

Rhode Island College School Psychology Program

M.A. / Certificate of Advanced Graduate Study (C.A.G.S.)

School Psychologists...

- Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- Increase achievement determining the best instructional strategies to improve learning
- Evaluate eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health
- Teach parenting skills and enhance home-school collaboration
- Identify and resolve academic barriers to learning
- Design and implement student progress monitoring systems
- Design and implement academic and behavioral interventions
- Create positive classroom environments
- Collect and analyze data related to school improvement, student outcomes, and accountability requirements
- Implement school-wide prevention programs that help maintain positive school climates conducive to learning

About the Program...

- Three year M.A./C.A.G.S. (e.g., Specialist) degree program in School Psychology
- Fully accredited by the National Association of School Psychologists (NASP) until 2017
- Part-time enrollment available* (see faculty for details)
- Graduates work in educational settings as School Psychologists
- Exceptional graduate employment rate
- Program emphasizes a collaborative problem-solving model
- Gain additional experiences at the Henry Barnard Laboratory School and the Paul V. Sherlock Center on Disabilities
- Learn about academic response-to-intervention (RTI) frameworks and School-wide Positive Behavioral Interventions and Supports (SWPBIS)
- Focus on evidence-based practice and data-based accountability

Program is based on a cohort model

12-15 students admitted in each cohort



Located in the heart of Rhode Island. The Providence location allows for a vibrant urban community and a wide range of training experiences. Rhode Island College enrolls approximately 9,000 students in on- and off-campus programs.

The School Psychology Program enjoys a strong collaboration with other educational fields within the Feinstein School of Education and Human Development (including Educational Leadership, School Counseling, and Special Education), as well as the Henry Barnard Laboratory School, the School of Social Work, and the Paul V. Sherlock Center on Disabilities. This interdisciplinary perspective of training provides experiences for students to collaborate with members from other educational fields, and carry that collaboration into practice. The program also has strong connections with regional school districts and the excellent practicum/internship supervisors within those districts.



“School Psychologist - #14 Best Job” U.S. News Best 100 Jobs of 2013



Deadline for Admission Materials is February 1st

Entrance to the Program is in the Fall

Admission Requirements Available on the Program Web Page

The program promotes the development of graduates as “change agents” in the field of education. Exceptional training experiences are available in system-wide endeavors, including response-to-intervention (RTI) for the identification of academic needs and social-emotional/behavioral needs, through School-wide Positive Behavioral Supports (SWPBIS).

The School Psychology Program is housed within the Feinstein School of Education and Human Development and Counseling, Educational Leadership, & School Psychology (CEP) Department at Rhode Island College

M.A./C.A.G.S. COURSE SEQUENCE

First Year

Fall Semester

- CEP 603 – Professional School Psychology
- CEP 601 – Cognitive Assessment
- CEP 534 – Quantitative Measurement
- CEP 532 – Theories and Methods of Counseling

Spring Semester

- CEP 604 – Psychoeducational Assessment and RTI
- CEP 551 – Behavioral Assessment and Intervention
- CEP 533 – Psych. of Students with Exceptionalities
- *SPED 531 – Univ. Design for Educating All Students
- *ELED 534 – Developmental Reading

Summer Semester

- CEP 536 – Biological Perspectives in Mental Health
- CEP 537 – Introduction to Group Counseling
- CEP 538 – Clinical Practicum I (3 hrs.)
- CEP 531 – Human Development Across Cultures

Second Year

Fall Semester

- CEP 675 – Consultation and Collaboration in Schools
- CEP 605 – School Psychology Practicum
- CEP 552 – Psych. Persp. of Learning and Teaching

Spring Semester

- CEP 602 – Social Emotional Assmt. and Intervention
- CEP 605 – School Psychology Practicum
- CEP 554 – Research Methods in applied Settings
- *CEP 544 – Family Counseling Theory and Practice
- *SPED 534 – Involvement of Parents and Families Who Have Children with Disabilities

Third Year

Fall Semester

- CEP 629 –Internship in School Psychology

Spring Semester

- CEP 629 –Internship in School Psychology

SAMPLE PLAN OF STUDY

*Indicates elective course



“I am reflecting on how well prepared I feel for this position at the elementary school. I wanted to drop you a gigantic thank you for helping me succeed and get ready for this position.”

- Recent Graduate of Program



Faculty

Elizabeth Gibbons Holtzman

- Role of leadership in systems change
- Mindfulness
- Anxiety in the schools
- Teen dating violence

Shannon Dowd-Eagle

- School-based problem solving teams
- Multi-tiered academic interventions within RTI/MTSS
- Home-school partnerships
- School-wide PBIS

John Eagle

- Parental involvement in education
- School-wide PBIS
- Multi-Tiered System of Supports (MTSS)
- Conjoint Behavioral Consultation (CBC)

Jenlyn Furey

- School Improvement
- Multi-Tiered System of Supports (MTSS)
- Language and Literacy development

For more Information:

Program website at: <http://www.ric.edu/CounselingEducationalLeadershipschoolPsychology/schoolPsychologyProgram.php>
Contact John Eagle, PhD - Program Director (401) 456-9642 jeagle@ric.edu