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Feinstein School of Education and Human Development

Undergraduate Degree Programs

(*see also* Undergraduate Certificate Programs)

Jeannine Dingus-Eason, Dean

|  |  |  |
| --- | --- | --- |
|  | **Degree** | **Concentration** |
| Community and Public Health Promotion (p. ) | B.S. |  |
|  |  |  |
|  |  |  |
| Early Childhood Education (p. ) | B.S. | Concentration in Teaching(Certification for PreK–Grade 2) |
|  | B.S. | Concentration in Community Programs |
|   | B.S. | Concentration in Birth to Age Three  |
|  | **Degree**  | **Concentration/Content** |
| Elementary Education (p. ) | B.A. | Teaching Concentration in Middle Level General Science (Certification for Elementary Education Grades 1–6 and Science Middle Level Grades 5-8 ) |
|   | B.A. |  Teaching Concentration in Middle Level Mathematics (Certification for Elementary Education Grades 1–6 and Middle Level Mathematics Grades 5-8)  |
|   | B.S. | Concentration in Special Education (see options under Special Education (p. ))   |   |
|   | **Degree**  | **Content Major** |   |
|   | B.A. | English (Certification for Grades 1–6) *(Admission currently suspended)* |   |
|   | B.A. | Multidisciplinary Studies (Certification for Grades 1–6) *(Admission currently suspended)* |
|   | B.A. | Social Studies (Certification for Grades 1–6) *(Admission currently suspended)* |
|   |
|  | **Degree** | **Major** |
| Health Education (p. ) | B.S. |   |
| Physical Education (p. ) | B.S. |   |
| Secondary Education (p. ) | B.A. | Biology *This program is currently not accepting applications.* |
|   | B.A. | Chemistry *This program is currently not accepting applications.* |
|   | B.A. | English |
|   | B.A. | General Science  (with additional certification in one of the following: biology, chemistry, physics, or middle level education) |
|   | B.A. | History |
|   | B.A. | Mathematics |
|   | B.A. | Physics *This program is currently not accepting applications.* |
|   | B.A. | Social Studies |
|   | B.S. | Technology Studies |
| Special Education (p. ) | B.S. | Elementary Special Education  |
|   | B.S. | Elementary Special Education and Severe Intellectual Disabilities |
|   | B.S. | Severe Intellectual Disabilities, Ages Three to Twenty-One |
|  Wellness and Exercise Science (p. ) |  B.S.  |   |
| World Languages Education  (p. ) | B.A. | Concentration in French  |
|   | B.A. | Concentration in Portuguese  |
|   | B.A. | Concentration in Spanish  |
| Youth Development (p. ) | B.A. |   |

Note: For undergraduate art and music teacher certification programs, see Art Education B.S., Art Education B.F.A. or Music B.M.-with concentration in Music Education under Faculty of Arts and Sciences.

Also Note: Honors programs are offered in early childhood, elementary, secondary, and special education. Minors are offered in coaching, community and public health, and educational studies. A specialized program is available in adapted physical education, and an endorsement program is available in middle-school education.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education requirements, (2) the college writing requirement, (3) the college mathematics competency, and (4) the course requirements listed under each program.

For more details on graduation requirements, see Academic Policies and Requirements.

Minors

  (p. )Community and Public Health, Coaching, and Educational Studies.

Graduate Degree Programs

(*see also* Graduate Certificate Programs)

|  |  |  |
| --- | --- | --- |
| **Major** | **Degree** | **Concentration** |
| Advanced Studies in Teaching and Learning (p. ) | M.Ed. | *This program is currently not accepting applications.* |
| Counseling (p. ) | M.A. | School Counseling *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Counseling (p. ) | M.S. | Clinical Mental Health Counseling |
| Early Childhood Education (p. ) | M.Ed. |  |
| Education Doctoral Program (p. ) | Ph.D. |  |
| Educational Leadership (p. ) | M.Ed. | *(This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.)* |
| Elementary Education (p. ) (p. ) | M.A.T. |  |
| Elementary Education (p. ) | M.Ed. | (This program has suspended admissions.)  |
| Health Education (p. ) | M.Ed. | Health Education |
| Reading (p. ) | M.Ed. |  |
| School Psychology (p. ) | M.A./C.A.G.S. |  |
| Secondary Education (p. ) | M.A.T. |   |
|   | M.A.T. | Biology (This program is not accepting applications at this time.) |
|   | M.A.T. | English Pedagogy |
|   | M.A.T. | History (This program is not accepting applications at this time.) |
|   | M.A.T. | Mathematics Pedagogy |
|   | M.A.T.  | Pedagogy (This program is not currently accepting applications.) |
| Special Education (p. ) | M.Ed. | Early Childhood Special Education |
|  | M.Ed. | Elementary or Secondary Special Education |
|  | M.Ed. | Exceptional Learning Needs |
|  | M.Ed. | Severe Intellectual Disabilities (SID) |
|  | M.Ed. | Urban Multicultural Special Education |
| Teaching English to Speakers of Other Languages (p. ) | M.Ed. |  |
|   | M.Ed. | Bilingual Education  |
| World Languages Education (p. ) | M.A.T. |    |
| Youth Development (p. ) | M.A. |   |

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 SECTION OF FSEHD:

• Students accepted to the teacher preparation program become teacher candidates.

• Students who wish to transfer to or add another program within the FSHD school must inform the advisor or department chair of the decision and apply for admission to the new program. Information used in the original application may be used in the new application when appropriate.

Appeal Process

The applicant may appeal a decision for admission or re-admission to a program within 60 days of receiving the denial letter/email. The appeal may be based on policy or procedure and should be sent to the associate dean of the Feinstein School of Education and Human Development. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow Rhode Island College policy for student appeals (see RIC **academic policies and procedures manual**.)

 Preparing to Teach Portfolio Requirement

The Feinstein School of Education and Human Development requires all teacher candidates in teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) to successfully complete a Preparing to Teach Portfolio prior to student teaching. In addition to program specific requirements the portfolio must also include two Feinstein School of Education and Human Development Assessments: a Teacher Candidate Mini Work Sample (TCMWS) and a Rhode Island Innovation Consortium Educator Evaluation (RI-ICEE) both of which are completed during one of the teacher candidate’s practicum courses. The portfolio must be rated as meeting standard or better for a teacher candidate to progress in and graduate from any teacher preparation program. General preparing to student teach requirements can be found on the Office of Partnerships and Placements page: www.ric.edu/feinsteinschooleducationhumandevelopment/Pages/Teacher-Candidates.aspx.

Faculty in each program evaluate the portfolios to insure all specific program requirements have been met. Once this is completed this information is sent to the associate dean.

Retention Requirement

All Feinstein School of Education and Human Development candidates are required to maintain an overall G.P.A. of 2.75 throughout their chosen program. Programs monitor the content G.P.A. as the required G.P.A. varies by program. Check with an advisor to learn about specific program requirements.

General Information for Undergraduate Feinstein School of Education and Human Development Community Programs

**The Department of Health and Physical Education offers two community programs: https://www.ric.edu/department-directory/department-health-and-physical-education/department-health-and-physical-education-undergraduate-programs**

**Community-Based Programs:** The Department of Health and Physical Education offers two community­based programs leading to a BS in Community and Public Health Promotion and a BS in Wellness and Exercise Science. These programs provide a rigorous plan of study grounded in theoretical foundations, research methods, along with evidence-informed, and reflective practice. Students receive practical application through required field-based experiences including a one-semester internship. Graduates from these programs are prepared for entry-level positions in their field and graduate study.

**B.S. in Community and Public Health Promotion:** Building on a public health foundation, students are prepared to positively influence the health of individuals and communities through interventions including education initiatives, policy changes, and health promotion programs. Students pursue coursework in community and public health topics such as human health and disease, nutrition, health policy, social and global perspectives on health, program planning and evaluation, pedagogy, epidemiology, and research and grant proposal writing in community and public health. Students select groups of content courses that align with populations or issues or skillsets of their interest, such as, epidemiology and environmental health, health of the elderly, maternal and child health, mental health and substance use, sexual and reproductive health, health inequities, and contemporary topics. Students acquire the knowledge, skills, and dispositions to promote health literacy and equity, and eliminate health disparities.

**B.S. in Wellness and Exercise Science:** Through a comprehensive curriculum, students acquire essential knowledge, skills, and competencies to provide a holistic perspective to wellness and exercise in a variety of fitness settings. Students pursue coursework in anatomy and physiology, motor development, kinesiology, exercise physiology, exercise prescription, health and wellness, fitness and wellness programming, and research in wellness and exercise science. Students are prepared to work in the exercise and wellness professions where they promote lifelong learning. personal fitness and wellness. and quality of life for various populations.

**The Department of Elementary Education offers two Early Childhood community programs: https://www.ric.edu/department-directory/department-elementary-education/department-elementary-education-undergraduate-programs/early-childhood-education-bs**

**Concentration in Community Programs:** The Elementary Education Department offers a Concentration in Community Programs leading to a B.S. in Early Childhood Education. This program provides a plan of study that encompasses coursework aligned to the Rhode Island Early Learning and Development Standards and focuses on early childhood development, effective teaching practices, principles of family engagement, and the integrated systems of early care and education. Students gain experience in classrooms through practicum courses and in early childhood community settings, such as community literacy programs, children's museums, or professional development organizations through a one-semester internship. Graduates from this program are prepared for early care and education positions including home-based service provider, family support specialist, child-care teacher, or education coordinator.

**Concentration in Birth to Three:** The Elementary Education Department offers a Concentration in Birth to Three leading to a B.S. in Early Childhood Education. This program provides a plan of study that was developed through collaboration with local and national leaders, and is aligned to the Zero to Three Competencies and the Rhode Island Early Leaming and Development Standards. The coursework encompasses principles of development in the early years, best practices

# Community and Public Health Promotion

**Department of Health and Physical Education**

**Department Chair: Jason Sawyer**

**Community and Public Health Promotion Coordinator:** Soumyadeep Mukherjee

**Community and Public Health Promotion Program Faculty: Professor** Cummings; **Assistant Professors** Clark, Mukherjee, Sawyer

Students must consult with their assigned advisor before they will be able to register for courses. Students must present current certification in basic first aid, adult-child-infant CPR and AED in order to enroll in an internship.

Community and Public Health Promotion B.S.

Admission Requirements

1. Completion of 24 credits.

2. Minimum G.P.A. 2.75.

3. Completion of College Math Competency.

4. Minimum grade of B in FYW 100.

5. Minimum of B- in HPE 102 and HPE 202.

6. Submission of HPE 202 Faculty Reference Form.

Retention Requirements

1. A minimum cumulative G.P.A. of 2.75 each semester.

2. A minimum grade of B- in all other required program courses, except for BIOL 108, BIOL 231, BIOL 240, BIOL 335, and PSYC 110 or PSYC 215, which, when needed, require a minimum grade of C.

Note: BIOL 108 fulfills the Natural Science category of General Education.

Note: BIOL 335 fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Course Requirements

Core Foundation Courses

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 231 | Human Anatomy | 4 | F, Sp, Su |
| BIOL 240 | Biostatistics | 4 | As needed |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 202W | Community/Public Health and Health Promotion | 3 | F, Sp |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
|  |   |  |  |
| HPE 431 | Drug Education | 3 | F |
|  | -Or- |  |  |
| PSYC 217 | Drugs and Chemical Dependency | 4 | F, Sp |
|  |   |  |  |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
|  | -Or- |  |  |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | F, Sp |
| HPE 406 | Program Planning in Health Promotion | 3 | Sp or as needed |
| HPE 419 | Practicum in Community and Public Health | 3 | F |
| HPE 426W | Internship in Community and Public Health | 10 | F, Sp, Su |
| HPE 429 | Seminar in Community and Public Health | 2 | F, Sp, Su |
| **3-4 Courses from the following (for a minimum of 11 credits)** |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| ANTH 347 | Environmental Justice | 4 | Alternate years |
| COMM 230 | Interpersonal Communication | 4 | F  |
| COMM 332 | Gender and Communication  | 4 | F |
| COMM 336 | Health Communication  | 4 | Sp |
| ENGL 233W | Writing for the Health Professions | 4 | F, Sp, Su |
| GEND 100W | Gender and Society | 4 | F, Sp |
| GEND 201W | Introduction to Feminist Inquiry | 4 | F |
| GEND 355 | Women and Madness | 4 | Alternate years |
| GEND 357 | Gender and Sexuality | 4 | F |
| GEND 358 | Gender-Based Violence | 4 | Alternate years |
| GRTL 314/ NURS 314 | Health & Aging  | 4 | F, Sp, Su |
| HCA 303W | Health Policy and Contemporary Issues | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | F or as needed |
| HPE 416 | Women’s Health | 4 | Sp or as needed |
| HPE 431 | Drug Education  | 3 | F |
| HSCI 105 | Medical Terminology | 2 | F, Sp |
| NPST 300 | Institute in Nonprofit Studies | 4 | F |
| PSYC 217 | Drugs and Chemical Dependency |  4 | F, Sp |
| PSYC 230 | Human Development |  4 | F, Sp, Su |
| PSYC 339 | Psychology of Aging |  4 | Annually |
| PSYC 356 | Psychology of Genders and Sexuality |  4 | F, Sp |
| PSYC 424 | Health Psychology |  4 | Annually |
| SOC 217 | Sociology of Aging  |  4 | F, Sp, Su |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |
| SOC 320 | Aging and the Law | 4 | Annually |
| SOC 342 | Women, Crime, and Justice | 4 | F, Sp |
| SWRK 200 | Introduction to Social Work | 4 | F, Sp, Su |
| YDEV 300W | Introduction to Youth Development | 4 | F, Sp |
| Credits for internship will be waived partially or fully for students with prior documented field experiences aligned with community and public health (considering their hours of experience) |

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Subtotal: 84-85

Community and Public Health Minor

The minor in Community and Public Health Studies consists of 18-20 credit hours (6 courses), as follows:

Course Requirements

Foundation

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 102 | Human Health and Disease | 3 | F, Sp, Su |
| HPE 202W | Community/Public Health and Health Promotion | 3 | F, Sp |
| HPE 307 | Introduction to Epidemiology | 3 | F, Sp |

Professional Courses

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HPE 233 | Social and Global Perspectives on Health | 3 | F, Sp, Su |
| HPE 300 | Health Education and Health Promotion Pedagogy | 3 | F, Sp |
| HPE 303W | Research in Community and Public Health | 3 | F, Sp |

TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 309 | Medical Anthropology | 4 | Alternate years |
| COMM 336 | Health Communication | 4 | Sp |
| GEND 357 | Gender and Sexuality | 4 | F |
| HPE 101 | Human Sexuality | 3 | F, Sp, Su |
| HPE 221 | Nutrition | 3 | F, Sp |
| HPE 403 | Environmental Health | 3 | Annually |
| HPE 410 | Managing Stress and Mental/Emotional Health | 3 | F, Sp |
| HPE 416/GEND 416 | Women’s Health | 4 | Annually |
| HPE 431 | Drug Education | 3 | F |
| PSYC 424 | Health Psychology | 4 | Annually |
| SOC 314 | The Sociology of Health and Illness | 4 | Annually |

Total Credit Hours: 18-20

**Note:** ANTH 309 uses HPE 233 (among others) as a prerequisite.