



**RHODE ISLAND  
COLLEGE**

Feinstein School of Education  
and Human Development  
Graduate Studies and Assessment

November 9, 2010

North Scituate, RI 02857

Dear

Congratulations! The Department of Special Education is pleased to inform you that you have been admitted to the M.Ed. in Special Education with concentration in Exceptional Learning Needs Program. Your effective date of admission begins with the spring 2011 semester and at that time you will become a fully matriculated graduate student.

Enclosed is a copy of your Plan of Study. The Plan of Study is usually followed to completion of the advanced degree. Please consult with your advisor, Dr. Paul LaCava, at 456-9703 should you wish to make a change in your Plan of Study.

Please take the time to read the graduate sections in the current Rhode Island College catalog to become familiar with Graduate School Policies. An advanced degree program must be completed within six years from the time of the earliest course included in your official Plan of Study.

If you are a full time graduate student, you are required to provide the Health Services Department with immunization records. Please have your health care provider complete the enclosed forms and return to Student Health Services in Browne Hall. The Rhode Island College Health Services is available for all graduate students; if you have any questions, please call 456-8055.

Again, congratulations on your acceptance and matriculation as a graduate student at Rhode Island College. Best wishes for much success in your program of study.

Sincerely,

Alexander Sidorkin  
Dean  
Feinstein School of Education  
and Human Development

AS/tn  
Enclosures

Cc: P. LaCava

Providence, RI 02908-1991  
(401) 456-8896  
Fax: (401) 456-8590  
TTY/TDD: via RI Relay: 1-800-745-5555

**RHODE ISLAND COLLEGE  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE STUDIES  
PLAN OF STUDY**

Name: \_\_\_\_\_ SS# \_\_\_\_\_ Date: 11/8/10  
Address \_\_\_\_\_ Phone: \_\_\_\_\_

**Program Masters of Education in Exceptional Learning Needs:( Special Education Administration )**

Please submit a signed original to the Feinstein School of Education and Human Development (FSHED) Graduate Studies Office. Students should complete this form with the assistance of and approval of the Graduate Adviser. Although an applicant may be recommended for acceptance to a graduate program, the applicant cannot be considered as an officially accepted degree candidate until an approved Plan of Study is on file in the FSEHD Graduate Studies Office. Changes in the Plan of Study can be made with the graduate advisor's approval by completing the Change of Plan of Study Form.

**PLAN OF STUDY**

Dept.	Course #	Course Title	Credits
EDU	617	Behavior Strategies (Taken at Providence College Summer 2005)	3
SPED	505	Oral and Written Language Classroom Intervention	3
SPED	518	Reading Instruction for Students with Disabilities	3
SPED	534	Involvement of parents and Families Who Have Children with Disabilities	3
SPED	558	Math/Science Instruction for Students with Disabilities	3
SPED	648	Interpreting and Developing Research in Special Education	3

**Selected Strand Coursework**

LEAD	504	Leading Learning I: Planning Instruction and Assessment	4
LEAD	505	Leading Learning II: Collaboration, Supervision, and Assessment	2
SPED	606	<i>Administration in Special Education</i>	3
TESL	580c	Language Acquisition and Learning (Dual Language Instruction (taken at RIC Fall 2007))	3

**Not for Program Credit**

--	--	--	--

Credits Transferred \_\_\_\_\_ 6 \_\_\_\_\_  
Total Credits \_\_\_\_\_ 30 \_\_\_\_\_

Thesis-----Yes  No  XXX

Comprehensive Assessment-----Yes  No \_\_\_\_\_

Student         

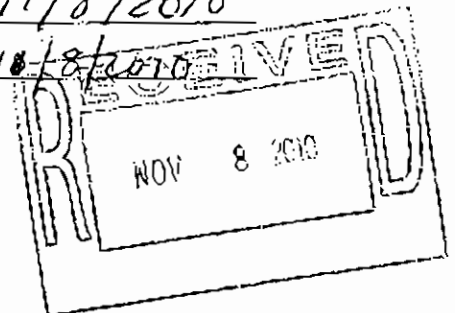
Date 11/8/2010

Adviser         

Date 11/8/2010

Department Chairperson         

Date 11/8/2010



**RHODE ISLAND COLLEGE  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE STUDIES**

**PLAN OF STUDY**

Name: \_\_\_\_\_ SSN# \_\_\_\_\_ Date: 11/8/10  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_

**Program Masters of Education in Exceptional Learning Needs:( Special Education Administration )**

Please submit a signed original to the Feinstein School of Education and Human Development (FSHED) Graduate Studies Office. Students should complete this form with the assistance of and approval of the Graduate Adviser. Although an applicant may be recommended for acceptance to a graduate program, the applicant cannot be considered as an officially accepted degree candidate until an approved Plan of Study is on file in the FSEHD Graduate Studies Office. Changes in the Plan of Study can be made with the graduate advisor's approval by completing the Change of Plan of Study Form.

**PLAN OF STUDY**

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SPED	648	Interpreting and Developing Research in Special Education	3

**Selected Strand Coursework**

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LEAD	505	Leading Learning II: Collaboration, Supervision, and Assessment	2
SPED	606	<i>Administration in Special Education</i>	3
TESL	580c	Language Acquisition and Learning Dual Language Instruction (taken at RIC Fall 2007)	3

**Not for Program Credit**

--	--	--	--

Credits Transferred \_\_\_\_\_ 6 \_\_\_\_\_  
Total Credits \_\_\_\_\_ 30 \_\_\_\_\_

Thesis ----- Yes  No  XXX

Comprehensive Assessment ----- Yes  No

Student \_\_\_\_\_

Date 11/8/2010

Adviser Paul J. Carr

Date 11/8/2010

Department Chairperson Anthony Dell

Date 11/8/2010

Student No: 000721476

Date Issued: 11 JUL 2010

Record of Issued To:

OFF Page: 1

North Scituate RI 02857

Course Level: Graduate

Primary Major: Special Education

SWAG NO COURSE TITLE CRED GRD PTS F

INSTITUTION CREDIT

Summer 2 2005  
Special Education

EDU 617 Behavior Strategies 3.00 A 11.01  
Hrs: 3.00 GPA-Hrs: 3.00 QPts: 11.01 GPA: 3.67

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

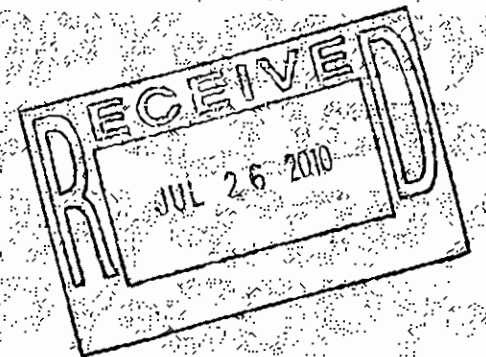
Earned Hrs GPA Hrs Points GPA

TOTAL INSTITUTION 3.00 3.00 11.01 3.67

TOTAL TRANSFER 0.00 0.00 0.00 0.00

OVERALL 3.00 3.00 11.01 3.67

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*



*Guille A. Calore*

ASSOCIATE DEAN OF ENROLLMENT SERVICES

Name  
Student ID



*Jane O'Connell*  
Director of Records

Send To



Start Date: 2019-09-07  
Degrees Awarded: 1  
Degree: Bachelor of Science  
Confer Date: 2022-05-12  
Plan: Elementary Education, Generalized Bang Arts Major  
Sub-Plan: English Concentration  
Beginning of Undergraduate Record  
Fall 1997

Course	Description	Attempted	Earned	Grade	Points
BIO1	101 Introductory Biology I	4.00	4.00	C-	6.680
COIL	131 The College Experience	1.00	1.00	A	4.000
ENGL	151 Western Literature	4.00	4.00	B	12.900
WRIT	120 Intro to Academic Writing	4.00	4.00	B	12.000
TERM GPA :	2.648	TERM TOTALS :	15.00	15.00	24.580
CUM GPA :	2.667	CUM TOTALS :	15.00	15.00	24.650

Spring 1998

Course	Description	Attempted	Earned	Grade	Points
BIO1	102 Introductory Biology II	4.00	4.00	C-	6.680
CS01	130 Introduction to Computers	3.00	3.00	C	6.300
HIST	151 Western History	4.00	4.00	B-	10.550
PSYC	215 Social Psychology	3.00	3.00	B-	9.010
TERM GPA :	2.241	TERM TOTALS :	14.00	14.00	31.570
CUM GPA :	2.446	CUM TOTALS :	27.00	27.00	66.050

Fall 1998

Course	Description	Attempted	Earned	Grade	Points
PSY	215 Educational Psychology	4.00	4.00	A	16.000
MATH	141 Math For Elem Sch Teachers I	3.00	3.00	C	6.000
ARIL	230 Aesthetics	3.00	3.00	A	12.000
SOC	107 Crime & Criminal Justice	3.00	3.00	B	9.000
TERM GPA :	3.304	TERM TOTALS :	13.00	13.00	43.000
CUM GPA :	2.916	CUM TOTALS :	40.00	40.00	109.050

Spring 1999

Course	Description	Attempted	Earned	Grade	Points
ASTE	143 Methods/Materials in Art Educ	2.00	2.00	A-	7.340
FUND	340 Foundations of Education	3.00	3.00	B-	9.550
MATH	144 Math For Elem Sch Teachers II	3.00	3.00	C-	6.950
ARIL	145 N. Korea: Heritage Asian Phil	4.00	4.00	A	16.000
TERM GPA :	3.160	TERM TOTALS :	12.00	12.00	40.840
CUM GPA :	2.873	CUM TOTALS :	52.00	52.00	149.870

Fall 1999

Course	Description	Attempted	Earned	Grade	Points
ELST	308 Concepts of Teaching	3.00	3.00	B+	9.500
PSY	145 Diversity/The Public Sch	3.00	3.00	B+	9.500
PSYC	151 Personality	4.00	4.00	A	16.000
SPED	403 Adaptive Instr Inclusive Ed	3.00	3.00	A	12.000
TERM GPA :	3.355	TERM TOTALS :	13.00	13.00	47.500
CUM GPA :	2.849	CUM TOTALS :	65.00	65.00	197.370



Records Office  
 600 Mt. Pleasant Avenue  
 Providence, RI 02908-1991  
 (401)456-8212

Rhode Island College Official Transcript

Name :  
 Student ID:



*Jane Davis*  
 Director of Records

Send To:



Spring 2000

Course	Description	Attempted	Earned	Grade	Points
COMM 108	Introduction To Comm Disorders	3.00	1.00	DN	
ENGL 118	Approaches To Drama	3.00	3.00	B	9.000
ENGL 119	Appr to Film & Film Criticism	2.00	3.00	B	9.000
ENGL 163	Zenith Literary Experience	4.00	4.00	B	12.000
TERM GPA :	1.659	TERM TOTALS :	13.00	10.00	30.000
CUM GPA :	2.969	CUM TOTALS :	78.00	75.00	223.660

Fall 2000

Course	Description	Attempted	Earned	Grade	Points
ENGL 112	Adolescent Literature	3.00	3.00	X	
ENGL 143	Recent Fiction	3.00	3.00	C	6.590
PHCI 103	Physics Science	4.00	4.00	C	8.000
THTR 241	American Musical Theatre	3.00	3.00	B	9.000
THTR 110	Great Drama With Children/Youth	3.00	3.00	A	12.000
TERM GPA :	1.763	TERM TOTALS :	16.00	13.00	35.590
CUM GPA :	2.939	CUM TOTALS :	94.00	88.00	258.570

Spring 2001

Course	Description	Attempted	Earned	Grade	Points
ELSD 436	Teach Elem Sch Soc Studies	3.00	3.00	B+	9.990
ELSD 437	Teaching Elementary Sch Sci	3.00	3.00	B-	9.990
ELSD 438	Teach Elementary School Math	3.00	3.00	B-	9.990
ENGL 210	Children's Literature	3.00	3.00	X	

ENGL 354	English Literature 1784-1832	3.00	1.00	C-	6.590
TERM GPA :	1.180	TERM TOTALS :	15.00	12.00	36.590
CUM GPA :	2.956	CUM TOTALS :	105.00	100.00	295.630

Summer 2001

Course	Description	Attempted	Earned	Grade	Points
ENGL 129	Contemporary American Fiction	3.00	3.00	B-	9.000
PEO 146	MSM Elem Health/Phys Educ	3.00	3.00	A-	11.010
ENGL 210	Children's Literature	3.00	3.00	B-	9.000
MUSB 341	Math & Mth of Music Educ	2.00	2.00	A-	7.340
TERM GPA :	3.125	TERM TOTALS :	11.00	11.00	34.350
CUM GPA :	2.973	CUM TOTALS :	120.00	111.00	330.460

Fall 2001

Course	Description	Attempted	Earned	Grade	Points
COMM 108	Public Speaking	3.00	3.00	A	11.000
COMM 240	Mass Communication	3.00	3.00	B	9.000
ELSD 421	Teaching Developmental Read I	3.00	3.00	B	9.000
ELSD 435	Teaching Lang Arts Elem Sch	3.00	3.00	A	12.000
TERM GPA :	3.418	TERM TOTALS :	12.00	12.00	41.000
CUM GPA :	3.015	CUM TOTALS :	132.00	121.00	371.610

Dean's List

Spring 2002

Course	Description	Attempted	Earned	Grade	Points
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Records Office  
 600 Mt. Pleasant Avenue  
 Providence, RI 02908-1997  
 (401)456-8212

Rhode Island College Official Transcript

Name  
 Student ID:



*James P. Quinn*  
 Director of Records

Send To:

United States

ESSE	438	Student Teaching Elem School	9.00	9.00	W		
ESSE	469	Student Teach Sem In Elem Ed	1.00	1.00	A	4.000	
ESSE	469	Student Teach Sem In Elem Ed	1.00	0.10	W		
TERM GPA	4.000	TERM TOTALS :	11.00	10.10		4.000	
CUM GPA	1.924	CUM TOTALS :	143.80	133.30		375.010	

Undergraduate Career Totals

CUM GPA	1.924	CUM TOTALS :	143.80	133.30		375.010	
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Non-Course Milestones

1997-09-02 College Mathematics Requirement

Milestone Status: Completed

1997-09-02 Exam Taken: Completed

1997-09-02 College Writing Requirement

Milestone Status: Completed

1997-09-02 Exam Taken: Completed

Beginning of Graduate Record

Summer 2004

Course	Description	Attempted	Earned	Grade	Points
SPED	312 Assess Procc Except Child&Youth	4.00	4.00	B+	11.000
Transfer Credit from Rhode Island College					
Applied Toward Non-Degree Graduate Students Program					
SPED	311 Lang Dev&Comm Prob Of Child	3.00	3.00	A-	11.910
SPED	411 Assessment, Curric&Method Chil	4.00	4.00	B-	13.120
SPED	427 Careers/ Voc Prep Mid/Sec-Elem	3.00	3.00	A	12.000
Course Trans GPA	3.633	Transfer Totals :	10.00	10.00	36.130
TERM GPA	3.536	TERM TOTALS :	4.00	4.00	13.320

CUM GPA	3.556	CUM TOTALS :	14.00	14.00		49.550	
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Spring 2005

Course	Description	Attempted	Earned	Grade	Points
SPED	440 Collaboration: Spec, Self&Comm	3.00	3.00	B	12.000
TERM GPA	4.000	TERM TOTALS :	3.00	3.00	12.000
CUM GPA	3.626	CUM TOTALS :	17.00	17.00	61.550

Fall 2005

Course	Description	Attempted	Earned	Grade	Points
SPED	435 Assessment: Sev&Profound	4.00	4.00	A	16.000
TERM GPA	4.000	TERM TOTALS :	4.00	4.00	16.000
CUM GPA	3.698	CUM TOTALS :	21.00	21.00	77.550

Spring 2006

Course	Description	Attempted	Earned	Grade	Points
SPED	436 Assess Insty Sev&Profound Adoles	4.00	4.00	A	16.000
TERM GPA	4.000	TERM TOTALS :	4.00	4.00	16.000
CUM GPA	3.746	CUM TOTALS :	25.00	25.00	93.550

Summer 2006

Course	Description	Attempted	Earned	Grade	Points
SPED	520 Non Sch Det Severe/Prfnq Disa	3.00	3.00	A	12.000
TERM GPA	4.000	TERM TOTALS :	3.00	3.00	12.000

Records Office  
 600 Mt. Pleasant Avenue  
 Providence, RI 02908-1991  
 (401)456-8212

Rhode Island College Official Transcript

Name:  
 Student ID:



*Jane Davis*  
 Director of Records

Send To:

United States

CUM GPA : 3.771 CUM TOTALS : 28.00 28.00 105.650

Spring 2003

Course	Description	Attempted	Earned	Grade	Points
TESL 549C	Sec Found Lang Minority Educ	3.00	3.00	B	9.000
TERM GPA :	3.000	TERM TOTALS :	3.00	3.00	9.000
CUM GPA :	3.498	CUM TOTALS :	31.00	31.00	114.450

Fall 2003

Course	Description	Attempted	Earned	Grade	Points
TESL 580C	Workshop	1.00	1.00	A	12.000
Course Topic(s): Lang Acquisition/Learn Dual Lo					
TERM GPA :	4.000	TERM TOTALS :	3.00	3.00	12.000
CUM GPA :	3.725	CUM TOTALS :	34.00	34.00	126.450

Spring 2004

Course	Description	Attempted	Earned	Grade	Points
580C 580C	Workshop	1.00	1.00	A	12.000
Course Topic(s): BAK Dual Language Educators					
TERM GPA :	4.000	TERM TOTALS :	1.00	1.00	12.000

CUM GPA : 3.747 CUM TOTALS : 37.00 37.00 138.450

Graduate Career Totals

CUM GPA : 3.747 CUM TOTALS : 37.00 37.00 138.450

Beginning of Record

Summer 2003

Course	Description	Attempted	Earned	Grade	Points
SPED 311	Lang Dev/Commun Prob of Child	3.00	3.00	A	11.010
TERM GPA :	3.670	TERM TOTALS :	3.00	3.00	11.010
CUM GPA :	3.670	CUM TOTALS :	3.00	3.00	11.010

Spring 2004

Course	Description	Attempted	Earned	Grade	Points
SPED 412	Assessment/Curric/Method Child	4.00	4.00	B+	13.020
SPED 420	Career/Voc Prep Mid/Sec Disab	3.00	3.00	A	12.000
TERM GPA :	3.817	TERM TOTALS :	7.00	7.00	25.020
CUM GPA :	3.631	CUM TOTALS :	10.00	10.00	36.030

Career Totals

CUM GPA : 3.631 CUM TOTALS : 10.00 10.00 36.030

----- End of Transcript -----





**RHODE ISLAND  
COLLEGE**

October 1, 2010

Feinstein School of Education  
and Human Development  
Graduate Studies and Assessment

North Scituate, RI 02857

Dear

The Department of Special Education at Rhode Island College is pleased to inform you of a positive recommendation for your acceptance into the M.Ed. in Special Education with concentration in Exceptional Learning Needs Program.

In order to finalize your acceptance, you must file an approved Plan of Study in the Office of the Dean. Please contact your advisor, Dr. Susan Dell, at 456-8557 to schedule a time to develop and sign your Plan of Study. The Plan of Study must be completed no later than one year from the date of this recommendation of acceptance. Your admission into the M.Ed. in Special Education Program remains contingent upon receipt of an approved and signed Plan of Study. Please complete your Plan of Study promptly!

As a non-matriculated graduate student, you may complete no more than nine credits prior to filing a Plan of Study. Once you submit an approved and signed Plan of Study, you become a matriculated graduate student.

Again, congratulations on being recommended for admission to the M.Ed. Program in Special Education. I wish you much success in the pursuit of your degree.

Sincerely,

Alexander Sidorkin  
Dean  
Feinstein School of Education  
and Human Development

AS/rm

Cc: S. Dell

***Please note: Only matriculated students are eligible for financial aid. If you are interested in applying for financial aid including student loans, the Plan of Study must be completed as soon as possible to meet the Financial Aid Office deadlines. Please contact the Financial Aid Office for more specific deadlines at (401) 456-8684.***

Providence, RI 02908-1991  
(401) 456-8896  
Fax: (401) 456-8590  
TTY/TDD via RI Relay: 1-800-745-5555

ck



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Application for Graduate Admission

Return this completed, signed application, \$50 application fee, and notification card in the enclosed envelope. The application fee must be in the form of a check or money order payable to Rhode Island College. Please type or print clearly.

1. [Redacted] SOCIAL SECURITY

2. Name: [Redacted] MAILED OR OTHER NAME, IF ANY

3. Gender (optional):  Male  Female

4. Date of Birth: 12-19-79 Place of Birth: Providence, RI

5. Home Address: [Redacted] CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT) [Redacted] PHONE [Redacted] E-MAIL ADDRESS (IF AVAILABLE) [Redacted]

Charterschool.com

Check here if Mailing Address is different from Home Address (see no. 19).

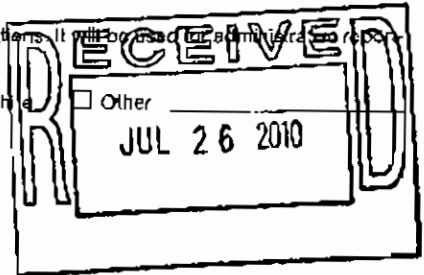
6. Citizenship (check one):  U.S. Citizen (Native). State of Legal Residence: RI Number of Years in State: 30  Permanent U.S. Resident with a Permanent Residency Card. (Please forward a copy of both sides of your permanent residency card.) State of Legal Residence: Number of Years in State:  International Student. Country: (Be sure to complete no. 20.) Visa (check one):  Student Visa  Dependent Visa Current Visa Type (B-1, J-1, etc.):  Other Immigration Status. (Please specify and attach supporting information.)

7. Your First Language (optional):

8. Proposed Entrance Date:  Fall  Spring  Summer Year 2010

9. Have you previously applied for graduate admission to Rhode Island College?  Yes Year  No Have you ever attended Rhode Island College?  Yes Year 97-02  No

10. Ethnic Group (optional). The information below will not be used in determining admission or financial aid qualifications. It will be used for administrative reporting in compliance with Title VI of the Civil Rights Act of 1964.  American Indian/Alaskan Native  Asian American/Pacific Islander  Black  Hispanic  White  Other



11. Highest Credential Held at Proposed Entrance Date:

Bachelor's Degree     Master's Degree     Other \_\_\_\_\_

12. Education: List, in chronological order, all college-level institutions attended, including Rhode Island College, regardless of the length of attendance. Please request each college, except Rhode Island College, to send to the Feinstein School of Education and Human Development one copy of all official transcripts of your record. Indicate in the far right column the date you requested each transcript to be sent.

COLLEGE/UNIVERSITY	LOCATION	DEGREE AND DATE CONFERRED	CUMULATIVE GPA	DATE OF REQUEST
RIC Providence College	Pro. RI RI	B.A. 5/2002 n/a	3.024 3.67	7/7/2010 7/13/2010
RIC		n/a	3.63	7/7/2010

Honors received: Dean's List, Honors in Student Teaching

13. Program: Please identify the area of graduate study that you are applying for admission.

M.Ed.     M.A.     C.A.G.S.     Individualized     Certificate of Graduate Studies (15-18 hr. program)

Special Education    ES/EHS  
FULL NAME OF PROGRAM    DEPARTMENT  
EXCEPTIONAL LEARNERS NEEDS

14. Examinations: Please indicate standardized test taken and date of administration.

Graduate Record Examination    Date \_\_\_\_\_  
 Miller Analogies Test    Date August or July 2010  
 Other (Specify) \_\_\_\_\_    Date \_\_\_\_\_

15. Candidate Reference Forms and Letters of Recommendation: Please list the three individuals you have requested to complete the Candidate Reference Forms and Letters of Recommendation. Indicate the date you requested them. Forms completed by individuals who have knowledge of your academic and/or work capabilities and who can attest to your potential to do graduate work are preferred. Social or personal acquaintances should not be used.

NAME	TITLE	DATE REQUESTED
[Redacted]	Principal	7/7/10
[Redacted]	Sp. Ed. Administrator	7/7/10
[Redacted]	Title I teacher	7/7/10

16. Teaching Certificate: All school related programs EXCEPT school psychology.

17. Performance-based Evaluation: Please submit a copy of a recent performance-based evaluation which reflects an assessment of your professional work and skills. (See enclosed document for details.)

18. Professional Goals Essay: In support of your application for graduate study, prepare a well-organized, focused essay of 300 to 500 words describing why you want to pursue graduate education. Included in the essay should be a reflection on:

- your experiences, skills, and lifelong learning that make your decision to pursue graduate study a sound choice for you,
- your level of preparation for graduate study, knowledge in your chosen field, and professional activities/collaboration,
- your professional goals and how these goals will prepare you to serve individuals and families from diverse backgrounds, and
- your reasons for choosing RIC's graduate program.

Please note: This essay should demonstrate your best writing. It must be double-spaced and word processed (or typed).

19. Program specific materials may be required. Please see listing in this application packet.

20. Assistantships and Scholarships: There are a limited number of graduate and teaching assistantships. Please see [http://www.ric.edu/inaid/grad\\_student.html#grad\\_assist](http://www.ric.edu/inaid/grad_student.html#grad_assist) for particulars.

If you are applying for an assistantship, please submit a completed Graduate Assistantship Application form. A limited number of graduate scholarships are available. If you are applying for a graduate scholarship, please submit a completed Graduate Scholarship Application and a Free Application for Federal Student Aid (FAFSA) through the Office of Student Financial Aid.

Please note: Assistantships and scholarships are awarded only to admitted, full-time graduate students. The deadline for application is April 1. Appointments to assistantships will be made by the assistant vice president on or about the first week in May. Scholarship awards will be made in June.

21. Mailing Address (Only if different from Home Address):

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

( )  
TELEPHONE

22. International Students (You must supply a home country address here, if you are currently living in the United States):

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

( )  
TELEPHONE

23. Academic Honesty: By signing this application, you are attesting that the information provided is complete and accurate to the best of your knowledge. The admissions office may withdraw an application or rescind the acceptance offered if a violation of academic honesty is discovered.

To the best of my knowledge and belief the information given on this application form is complete and accurate.

Applicant's Signature



Date

7/19/2010

**Statement of Confidentiality**

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the School of Social Work from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the dean of the School of Social Work in accordance with the provisions of the act and Rhode Island College policy. Once the admission process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available upon request to the student.

**Statement of Nondiscrimination and Affirmative Action**

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty during a war or in a campaign or expedition for which a campaign badge has been authorized (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, and athletic and other College-administered programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.

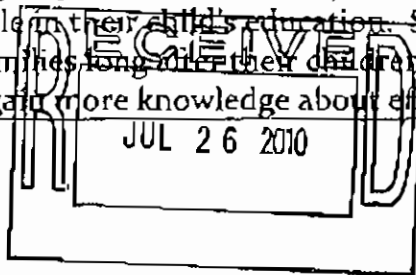


International Charter School  
Professional Teaching Standards Assessment

Name:	
Department:	Special Education
Supervisor:	Mary Pendergast, Special Education Director
Date:	Spring of 2009-2010 school year

Professional Teaching Standards

Standard	Rating	Recommendation(s)
One	Superior	Katie demonstrates superior performance in this standard area. She has shown great initiative in broadening her content knowledge base by pursuing additional certifications and endorsements including Severe/Profound educator and ESL endorsement. She incorporates what she has learned into creating interdisciplinary learning experiences that give all students access to achievement in the standards.
Two	Superior	Katie has an exceptionally strong content knowledge base for teaching across the disciplines at the elementary level. She demonstrates a great capacity to understand and make comprehensible to her students content at the higher elementary range. She has great expertise teaching struggling students to read and had received additional training in, and uses quite effectively the Orton Gillingham reading method.
Three	Superior	Katie has a good understanding of how children learn and develop and considers this not only in her instructional practices but also in the development of appropriately individualized IEP goals and objectives.
Four	Superior	Katie demonstrates evidence of a respect for the diversity of learners throughout all instructional experiences she provides to students. She demonstrates this not only with learners who come from diverse cultural, ethnic, and socio-economic backgrounds, but also with students who have a diverse range of learning needs.
Five	Superior	Katie expects that all of her students can and will develop high level thinking and problem solving skills and literacy skills as demonstrated across the content areas. She supports her students to make great gains in achievement as evidenced by their obtainment of IEP goals and by the closing of gaps that move them closer to, if not at grade level performance.
Six	Superior	Katie not only demonstrates the ability to create a supportive learning environment with her students, she also supports her colleagues to demonstrate the same abilities in their classrooms and school-wide. She takes a leadership role in this area by chairing the Positive Behavior Support and Intervention School-Wide Team.
Seven	Above Average	Katie puts great effort in to developing and sustaining collaborative relationships with her co-workers and families. She meets weekly to plan and collaborate with the general education teachers she co-teaches with. She participates on school-wide teams and the school's special education parent group. She works closely with families to encourage them in taking an active role in their child's education. She maintains supportive relationships with many families long after their children have moved on to middle school. Katie would like to gain more knowledge about effective





## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

### CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive / do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant [Signature]

Date 7/16/10

(Applicant's Name) \_\_\_\_\_ has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 6 Months 0

Nature of acquaintance: Colleague/Supervisor

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	(4)	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	3	(4)	NA
4. Motivation and initiative.	1	2	3	(4)	NA
5. Rapport with children and youth.	1	2	3	(4)	NA
6. Rapport with adults.	1	2	(3)	4	NA
7. Emotional stability.	1	2	3	(4)	NA
8. Adaptability to change.	1	2	(3)	4	NA
9. Reliability and dependability.	1	2	3	(4)	NA
10. Ability to organize ideas or tasks.	1	2	3	(4)	NA
11. Oral and written communication skills.	1	2	(3)	4	NA
12. Overall potential.	1	2	3	(4)	NA

Signature [Signature]

Date 7/16/10

Name MICHELLE JOHNSON

(Please print)

(Institution or firm)

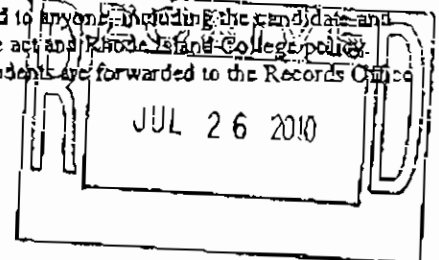
(Position)

Address \_\_\_\_\_

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

**Statement of Confidentiality:**

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.





# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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Signature of Applicant [Signature]

Date 7/9/2010

(Applicant's Name) [Redacted] has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 5 Months 10

Nature of acquaintance: SUPERVISOR

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	4	NA
2. Clarity of goals.	1	2	3	4	NA
3. Intellectual curiosity.	1	2	3	4	NA
4. Motivation and initiative.	1	2	3	4	NA
5. Rapport with children and youth.	1	2	3	4	NA
6. Rapport with adults.	1	2	3	4	NA
7. Emotional stability.	1	2	3	4	NA
8. Adaptability to change.	1	2	3	4	NA
9. Reliability and dependability.	1	2	3	4	NA
10. Ability to organize ideas or tasks.	1	2	3	4	NA
11. Oral and written communication skills.	1	2	3	4	NA
12. Overall potential.	1	2	3	4	NA

Signature [Redacted]

Date July 9, 2010

Name [Redacted]

(Please print)

(Institution or firm)

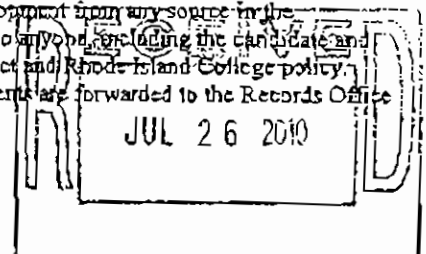
(Position)

Address [Redacted]

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

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# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive (circle one) do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant [Signature]

Date 7/12/10

(Applicant's Name) [Redacted] has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 3 Months 8

Nature of acquaintance: Direct Supervisor

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	(4)	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	3	(4)	NA
4. Motivation and initiative.	1	2	3	(4)	NA
5. Rapport with children and youth.	1	2	3	(4)	NA
6. Rapport with adults.	1	2	3	(4)	NA
7. Emotional stability.	1	2	3	(4)	NA
8. Adaptability to change.	1	2	3	(4)	NA
9. Reliability and dependability.	1	2	3	(4)	NA
10. Ability to organize ideas or tasks.	1	2	3	(4)	NA
11. Oral and written communication skills.	1	2	(3)	4	NA
12. Overall potential.	1	2	3	(4)	NA

Signature [Redacted]

Date 7/18/10

Name Mary [Redacted]

(Please print)

(Institution or firm)

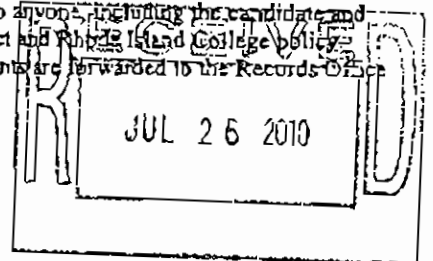
(Position)

Address [Redacted]

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

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# International CHARTER SCHOOL

Teaching in the languages of our community: English, español, Português

July 8, 2010

To whom it may concern,

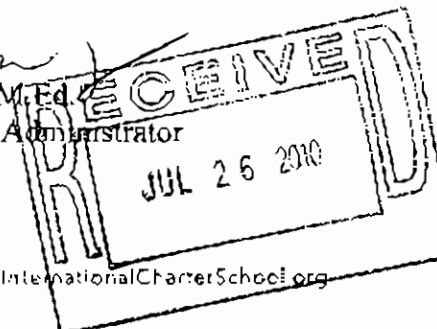
I am writing this recommendation for [redacted] who is applying to the Masters of Special Education program. I have worked with Katie at the International Charter School since November of 2006. As the Special Education Administrator at the International Charter school I have had the opportunity to work collaboratively with Katie on behalf of students with disabilities and learning challenges. During that time I have been her direct supervisor. In Katie's current position she works as a special education resource teacher providing specialized instruction to students in grades K-5. She works closely with the general education teachers and other team members in developing and implementing students' Individual Education Program goals. Katie is a dedicated and committed teacher who strives to provide a high quality education to her students. She maintains rigorous academic expectations for all students and is adept at differentiating instruction and supporting a classroom of diverse learners to meet the standards. She is an intuitive instructor anticipating students' needs and responding effortlessly. She seeks out guidance and responds to feedback in an effort to improve her skills and provide a quality education to her students. Katie's dedication leads her on a path towards continual learning and professional growth.

Over the last 4 years Katie and I have served together on several school teams including the Response to Intervention team, the Special Education referral, evaluation and IEP teams, the Behavior Support team and the Positive Behavior Support and Intervention (PBIS) school-wide team of which she is the Chair. Katie also places great value on the social and emotional growth and development of all students. Her interaction with students and her instructional practices, support and foster the social and emotional growth of her students. She has been instrumental in supporting her coworkers to incorporate the Responsive Classroom model with the principles and strategies of PBIS school-wide.

Katie is able to convey her ideas and communicate effectively not only in writing, but also verbally during group discussions and team meetings. She is an excellent facilitator and works collaboratively with her coworkers, often taking on extra responsibilities. Katie would be an excellent addition to the program. Not only is she a master teacher she also has great leadership and mentoring skills and would be a great support to her peers. I have no hesitation in highly recommending her for the Masters of Special Education program. I know she will be a credit to your program and the field of education.

Sincerely,

Mary Pendergast, M.Ed.  
Special Education Administrator





# International CHARTER SCHOOL

Teaching in the languages of our community: English, español, Português

July 9, 2010

Feinstein School of Education and Human Development  
Rhode Island College  
600 Mt. Pleasant St.  
Providence, RI 02908

## Candidate for Masters Program

### To Whom It May Concern:

I write this letter of recommendation as the Director of the International Charter School (ICS), an elementary, public school of choice located in Pawtucket, Rhode Island. In this capacity, I have worked with or supervised the above-referenced candidate since 2004. I enthusiastically recommend Ms. Nerstheimer for the Masters program—she has the capacity for graduate study and is a skilled and dedicated educator who seeks to expand her knowledge base and skills.

Ms. Nerstheimer has demonstrated the capacity for graduate study. She has taken masters level courses in special education and for her English as a Second Language (ESL) endorsement and has participated in Orton Gillingham training. For a couple of years now she has had the goal of getting her Master's in special education administration and is now able to take this commitment on. I am confident that she will not only be successful, but also make a positive contribution to your program.

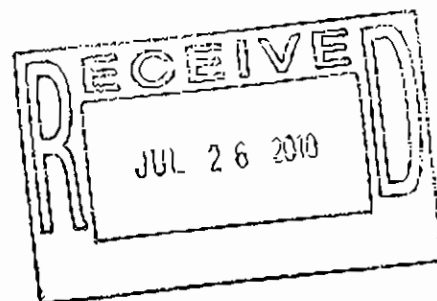
In the six years she has been a special education teacher at the International Charter School, Ms. Nerstheimer has demonstrated talent as a teacher and team leader. She has not only successfully worked with students, but she has developed systems for improved delivery of special education services and taken on many administrator tasks, such as setting up accommodations for NECAF, arranging IEP meeting, etc. She has also led our Positive Behavior and Support (PBIS) team and participated on several other committees. She is poised to take advantage of her teaching experience and to take on more responsibilities as an administrator.

Ms. Nerstheimer is now eager to take the next step to advance herself and improve her practice by entering the Masters' program. Ms. Nerstheimer's prior experiences, knowledge, academic capacity and enthusiasm for improving herself make her an ideal candidate.

Please feel free to contact me if you have any questions about Ms. Nerstheimer's candidacy.

Sincerely,

Julie Nora, Ph.D.  
Director



1121 Diamond Hill Road  
Woonsocket, RI 02895

7/16/10

To Whom It May Concern:

It is with great pleasure that I recommend to the Masters program at  
Rhode Island College. Katie is one of those dedicated teachers, who goes the extra mile to  
create personal connections with her students. She is always willing to learn new strategies,  
and to share the strategies she knows with her colleagues.

I have had the pleasure of working with Katie in many different capacities. Katie and I are  
members of the student support staff at International Charter School (ICS) during the school  
year. We work closely together to provide students with academic interventions. We meet  
with grade level teams on a weekly basis to plan for student support. I am also on the  
Positive Behavior Intervention and Support team with Katie, who is the leader of this very  
active initiative. Lastly, I work as Katie's supervisor during the summer school program here  
at ICS. Katie has been a valuable resource to the program for multiple years. Katie is a  
talented special educator, an excellent writer, and a skilled communicator.

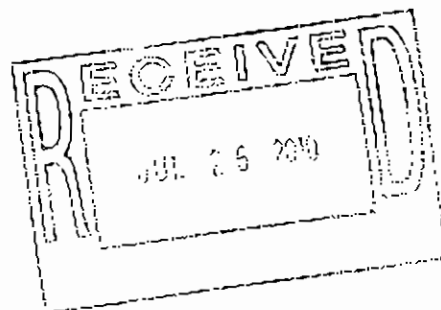
When Katie identifies a professional goal for herself, she is passionate and resourceful. She  
is also self-motivated. She continually strives to learn how best to serve children. I can easily  
predict that she will be an asset to your program.

I am honored to recommend Katie Nerstheimer, as there must be many people who would be  
willing to speak for her. Please do not hesitate to contact me if you have any further  
questions.

Sincerely



Michelle Johnson  
Title 1 Reading Teacher  
International Charter School



State of Rhode Island and Providence Plantations  
Department of Education  
School Certificate

Having satisfactorily met the certification requirements of the Board of Regents for Elementary and Secondary Education has been granted a certificate and is authorized to serve in the public schools of Rhode Island as a

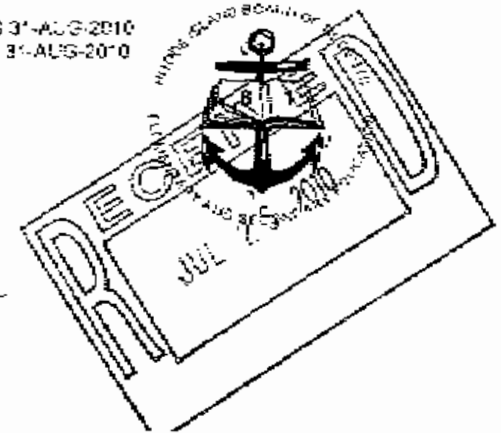
PROFESSIONAL TEACHER OF ELEMENTARY GRADES (01-06) ISSUED 23-SEP-2005 AND EXPIRING 31-AUG-2010  
ENDORSEMENT: CONTENT ESL TEACHER ISSUED 29-APR-2010 AND EXPIRING 31-AUG-2010  
PROFESSIONAL SPECIAL EDUCATOR - MILD/MODERATE, ELEM/MID LEVEL ISSUED 23-SEP-2005 AND EXPIRING 31-AUG-2010  
PROFESSIONAL SPECIAL EDUCATOR - SEVERE/PROFOUND DISABILITIES ISSUED 07-JUN-2007 AND EXPIRING 31-AUG-2010

13975  
CERTIFICATE NUMBER

Given Under the Authority of the Board of Regents for Elementary and Secondary Education

  
Certification Officer

  
Commissioner



RI COLL-DEANS OFC  
FEINSTEIN SCH OF ED  
500 MT PLEASANT AVE  
PROVIDENCE, RI 02908



**OFFICIAL TRANSCRIPT**

Pearson  
19500 Bulverde Road  
San Antonio, Texas 78259  
1-800-622-3231

Examinee Name:  
Examinee Address:



Examinee Phone:  
Social Security #:  
Date of Birth:  
Intended Major:

SPECIAL EDUCATION

TEST DATE	SCALED SCORE	Total Group PR	Intended Major PR
08/02/10	403	58	59

**Scaled Scores** are based on the number of items correct and range from 200–600. Scores obtained prior to October 2004 are reported as raw scores.

**Percentile Ranks (PR)** indicate the percentage of examinees from the current norm group who received a scaled score lower than a given score.

- All PRs are based on the current 2007 norms, which are determined from the performance of all first-time MAT examinees from January 2004 through December 2007.

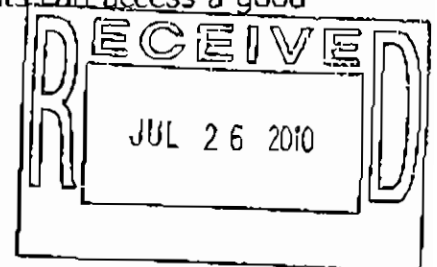
**Note:** "NA" suggests that the indicated scores are not applicable for that test date.

For suggestions regarding score interpretations and for information about the appropriate use of these test scores, please refer to the **MAT Technical Manual**.



As a Graduate student in the Feinstein School of Education and Human Development, I believe I can contribute a unique understanding of learning based on my experience working with diverse populations. I believe this experience, and my commitment to life long learning will ensure that I gain high levels of academic achievement at RIC. As a graduate of RIC with a bachelor's degree in Elementary Education, I have an appreciation for the rigorous expectations that RIC has for all students. I pair that knowledge with the firm understanding that teaching affords me both an honorable and challenging opportunity for service in Rhode Island.

Since 2004, I have worked at the International Charter School (ICS) in Pawtucket, RI as a special education resource teacher. While working there 6 years I have consistently demonstrated my commitment to grow professionally not only by participating on the school's student centered support teams and in professional development activities, but also by continuing to complete coursework towards an additional certification as a severe/profound special educator and ESL endorsement. The coursework, practicum and student teaching experiences in the severe/profound program were enlightening and contributed to my belief in the importance of inclusion education opportunities for all students. This opportunity allowed me to increase my working certification areas and also expanded my thinking about how all students can access a good curriculum with creative, reflective planning.



can continue to grow professionally and realize my goal of becoming an increasingly more effective teacher in educating students with diverse learning needs. I look forward to working collaboratively with other educators. I know my understanding and willingness to improve my own practice is a testament to my promise as a student in this program. I look forward to the opportunity.

