**2Educational Studies Youth Development Program: https://www.ric.edu/department-directory/department-educational-studies/department-educational-studies-undergraduate-programs/youth-development-ba**

**Youth Development B.A.Program at Rhode Island College:** The Youth Development B.A. Program prepares professional youth workers for careers with young people {ages 3-21) within afterschool programs, recreation centers, community arts centers, youth residential housing, justice and probation sites, youth ministry, and governmental agencies. In addition to coursework in social work and education. our graduates also earn a non-profit studies certificate where they develop leadership and management skills.

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 M.A./C.A.G.S. in School Psychology, 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.

# School Psychology

**Department of Counseling, Educational Leadership, and School Psychology**

**Department Chair:**Charles Boisvert

**School Psychology Graduate Program Director:**Shannon Dowd-Eagle

**School Psychology Program Faculty: Professors**Dowd-Eagle, Eagle, Holtzman **Associate Professor** Furey

C.A.G.S. in School Psychology/Counseling M.A. — with Concentration in Educational Psychology

*This program is recognized by the National Association of School Psychologists.*

Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements. Standardized test scores not required.

2. A minimum of three courses in psychology, including child or adolescent development, personality, and abnormal psychology.

3. A current résumé.

4. An interview.

Retention Requirements

1. A minimum cumulative grade point average of 3.25 on a 4.00 scale each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.

2. A minimum grade of B- in CEP 531, CEP 533 and CEP 603. Students who receive a grade below a B- in any of these courses must consult with their advisor before registering for any subsequent course in the plan of study.

3. A passing score on the M.A. Comprehensive Examination.

4. A satisfactory rating on the training portfolio, and a recommendation to continue from the graduate program director.

5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 531 | Human Development across Cultures | 3 | Sp, Su |
| CEP 532 | Theories and Methods of Counseling | 3 | F |
| CEP 533 | Psychology of Students with Exceptionalities | 3 | Sp |
| CEP 534 | Quantitative Measurement and Test Interpretation | 3 | F |
| CEP 536 | Biological Perspectives in Mental Health | 3 | F, Su |
| CEP 537 | Introduction to Group Counseling | 3 | F, Su |
| CEP 538 | Practicum I: Introduction to Counseling Skills | 3 | F, Su |
| CEP 551 | Behavioral Assessment and Intervention | 3 | Sp |
| CEP 554 | Research Methods in Applied Settings | 3 | Sp |
| CEP 602 | Social-Emotional Assessment and Intervention | 3 | Sp |

Comprehensive Examination (Master of Arts)

0 credit hours. Offered Fall, Spring.

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 601 | Cognitive Assessment | 3 | F |
| CEP 603 | Professional School Psychology | 3 | F |
| CEP 604 | Psychoeducational Assessment and Response-to-Intervention | 3 | Sp |
| CEP 605 | School Psychology Practicum | 6 | F, Sp |
| CEP 629 | Internship in School Psychology | 12 | F, Sp |
| CEP 651 | Academic Instruction, Interventions and Supports | 3 | F |
| CEP 675 | Consultation and Collaboration in School and Community Settings | 3 | F |
| SPED 534 | Involvement of Families in Special Education | 3 | F, Sp |
| TESL 539 | Second Language Acquisition Theory and Practice | 3 | F, Sp, Su |

National School Psychology Examination (C.A.G.S.)

0 credit hours. Offered Fall, Spring.

Total Credit Hours: 69

The C.A.G.S. in school psychology is awarded when the student has completed:

1. An additional 27 credit hours of graduate course work beyond the master’s level as specified in the student’s integrated and sequential plan of study.

2. A one-year, 1,200-hour, 12-credit internship in a cooperating school system.

3. A passing score (as determined by the Department of Counseling, Educational Leadership, and School Psychology) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).

4. A performance portfolio at the conclusion of the internship.

The C.A.G.S. in school psychology meets state certification requirements in school psychology from the Rhode Island Department of Education.

For candidates admitted to the C.A.G.S. in school psychology, the M.A. in counseling (educational psychology concentration) is awarded when the student has completed CEP 531, CEP 532, CEP 533, CEP 534, CEP 536, CEP 537, CEP 538, CEP 551, CEP 554 and CEP 602; and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student’s knowledge of human development, counseling approaches and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not granted as a terminal degree and does not meet requirements for certification as a school psychologist.*