annually.

ELED 513 - Designing and Assessing Teaching and Learning (3)

Students examine the theory and strategies for designing and assessing instruction, considering the diversity of learners, the nature of content, and ways of knowing.

Prerequisite: Graduate status and ELED 512.

Offered: Annually.

ELED 514 - Educational Change (3)

Applications of change models are incorporated into professional and educational settings. Course readings and projects explore models of educational change and reform through teachers' professional development and grant-writing activities.

Prerequisite: ELED 513 and matriculation into the M.Ed. program.

Offered: Annually.

ELED 518 - Science in the Elementary School (3)

Emphasis is on recent research and curriculum trends in science education. Individual and group laboratory experiences employ various science processes.

Prerequisite: Graduate status and one year of college-level science or consent of instructor.

Offered: Fall, Spring.

ELED 519 - Professional Development for Cooperating Teachers (3)

Cooperating teachers gain knowledge, tools, and experience that help them prepare teacher candidates to meet professional requirements in elementary and early childhood education. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

ELED 522 - MAT Teaching Reading Practicum (3)

*In this field-based course teacher candidates explore what is involved in teaching reading and how to support and instruct readers, pre-emergent through fluent readers K-6.*5 contact hours.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall, and as needed.

ELED 527 - MAT Teaching Writing Practicum (3)

In this field-based course, teacher candidates learn the art and craft of writing, how it develops in elementary school children, and how to teach craft and conventions of writing.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall, and as needed.

ELED 528 - MAT Social Studies practicum (3)

Students examine and evaluate objectives, content and organization of social studies curriculum, resource materials, and selected instructional models in light of current recommendations and research data. Practicum course.

Prerequisite: Graduate status and elementary school teaching experience or consent of instructor.

Offered: Fall, Spring, Summer.

ELED 537 - MAT Teaching Science Practicum (3)

Research and theory as it applies to science and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact hours.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall, and as needed.

ELED 538 - MAT Teaching Mathematics practicum (3)

Research and theory as it applies to mathematics and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact hours.

Prerequisite: Admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair.

Offered: Fall, and as needed.

ELED 540 - Curriculum and Assessment (3)

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 541 - Teaching Literacy across the Curriculum (3)

This course examines how literacy theory and children's language and literacy development drive effective literacy assessment and instructional practice. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 542 - Educating All Students (3)

Focus is on the influence of culture and language on teaching and learning. Students develop skills to educate diverse learners. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELED 543 - Integrating Theory and Methods (3)

This interdisciplinary course focuses on applying theory in practice across content taught in elementary schools. Emphasis is on mathematics, science, and social studies. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

ELEd 554 Learning and teaching seminar II (2)

Teacher candidates observe in their student teaching setting, gather data about classroom, school, community and district contexts, and reflect on classroom culture and developing teacher-student relationships during seminar classes

Prerequisite: Satisfactory completion of all courses in the M.A.T. in elementary education program required prior to student teaching; a positive recommendation from the professor of each elementary education course; a minimum grade of B- in all professional education courses; a cumulative GPA of 3.0 a full semester prior to student teaching; passing score(s) on the Praxis II, and an approved Preparing to Teach Portfolio.

Offered: Early Spring.

ELED 558 - This course has been deleted. See program director for substitute course. (Teaching and Learning Writing) (3)

ELED 559 - Student Teaching in the Elementary School (7)

In this culminating field experience, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of all courses in the M.A.T. in elementary education program required prior to student teaching; a positive recommendation from the professor of each elementary education course; a minimum grade of B- in all professional education courses; a cumulative GPA of 3.0 a full semester prior to student teaching; passing score(s) on the Praxis II, and an approved Preparing to Teach Portfolio.

Offered: Spring.

ELED 569 - Learning and teaching seminar III (2)

Student teachers reflect on their experiences. Teacher behaviors appropriate to effective teaching are developed. Topics include engaging learners, language, classroom management, effective communication, learning styles, and teaching strategies. Meets weekly.

Prerequisite: Graduate status and concurrent enrollment in ELED 559.

Offered: Spring.