



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

UNDERGRADUATE TEACHER EDUCATION PROGRAM ADMISSION CHECKLIST

In order for you to be considered ready for admission, all items should be checked.

- _____ Completed application form
- _____ Passing PPST scores (Passing Scores: Reading 170, Math 170, Writing 169)
- _____ Transcript(s) for all undergraduate courses from all institutions evidencing:
 - _____ Admission to Rhode Island College
 - _____ Completion of at least 24 credits
 - _____ Minimum GPA of 2.50 (calculated on all course work less than 10 years old)
 - _____ B- or better in FNED 346
 - _____ Completion of Writing Requirement
 - _____ Completion of Math Requirement
- _____ FNED 346 Faculty Reference Form
- _____ FNED 346 Supervisor Reference Form
- _____ Career Commitment Essay and completed scoring rubric with a score of 3 or 4
- _____ Evidence of Technology Competency
INST 100 (grade of S) or INST 251 (minimum grade of C)
- _____ Evidence of meeting program-specific requirements

Submit Complete Portfolio to the appropriate Department by due date.

Department committees review, recommend and submit
to FSEHD Dean's Office for Admission



REINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DESCRIPTION OF ADMISSION CRITERIA

1. Successful completion of all of the subtests of the Pre-Professional Skills Test (PPST) of the Praxis I Series from Educational Testing Services (ETS) [Reading 170, Math 170, and Writing 169]. Either the paper and pencil or computerized tests are acceptable. Additionally, ETS will send a score report to Rhode Island College if, on the test day, you provide them with the appropriate code (code #3724). OASIS (Craig Lee 154) schedules special assistance services for those students who feel they need help preparing for the PPST. Contact OASIS (456-8083) for information about this assistance. Test registration information is available in the OASIS Office, the FSEHD Dean's office and at www.ets.org/praxis.
2. Submit transcript(s) of all undergraduate courses from all institution(s) attended evidencing:
 - a. Admission to Rhode Island College.
 - b. Completion of at least 24 semester hours from a nationally or regional accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program at Rhode Island College.
 - c. Attainment of a minimum grade point average (GPA) of 2.50 in all college level courses taken prior to admission to a teacher preparation program. Candidates who transfer to Rhode Island College from another school must meet this requirement and provide transcripts from all schools previously attended.
 - d. Completion of Foundations of Education 346: Schooling in a Democratic Society with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.
 - e. Completion of the Rhode Island College Writing Requirement and the Rhode Island College Mathematics Requirement.
3. Submission of two (2) confidential reference forms in sealed envelopes. One reference form must be completed by your FNED 346 professor. One reference form must be completed by your FNED 346 service learning supervisor.
4. Completion of a Career Commitment Essay (CCE). Information about this essay and an evaluation rubric are included in the *Admission Portfolio*.
5. Completion of the Technology Competency requirement. See the enclosed brochure or visit www.ric.edu/techcomp for information and an online technology tutorial.
6. Fulfillment of all additional requirements which a department may have for admission to a particular teacher preparation program/concentration. Students should contact the appropriate department for information about these requirements and answers to questions they may have.

RHODE ISLAND COLLEGE

Undergraduate and 2nd Degree ART EDUCATION PROGRAM

Admission Requirements

Undergraduates and Second Degree students who want to be admitted into the Art Education Program are required to submit a completed FSEHD Admission Portfolio and meet all of the admission requirements of the Feinstein School of Education and Human Development (see FSEHD Admissions Portfolio for specific information and begin NOW to meet those requirements!).

Additional Art Education Program requirements also must be met. These program-specific requirements are as follows:

- ___ completion of 5 Art Studio Foundations courses with a minimum grade of B- in each course*:
 - ___ ART 101: Drawing I
 - ___ ART 104: Design I (2-D Design)
 - ___ ART 105: Drawing II
 - ___ ART 114: Design II (3-D Design)
 - ___ ART 204: 3-D Synthesis or ART 205: 2-D Synthesis
(students are advised to take the other synthesis course also as part of the Art Education Program but both are not required for admission)
- ___ completion of ARTE 303 with a minimum grade of B-
- ___ 3 Art Faculty References: 1 must be from student's 2-D or 3-D Synthesis instructor, 1 must be from student's ARTE 303 instructor, and 1 must be from another art studio or art history faculty member).

Note: Career Commitment Essays must be submitted early by the posted deadline; these are assessed separately and then scored essays are returned to students and must be resubmitted with other application materials. Watch for posted DEADLINE for Art Education Program Admission Portfolios. All requirements must be documented as met in that portfolio -- except classes may be completed by the end of the semester in which the student is applying.

* Art Studio Foundations course requirements may also be met by RIC Art Dept. Portfolio Review in the case of transfer students or Second Degree students; in this case, submit a copy of the Art Dept. letter stating that program credit was granted for which specific Art course.

Questions?: Call (401) 456-9774 or email: cwilliams@ric.edu 3/08

-- Dr. Cheryl Williams, Art Education Program Coordinator



Art Faculty Reference Form (Confidential)

for Undergrad. or 2nd Degree Students Applying to Art Education Program

*3 Art Faculty References are required: 1 must be from student's 2-D or 3-D Synthesis instructor;
1 must be from student's art history instructor; and 1 must be from another art studio or art history faculty.
ARIE 303

This section is to be filled out by the applicant.

Name: _____ ID#: _____ Telephone: _____

Teacher Preparation Program: ART EDUCATION, B.S. or 2nd Degree (circle 1) Major/Concentration: _____

Name of Evaluator: _____ Position of Evaluator: _____

Professional Address of Evaluator: _____

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment. See reverse side for descriptive rubric.

1. Exhibits self-awareness and self-confidence	N/A	1	2	3	4
2. Has goal clarity	N/A	1	2	3	4
3. Is intellectually curious and /or creative	N/A	1	2	3	4
4. Is enthusiastic about learning	N/A	1	2	3	4
5a. Demonstrates ability to communicate effectively with others: ORAL communication	N/A	1	2	3	4
5b. Demonstrates ability to communicate effectively with others: WRITTEN communication	N/A	1	2	3	4
6. Listens and is responsive to others	N/A	1	2	3	4
7. Welcomes diverse viewpoints and is open-minded	N/A	1	2	3	4
8. Is adaptable to change	N/A	1	2	3	4
9. Works well with others	N/A	1	2	3	4
10. Is socially tactful	N/A	1	2	3	4
11. Works hard and is thorough	N/A	1	2	3	4
12. Is reliable and dependable	N/A	1	2	3	4
13. Demonstrates competency in art knowledge and skills	N/A	1	2	3	4
14. Shows promise as an art teacher	N/A	1	2	3	4

Comments (attach additional paper if needed):

Signature of Evaluator/Art Faculty: _____ Date: _____

*Place your signed reference in envelope, seal it, sign it across the seal, and return it directly to the applicant. 11/06
to RIC Art Ed. Program Coordinator.

Descriptive Rubric for Assessing Student's Dispositions and Related Behaviors on Art Faculty Reference Form for Students Applying to Art Education Program

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth and development (NCA TE).

Rhode Island College's Feinstein School of Education and Human Development has adapted the following six categories of dispositions and related behaviors that describe a Reflective Practitioner/Teacher for the 21st Century: *Self-Reflection, Lifelong Learning, Advocacy for Children and Youth, Respect for Diversity, Collaboration, and Professional Work Characteristics*. The Art Department and Art Education Program affirms the need for students desiring to become art teachers to exhibit competency in these areas of dispositions and related behaviors. The Art Faculty Reference Form and rubric is a slightly modified version of the FSEHD model.

The rating scale (1-4) for the Art Faculty Reference Form indicates demonstrated and observed student dispositions and behaviors – low to high, with the option of indicating No Knowledge of the Attribute or "NA." The rating of "3" is described on the rubric below as "competent level of performance" and is a frame of reference for the evaluator/art faculty.

Attribute/Behavioral Criteria	3 = Competent In your opinion, the student:
1. Exhibits self-awareness and self-confidence. (Self-Reflection)	Offers comments and reflections confidently but does not often initiate or take the lead during class discussions. Listens to others before contributing ideas.
2. Has goal clarity. (Self-Reflection)	Sets goals before starting class projects/papers. Uses goals to direct work on projects/papers. Takes personal responsibility.
3. Is intellectually curious and/or creative. (Lifelong Learning)	Asks questions and considers alternative perspectives to topics and issues raised in class. Presents imaginative solutions to dilemmas raised in class discussions and assignments.
4. Is enthusiastic about learning. (Lifelong Learning)	Participates actively in class discussions and activities. Raises questions and volunteers ideas that enrich class conversations and fully engages in class activities.
5a. Demonstrates ability to communicate effectively with others: ORAL communication. (Advocacy for Children and Youth)	Converses well with peers and instructor: coherence, fluency, and articulation are satisfactory. Uses vocabulary and standard English syntax appropriate to listening audience.
5b. Demonstrates ability to communicate effectively with others: WRITTEN communication. (Advocacy for Children and Youth)	Writes papers and/or other written work that are clear, focused, organized, and mostly free of spelling, punctuation, and grammar errors -- and present relevant points in an understandable manner.
6. Listens and is responsive to others. (Advocacy for Children and Youth)	Listens patiently to others in class before offering feedback or remarks. Responds appropriately to feedback from peers and instructor.
7. Welcomes diverse viewpoints and is open-minded. (Respect for Diversity)	Listens to all sides during class discussions. Considers diverse viewpoints in reflections and remarks offered during class discussions and/or in projects/papers.
8. Is adaptable to change. (Respect for Diversity)	Adjusts to changes that occur during the course gracefully. Handles controversial positions and approaches with respect.
9. Works well with others. (Collaboration)	Works well with others in class; completes assigned tasks and trusts others to complete their tasks for collaborative projects/ assignments.
10. Is socially tactful. (Collaboration)	Respects social boundaries during class conversations; uses language with tact when asked for or required to give constructive feedback.
11. Works hard and is thorough. (Professional Work Characteristics)	Organizes work assignments appropriately; attends class regularly; submits quality work appropriate to level of development.
12. Is reliable and dependable. (Professional Work Characteristics)	Completes work in a timely manner; follows through on assigned tasks.