#### 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 MS CMHC, M.Ed. ECE , 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.

# Early Childhood Education

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.

1. Three Candidate Reference Forms accompanied by three Letters of Recommendation.
2. A Professional Goals Essay.
3. A Performance-Based Evaluation.
4. 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.)
5. An interview may be required.

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

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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