



REACH  
INSPIRE  
CONNECT

## SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0333803



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: \_\_\_\_\_ Student I.D. #: 0333803 Date: November 28, 2007

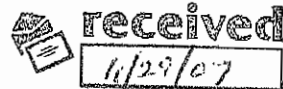
College Address:

Permanent Address:

Street #	Street	Apt. #	Street #	Street	Apt #
City	State	Zip	City	State	Zip
E-Mail	Telephone #		E-Mail	Telephone #	

**Racial/Ethnic Identification:**

- American Indian/Alaskan Native     
  Asian/Pacific Islander     
  Black/African American  
 Hispanic/Latino     
  White     
  2 or more



Gender: Male  Female  Date of Birth:           

Degree:  Undergrad  2<sup>nd</sup> Degree      Estimated Date of Graduation: Spring 2009

**Teacher Education**

Program: Secondary Education      Major/Concentration: Biology & Science

Special Education? \_\_\_\_\_ Middle School Endorsement? \_\_\_\_\_  
 Please Specify Area of Specialization      Please Specify Content Area

PPST Scores: Reading: 184 12/07/06 Writing: 175 12/07/06 Mathematics: 179 12/07/06  
Score Date Taken      Score Date Taken      Score Date Taken

Transcripts: RIC 5/13/06 Other Eastern Washington University 5/13/06 Other \_\_\_\_\_  
Date Name of College/University      Date Name of College/University      Date

Admission to RIC: 01/02/03 # of Credits Completed: 280.68 GPA: 3.742 FNED 346: A  
Date      Grade

# of Credits in Major Completed: 58      Major GPA: 3.8

Completion of RIC Writing Requirement: 01/03      Completion of RIC Math Requirement: 01/03  
Date      Date

**Reference Forms**

Faculty: Dr. Cloud Matsumoto 2/14/05 Supervisor: Mark DeMorenville 4/11/06  
Name (Please Print)      Date      Name (Please Print)      Date

Career Commitment Essay and Scoring Rubric: 10/15/07 14.0      Technology Competency: see attached  
Date      Score      Date

**DEPARTMENT RECOMMENDATION**

Admit       Denied

ADVISOR: Dr. Susan Corbin

Please describe conditions/reasons: \_\_\_\_\_

[Signature]      12/17/07  
Signature of Admissions Committee Member      Date

[Signature]      12/17/07  
Signature of Department Chair      Date

[Signature]      12-21-07  
Signature of Associate Dean      Date



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**RHODE ISLAND  
COLLEGE**

December 21, 2007

Feinstein School of Education  
and Human Development  
Teacher Education

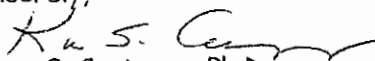
It is my pleasure to inform you that the Department of Educational Studies and the Dean's office have approved your application for admission into the Second Degree Teacher Education Program in Secondary Education/Biology within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the Department's professional education sequence.

You must take and pass the Principles of Learning and Teaching test (grades 7-12) and the content knowledge test related to your academic major before student teaching. Because the content of CEP 315 and the content of the Principles of Learning and Teaching test (PLT) are similar, you are encouraged to take the PLT immediately after completing CEP 315. The passing score on the PLT is 167. The passing score on the content knowledge test varies by academic major. Only paper based test administrations are available. Please consult the Educational Testing Service website ([www.ets.org](http://www.ets.org)) for specific test administration information.

This is the first step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher preparation program. In Biology and Mathematics courses a 2.50 GPA is required. Please consult with your advisor, Dr. Suzanne Conklin, at your earliest convenience to plan the balance of your course of study.

Welcome to the process of becoming a teacher.

Sincerely,

  
Karen S. Castagno, Ph.D.  
Associate Dean for Teacher Education

KSC/mdg

c: Educational Studies Department Files

**TAKE THIS LETTER TO THE FIRST DAY OF SED 406**

Providence, RI 02908-1991  
(401) 456-8822  
FAX: (401) 456-8386  
TTY/TDD via RI Relay: 1-800-745-5555



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
Undergraduate Studies  
Declaration of Major/Concentration Form  
CONFIDENTIAL

Name:

Student ID: 0333803

Address:

Phone:

Program: Secondary Education - (Second Degree Student)

Major: Biology

Suzanne Conklin

Name of Advisor

12/21/2007

Date

Signature of Associate Dean

**Rhode Island College**  
**Second Bachelor's Degree Program**  
*Plan of Study*

DEC 26 2002

Social Security Number: \_\_\_\_\_ Date: December 9, 2002Name: \_\_\_\_\_ Program: Sec Ed - Biology & General Sci

Address: \_\_\_\_\_

Previous College(s): Eastern Washington University BS-Nursing

The above named student must complete the specific courses outlined in this Plan of Study to be eligible for the award of the baccalaureate degree at Rhode Island College under the provisions of the second degree policy. **This plan of study must be completed, signed and returned to the Office of Undergraduate Admissions no later than December 1 for spring admission and July 1 for fall admission.**

Candidates must complete successfully a minimum of 30 semester hours at Rhode Island College. At least 15 of the 30 hours must be taken in the department of the major. Course/credit proficiency, cooperative education, field experience or prior learning may not be counted toward this 30 hour requirement. A double major is not permitted under the Second Degree program, nor is concurrent enrollment in a graduate program. A change of major requires a new application for admission.

**Major Requirements:**

BIOL 111 Introductory Biology I (4)  
 BIOL 112 Introductory Biology II (4)  
 BIOL 221 Genetics (4)  
 BIOL 318 Ecology (4)  
 BIOL 320 Cell & Molecular Biology (4)  
 BIOL 491 Problems in Biology (1)

**Professional Requirements:**

CEP 215 Educational Psychology (4)  
 FNED 340 Foundations of Education (3)  
 FNED 345 Diversity in the Public School (3)  
 SED 405 Dimensions of Secondary Education (4)  
 SED 410 Practicum in Secondary Science (5)  
 SPED 433 Adaptive Instruction for Students in the General Education Setting (3)  
 SED 421 Student Teaching in Sec. Schools (9)  
 SED 422 Student Teaching Seminar (2)

**Cognate Requirements:**

CHEM 103 General Chemistry I (4)  
 CHEM 104 General Chemistry II (4)  
 CHEM 205 Organic Chemistry I (4)  
 CHEM 206 Organic Chemistry II (4)

PHYS 101 General Physics I (4)  
 PHYS 102 General Physics II (4)  
 PSCI 217 Introduction to Oceanography (4)  
 MATH 209 Precalculus (4)  
 MATH 212 Calculus I (4)

Total number of credits: 90

Edythe L.P. Anthony 12/10/02  
 Department Chair Date

Suzanne Cahill 12/9/02  
 Advisor Date

[Signature] 12-17-02  
 Divisional Dean Date

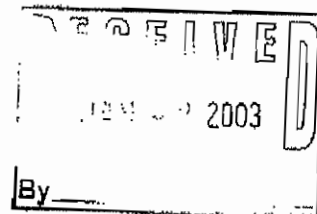
\_\_\_\_\_  
 Student's Signature Date 12-09-02

Jeanne DiReims  
 For the Office of Admissions Date

FSEHD:  
[Signature] 12-10-02  
 Department Chair Date

Suzanne Cahill 12/8/02  
 Advisor Date

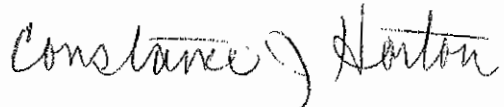
[Signature] 12-12-02  
 Divisional Dean Date



November 16, 2007

To Whom It May Concern:

\_\_\_\_\_ is a student in my INST 251 class this semester. Her current grade is an A and she has never missed a class. On the basis of her performance in my class and her very positive attitude toward learning, I would certainly recommend her for admission to the Feinstein School of Education.

A handwritten signature in cursive script that reads "Constance J. Horton". The signature is written in black ink and is positioned above the typed name and address.

Constance J. Horton, Assistant Professor  
Dept. of Educational Studies  
HBS 217  
Rhode Island College  
401-456-8173

**Records Office**  
 600 Mt. Pleasant Avenue  
 Providence, RI 02908-1991  
 (401)456-8217

Rhode Island College Official Transcript



*James E. Pagan*  
 Director of Records

Name :  
 Student ID: 0333803

Send To:

Print Date : 2006-05-15

----- Beginning of Undergraduate Record -----  
 Spring 2003

Course	Description	Attempted	Earned	Grade	Points
BIOL 111	Introductory Biology I	4.00	4.00	A	16.000
CEP 215	Educational Psychology	4.00	4.00	A	16.000
MATH 120	Intermediate Algebra	3.00	3.00	B	9.000

Transfer Credit from Candidate for Second Degree

Applied Toward Ugrad Degree General College Program

XPER 997	Electives-2nd Bachelor's Degree	54.00	54.00	T	
XPER 998	Gen Ed - 2nd Bachelor's Degree	36.00	36.00	T	
Course Trans GPA:		0.000	Transfer Totals :	0.00	90.00
TERM GPA :		3.727	TERM TOTALS :	11.00	11.00
CUM GPA :		3.727	CUM TOTALS :	11.00	101.00

Summer 2003

Course	Description	Attempted	Earned	Grade	Points
CHEM 103	General Chemistry I	4.00	4.00	CR	
FNED 340	Foundations of Education	3.00	3.00	A	12.000
BIOL 112	Introductory Biology II	4.00	4.00	A-	14.680
FNED 345	Diversity&The Public School	3.00	0.00	W	
TERM GPA :		3.811	TERM TOTALS :	14.00	11.00
CUM GPA :		3.760	CUM TOTALS :	25.00	112.00

Fall 2003

BIOL 318	Ecology	4.00	4.00	A	16.000
PHYS 101	General Physics I	4.00	4.00	A	16.000

Course	Description	Attempted	Earned	Grade	Points
BIOL 221	Genetics	4.00	4.00	A	16.000
CHEM 104	General Chemistry	4.00	4.00	B	12.000
MATH 209	Precalculus Mathematics	4.00	0.00	W	
TERM GPA :		3.500	TERM TOTALS :	12.00	8.00
CUM GPA :		3.630	CUM TOTALS :	37.00	120.00

Spring 2004

Course	Description	Attempted	Earned	Grade	Points
BIOL 320	Cell and Molecular Biology	4.00	4.00	A	16.000
BIOL 491	Problems in Biology	1.00	1.00	A	4.000
FNED 345	Diversity&The Public School	3.00	3.00	A	12.000
TERM GPA :		4.000	TERM TOTALS :	8.00	8.00
CUM GPA :		3.755	CUM TOTALS :	45.00	128.00

Summer 2004

Course	Description	Attempted	Earned	Grade	Points
MATH 209	Precalculus Mathematics	4.00	4.00	A	16.000
TERM GPA :		4.000	TERM TOTALS :	4.00	4.00
CUM GPA :		3.781	CUM TOTALS :	49.00	132.00
TERM TOTALS :		14.00	11.00		26.680
CUM TOTALS :		25.00	112.00		67.680

Fall 2004

Course	Description	Attempted	Earned	Grade	Points
BIOL 318	Ecology	4.00	4.00	A	16.000
PHYS 101	General Physics I	4.00	4.00	A	16.000

Records Office  
 600 Mt. Pleasant Avenue  
 Providence, RI 02908-1991  
 (401)456-8217

Rhode Island College Official Transcript



*James E. Dawson*  
 Director of Records

Name  
 Student ID: 0333803

Send To:

Course	Description	Attempted	Earned	Grade	Points	CUM GPA	CUM TOTALS	Attempted	Earned	Grade	Points
Spring 2005											
		8.00	8.00		32.000	3.732	CUM TOTALS :	87.00	166.00		268.680
		57.00	140.00		175.680			Spring 2006			
Spring 2006											
440	Evolution	3.00	3.00	B	9.000						
102	General Physics II	4.00	4.00	A-	14.680						
217	Introd To Oceanography	4.00	4.00	A	16.000						
TERM GPA :	3.607	11.00	11.00		39.680						
CUM GPA :	3.778	68.00	151.00		215.360						
Summer 2005											
		4.00	4.00	B+	13.320						
205	Organic Chemistry I	4.00	4.00	B	12.000						
206	Organic Chemistry II	8.00	8.00		25.320						
TERM GPA :	3.165	76.00	159.00		240.680						
CUM GPA :	3.703	76.00	159.00		240.680						
Fall 2005											
		4.00	4.00	A	16.000						
261	The World's Forests	3.00	3.00	A	12.000						
210	Introduction to Astronomy	4.00	4.00	W							
101	Elementary Spanish I	11.00	7.00		28.000						
TERM GPA :	4.000	11.00	7.00		28.000						
CUM GPA :											

Course: PSCI 208 Introduction to Forensic Sci  
 TERM GPA : 0.000 TERM TOTALS : 0.00 0.00 0.000  
 CUM GPA : 3.732 CUM TOTALS : 87.00 166.00 268.680

Course: Undergraduate Career Totals  
 CUM GPA : 3.732 CUM TOTALS : 87.00 166.00 268.680

College Mathematics Requirement  
 - Completed  
 College Writing Requirement  
 - Completed

----- Non-Course Milestones -----  
 ----- End of Transcript -----



58

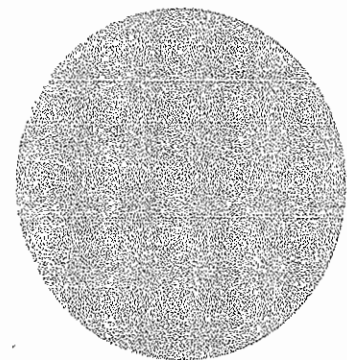
**STUDENT = 58**

		Mean
FINAL SCORE		4.0000

a STUDENT = 58

**Career Commitment Essay**  
Feinstein School of Education and Human Development

---  
10/5/2007 , - Secondary Education



Having been a burn and trauma nurse for nearly thirteen years, I began to re-evaluate why I had gone into the profession of nursing and what had made me stay in nursing all these years. Reflecting back on my career and highlighting the themes that I found to be most rewarding, I consistently found I received the greatest satisfaction from educating my patients. With the idea of becoming a teacher firmly crystallized in my mind, I began to take the steps necessary to make it possible.

I received a Teacher's Assistant Certificate through East Bay Collaborative in 2001, wishing to work with children and to see firsthand how teachers are managing their classrooms. I realized that being a substitute teacher I would not be able to experience that. I immediately began working in the Barrington, Rhode Island school district at the elementary, middle and high school levels. I often had the opportunity to assist a high school student, who had Cerebral Palsy, while attending biology and science classes. I was enthralled as I watched one particular biology teacher at the high school have her students produce a play depicting Mitosis and Meiosis. This teacher had no difficulty holding the students' attention and was able to foster a curiosity related to biology in her students in ways I had never imagined. Her students would come early to class to ask questions. Some brought news articles they wanted to expand on, others stayed after class to further discuss the topic that was presented that day. I found myself wishing to do the same thing, to spark a life-long interest and inquisitiveness in my future students, not only in biology and the sciences but also learning in general.

During this time I was offered a teaching position at a private high school in Rhode Island, having a Bachelor of Science degree already. I did not take that job because I felt that I would be doing an injustice to my future students if I took that position without first expanding on my current knowledge in biology and the sciences. I also felt it was extremely important to ascertain the theories related to education and teaching so I may learn how to become an effective teacher. I believe it is imperative that an individual should continue to pursue opportunities to learn throughout their lifetime to better

themselves and I hope to instill that same belief in my future students. These beliefs reinforced my decision to pursue a degree in teaching.

I chose to attend Rhode Island College because of its reputation of having a strong education program and I was impressed with the many options of classes and research opportunities available in Biology and the Sciences. I also felt that Rhode Island College's Beginning Teachers Standards coincided with my own beliefs related to teaching. The concept of "fostering collaborative relationships with families and colleagues", really struck a chord with me because I believe that the classroom should not be an area of isolation. I feel for a student to be able to fully appreciate and understand a subject, the teacher should not be their only source of information. You can broaden a students' exposure by inviting experts in their field to come into the classroom, have community members discuss their experiences with the students, and collaborate with colleagues to augment the curriculum.

As a nurse I had to adapt and expand my teaching techniques to meet a wide audience. I had to recognize that some of my patients come from different socio-economic groups, may be ethnically and culturally diverse, and have different learning styles and varying degrees of resources available to them. For example, I worked with an elderly woman living with her daughter who had Down's syndrome. I was treating her for 3<sup>rd</sup> degree burns on her arms and hands that she had sustained from her wood stove. She lived in a very rural area in Vermont, had no have running water in her house, not to mention that her house had only dirt floors. I had to adapt the way I taught wound care to her, taking into consideration her environment, support systems and resources available to her so that she could effectively perform her dressing changes once she was discharged. I felt that Rhode Island College could broaden my understanding of diversity and could also help me further expand my personal strengths; being an active listener, a nurturer and someone that occasionally challenges conventional thinking. Rhode Island College would be the spring board I needed to help me achieve the goals that I have set for myself, and to become the finest teacher I possibly could be.

In January of 2003, I enrolled at RIC and since then I have immersed myself not only in my classes but have also become involved in the RIC community. I helped create a RIC chapter of the National Science Teachers Association (NSTA) in 2004 and have since been elected Vice President and this year the Treasurer. For three consecutive years NSTA has presented the Howard Hugh Medical Institute's Winter Lecture Series via live web cast to RIC's student body. Topics of these series have ranged from Evolution to HIV and AIDS, which will be presented this year. Spring Semester of 2005 I also became a lab assistant for one of my professors in her AP Biology class, where I was able to interact with the students and assist in designing upcoming labs. In addition, I helped create and implement the biology section of the Science Olympiad that local high school and middle school students participate in at RIC. I feel that it is important to take advantage of these opportunities, to meet a wide range of people, and learn as much as possible in order to bring this collective experience into the classroom.

In May of 2006, my husband and I decided to embark on an epic adventure and took a year sabbatical to circumnavigate the North Atlantic Ocean in our 42 foot sailboat. We visited the Azores, Europe, including Spain and Portugal, the Canary Islands, Cape Verde and the Caribbean. In each country we visited we immersed ourselves in their culture, and tried to learn as much as possible during our time in that particular country. It was an amazing experience for me to be able to see firsthand what it is like to live in these ethnically and culturally diverse countries, since so many of our children in Rhode Island have come from these countries. I feel that this experience will greatly benefit my students; I will be able to relate to their cultural diversity in a way many others may not be able to. I also plan on incorporating as much of this adventure as possible into my curriculum to show students that by just expanding on some basic foundations in biology and the sciences the world can open up to them in ways they never imagined.



RHODE ISLAND  
COLLEGE

February 14, 2005

Department of Biology

Program Admission Committee  
Feinstein School of Education and Human Development  
Rhode Island College  
Providence, Rhode Island 02908

Dear Committee Member,

This letter is written in support of \_\_\_\_\_'s application to the teacher education program in the Feinstein School of Education and Human Development. I have known \_\_\_\_\_, for about three years and have had the pleasure of having her in two classes, Introductory Biology I and Cellular and Molecular Biology. For both of these courses she received an "A."

\_\_\_\_\_ is an unusual student. She is a biology major (chemistry minor) who already has a bachelor's degree in nursing and years of nursing experience. She is also an older student who felt a calling to enter the teaching profession. At my encouragement she entertained the idea of pursuing a Ph.D. in biology, beginning with a Master of Arts degree in biology from RI College. But after serious consideration, she returned to her original goal of teaching in a secondary school setting because of her love of the subject biology and of young people. I respect her decision and feel that she would make an outstanding and exceptional teacher.

She has an exceptional command of the subject of biology as her grades demonstrate but she also is an effective communicator both orally and in writing. She has the wonderful ability to bring student together to focus on a common task. This I saw in the laboratory sections of both courses that she took with me. Moreover, she organized study groups to help other students learn the material. Her maturity and unflappable poise will make her a "gifted" teacher who will probably reach the broadest spectrum of students in a high school classroom.

Providence, RI 02908-1991  
(401) 456-8010  
FAX: (401) 456-9620  
TDD (401) 456-8061



Program Admission Committee  
Feinstein School of Education  
and Human Development

page two of two pages

My confidence in \_\_\_\_\_ is based on what I have observed in courses and the interactions that she has had with other students. In the spring semester of 2004 I organized a group of students to evaluate a new Introductory Biology text and to compare that text to another standard text. \_\_\_\_\_ was part of this group. The publisher of the new text sent a representative to organize and run the evaluation. For obvious reasons I did not participate in the evaluation. But I did receive a report that documented that evaluation. \_\_\_\_\_ played a significant role in the meeting and provided a great deal of insight into her experiences in the process of teaching and learning from different texts. It is clear to me that what will make \_\_\_\_\_ an exceptional teacher is her ability to see things from both the student and the teacher's perspective. \_\_\_\_\_'s interest in educating students about biology and her ability to interact positively with younger students are the basis for my conclusion that \_\_\_\_\_ will be an outstanding teacher. I therefore recommend \_\_\_\_\_ as an exceptional and outstanding candidate for the teacher-training program at RI College.

Sincerely yours,

Lloyd Matsumoto, Ph.D.  
Professor of Biology



**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**  
**Pre-Professional Activity With Children or Youth**  
**Supervisor Reference Form**  
**CONFIDENTIAL**

**This section is to be completed by the applicant.**

Name (print) \_\_\_\_\_ SS# \_\_\_\_\_ Telephone \_\_\_\_\_  
 Teacher Preparation Program Secondary Education Major/Concentration Biology / General Science  
 Name of Evaluator Dr. Lloyd Matsumoto Position of evaluator Biology Professor  
 Professional address of evaluator Rhode Island College

**This section is to be completed by the evaluator.**

For each item circle the numbers, 1 (for low) to 5 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute identified on each scale. Circle NA if you have insufficient knowledge to make a judgment.

1.	Effective oral communication	1	2	3	4	5	NA
2.	Effective written communication	1	2	3	4	5	NA
3.	Respect for individual and cultural diversity	1	2	3	4	5	NA
4.	Effective collaboration	1	2	3	4	5	NA
5.	A belief in the potential of all children	1	2	3	4	5	NA
6.	Commitment to personal learning and growth	1	2	3	4	5	NA
7.	Motivation and self direction	1	2	3	4	5	NA
8.	Creativity and originality	1	2	3	4	5	NA
9.	Responsibility and reliability	1	2	3	4	5	NA
10.	Poise and self-confidence	1	2	3	4	5	NA
11.	Judgment and common sense	1	2	3	4	5	NA
12.	Interest in teaching	1	2	3	4	5+	NA
13.	Potential to succeed as a teacher	1	2	3	4	5+	NA

Please use the back of this form for any additional comments.

Signature of evaluator \_\_\_\_\_ Date \_\_\_\_\_

03-18-1966

Official UNDERGRADUATE ACADEMIC RECORD

Higher Education Institutions:  
EASTERN WASHINGTON UNIVERSITY Sep 1984

Current Academic Program:  
COLLEGE OF SCIENCE, HEALTH & ENGINEERING  
BACHELOR OF SCIENCE IN NURSING  
Major: NURSING

Degrees Awarded:  
BACHELOR OF SCIENCE IN NURSING Jun 9, 1989  
COLLEGE OF SCIENCE, HEALTH & ENGINEERING  
Major: NURSING  
Cum GPA: 3.298

FALL 1987

Admitted Program:  
COLLEGE OF SCIENCE, HEALTH & ENGINEERING  
BACHELOR OF SCIENCE IN NURSING  
Major: NURSING

NURS-310	PHARM BASIS NRS I	3.3	3.00	9.90
NURS-312	PATH BASIS NRS	2.8	5.00	14.00
NURS-320	FOUNDATIONS NURSING	3.7	5.00	18.50
NURS-321	NURSING PRC FOUNDATIONS	3.1	6.00	18.60
NURS-330	HEALTH ASSESSMENT	3.5	5.00	17.50

Current	AHRS	EHRS	OHRs	OPTS	GPA
	24.00	24.00	24.00	78.50	3.271
Cumulative	156.00	156.00	156.00	502.80	3.223

WINTER 1988

NURS-313	MENTAL HTH CON: IND/FAM	3.3	3.00	9.90
NURS-340	NURSING CPT: PARENT-CHILD	3.0	8.00	24.00
NURS-341	NURSING PRC: PARENT-CHILD	3.8	9.00	34.20
NURS-350	THERAPEUTIC COMM IN NURS	P	2.00	

Current	AHRS	EHRS	OHRs	OPTS	GPA
	22.00	22.00	20.00	68.10	3.405
Cumulative	178.00	178.00	176.00	570.90	3.244

NO FURTHER ENTRIES THIS COLUMN



Debbie Fockler, Director Records & Registration

This officially verified signature is printed on our SCRIP-SAFE scanner paper with the signature printed on this scanned seal is required. Which photos used the word copy should appear. A BLACK IN WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED. IF WHITE SIGNATURE IS NOT VISIBLE OR IS DISTORTED, DO NOT ACCEPT AS OFFICIAL

FALL 1988

NURS-401	NURSING LDRSHP: RESEARCH	3.0	3.00	9.00
NURS-402	NURSING LDRSHP: GRP TH/PR	3.7	3.00	11.10
NURS-420	NURSING CONCEPTS: ADULT	3.5	7.50	26.25
NURS-421	NURSING PRACTICE: ADULT	3.3	9.00	29.70

Current	AHRS	EHRS	OHRs	OPTS	GPA
	22.50	22.50	22.50	76.85	3.380
Cumulative	200.50	200.50	198.50	646.95	3.259

WINTER 1989

NURS-403	NURSING LDRSHP: CRIT ISSU	4.0	4.50	18.00
NURS-440	NURSING CPT: COMM HEALTH	3.0	3.00	9.00
NURS-441	NURSING PRAC: COMM HEALTH	3.9	6.00	23.40
NURS-450	NURSING CPT: PSY/MENT HEL	3.1	4.50	13.95
NURS-451	NURSING PRC: PSY/MENT HEL	3.9	4.50	17.55

Dean's List

Current	AHRS	EHRS	OHRs	OPTS	GPA
	22.50	22.50	22.50	81.90	3.640
Cumulative	223.00	223.00	221.00	728.85	3.298

SPRING 1989

Current	AHRS	EHRS	OHRs	OPTS	GPA
	0.00	0.00	0.00	0.00	0.000
Cumulative	223.00	223.00	221.00	728.85	3.298

Requirements completed for BACHELOR OF SCIENCE IN NURSING

END OF UNDERGRADUATE ACADEMIC RECORD



DEPARTMENT COURSE NUMBER	COURSE TITLE CUMULATIVE TOTALS	QTR. HOURS	GRADE POINTS	GRADE POINTS	QUARTER YEAR	DATE OF BIRTH
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TRANSFER CREDITS & DEGREES:

03/18/66

ART 213	ART IN HUMANITIES	4	3.2	12.8	F 84	
CHM 120	CHM NONSCIENTIST	4	3.3	13.2		
PE 125	AEROBIC DANCE	1	4.0	4.0		
PS 100	INTRO. TO PSYCH	4	3.4	13.6		
536860503	13.00 13.00 43.60 3.35	13	13	43.6		
BIO 100	INTRO TO BIOLOGY	4	3.2	12.8	W 85	
ENG 170	INTRO TO LIT	4	3.7	14.8		
HIS 110	AMER EXPERIENCE	4	1.9	7.6		
PE 120	P W T	1	4.0	4.0		
RTV 100	INTRO TO RTV	3	1.0	3.0		
536860503	29.00 29.00 85.80 2.96	16	16	42.2		
CST 101	INTRO CHICANO CULT	5	4.0	20.0	SP85	
ENG 101	WRITING AM ENGLISH	5	2.5	12.5		
GLG 100	PRINCIPLES OF GEOL	4	3.7	14.8		
HE 193	STANDAR 1ST AID	2	3.0	6.0		
PE 125	AEROBIC DANCE	1	3.8	3.8		
536860503	46.00 46.00 142.90 3.11	17	17	57.1		
CHM 161	GEN CHM HEAL SCI	5	3.7	18.5	F 85	
ENG 201	PRIN THINK WRITING	5	3.0	15.0		
PSA 355	PSY CHILD AND ADOL	5	3.0	15.0		
536860503	61.00 61.00 191.40 3.14	15	15	48.5		
BIO 132	INTR HUMAN ANATOMY	5	4.0	20.0	W 86	
CHM 162	ORGAN CHM HEAL SCI	5	3.9	19.5		
HUM 215	INTRO TO RELIGION	4	2.5	10.0		
536860503	75.00 75.00 240.90 3.21	14	14	49.5		
	DEANS' HONOR LIST					

MEMORANDA:  
ADMITTED: FALL 1984

CREDITS ARE STATED IN QUARTER HOURS

DEPARTMENT	COURSE NUMBER	COURSE TITLE	CUMULATIVE TOTALS		QTR HOURS	GRADE	GRADE POINTS	QUARTER YEAR	
			75.00	240.40	3.21				
BIO	133	INTR HUMAN PHYSIOL			5	3.5	17.5	SP86	
CHM	163	BIOCHM HEALTH SCI			5	2.8	14.0		
CD	396	SIGN LANGUAGE I			2	4.0	8.0		
536860503			87.00	87.00	280.40	3.22	12	12	39.5
COM	205	INTP COM HLTH SCI			4	3.7	14.8	F 86	
MTH	200	FINITE MATHEMATICS				W			
NRS	200	PROF NURSING			3	3.6	10.8		
BIO	332	ANATOMY PHYSIOLOGY			5	3.0	15.0		
536860503			99.00	99.00	321.00	3.24	12	12	40.6
BTO	333	ANATOMY PHYSIOLOGY			5	2.7	13.5	W 87	
ECO	100	GEN ED ECON			4	3.3	13.2		
FND	356	NUTRITION			5	3.5	17.5		
SOC	101	INTRO TO SOCIOLOGY			4	2.9	11.6		
536860503			117.00	117.00	376.80	3.22	18	18	55.8
BIO	334	ANATOMY PHYSIOLOGY			5	2.7	13.5	SP87	
BIO	335	ELEM MED MICROBIO			5	3.8	19.0		
PE	125	PWT				W			
PE	125	PWT				W			
PS	310	PSYCHOLOG STAT I			5	3.0	15.0		
536860503			132.00	132.00	424.30	3.21	15	15	47.5

DATE OF BIRTH

STUDENT NAME (LAST, FIRST, MIDDLE, MAIDEN)

PERMANENT STUDENT NO.

3

EASTERN WASHINGTON UNIVERSITY  
 Cheney, Washington 99004  
 Student Permanent Record Card

PAGE 2



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

### FNED 346 Faculty (Confidential)

This section is to be filled out by the applicant.

Name: \_\_\_\_\_ ID #: 0733803 Telephone #: \_\_\_\_\_  
 Teacher Preparation Program: Secondary Ed Major/Concentration: Biology/Science  
 Name of Evaluator: Mark Demoranville Position of Evaluator: \_\_\_\_\_  
 Professional Address of Evaluator: 16 Dept. of Educational Studies, Henry Barnard

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.

		Low			High	
1.	Exhibits self-awareness and self-confidence (Self-Reflection)	N/A	1	2	3	4
2.	Has goal clarity (Self-Reflection)	N/A	1	2	3	4
3.	Is intellectually curious and/or creative (Lifelong Learning)	N/A	1	2	3	4
4.	Is enthusiastic about learning (Lifelong Learning)	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
6.	Listens and is responsive to children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded (Respect for Diversity)	N/A	1	2	3	4
8.	Is adaptable to change (Respect for Diversity)	N/A	1	2	3	4
9.	Works well with others (Collaboration)	N/A	1	2	3	4
10.	Is socially tactful (Collaboration)	N/A	1	2	3	4
11.	Works hard and is thorough (Professional Work Characteristics)	N/A	1	2	3	4
12.	Is reliable and dependable (Professional Work Characteristics)	N/A	1	2	3	4

Signature of Evaluator: Mark Demoranville Date: 4/10/06

Please use the reverse side for any comments.

is a very mature, enthusiastic person with a highly professional demeanor.

Her work was excellent, and I have every confidence that she will be an excellent teacher.

WTD:W  
Mark D. Moranillo



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

### FNED 346 Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Teacher Preparation Program: \_\_\_\_\_ Major/Concentration: \_\_\_\_\_

Name of Evaluator: Sheila Quigley Position of Evaluator: Literacy Support Gr 1

Professional Address of Evaluator: Primrose Hill School Middle Highway Barrington 06-07

RI 02806

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.

		Low			High	
1.	Exhibits self-awareness and self-confidence <i>(Self-Reflection)</i>	N/A	1	2	3	4
2.	Has goal clarity <i>(Self-Reflection)</i>	N/A	1	2	3	4
3.	Is intellectually curious and/or creative <i>(Lifelong Learning)</i>	N/A	1	2	3	4
4.	Is enthusiastic about learning <i>(Lifelong Learning)</i>	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
6.	Listens and is responsive to children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded <i>(Respect for Diversity)</i>	N/A	1	2	3	4
8.	Is adaptable to change <i>(Respect for Diversity)</i>	N/A	1	2	3	4
9.	Works well with others <i>(Collaboration)</i>	N/A	1	2	3	4
10.	Is socially tactful <i>(Collaboration)</i>	N/A	1	2	3	4
11.	Works hard and is thorough <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4
12.	Is reliable and dependable <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4

Signature of Evaluator: Sheila M. Quigley Date: 7.16.07

Please use the reverse side to describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant.

I have had the distinct pleasure of  
knowing \_\_\_\_\_ for over 10 years.

She exhibits all the characteristics that  
are desirable in an educator. She  
is intellectually curious, articulate and  
self aware.

On several occasions, I have observed  
her interacting with children. She is  
an especially good listener and her advice  
and comfort are sought out by many young  
teens.

Further, \_\_\_\_\_'s zest for life and  
enthusiasm is contagious. She shares  
a love of life with all who come in  
contact with her.

\_\_\_\_\_ will make an excellent teacher  
and will be an asset to the  
Rhode Island College community.

Sincerely,

Shirley Dugby

245 3247



# THE PRAXIS S E R I E S™

Telephone: 800-772-9476 or 609-771-7395

## EXAMINEE SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name: \_\_\_\_\_  
 Candidate ID Number: 03758860      Social Security Number: \_\_\_\_\_      Sex: F      Date of Birth: \_\_\_\_\_

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE  
 Undergraduate Major: BIOLOGY  
 Graduate Major: OTHER MATH/NATURAL SCIENCES  
 Educational Level: EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS  
 GPA: 3.5 - 4.0

### SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE
R8077 (A)	RHODE ISLAND STATE DEPT EDUC

HOLLY E DIRKS  
 55 LINDEN ROAD  
 BARRINGTON RI 02806

### CURRENT TEST DATE: 12/07/2005

Test Code	Test Name	Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration				
					R3724	R8077			
5710	C-PPST: READING	184	150 - 190	175 - 182	Y	N			
5720	C-PPST: WRITING	175	150 - 190	173 - 177	Y	N			
5730	C-PPST: MATHEMATICS	179	150 - 190	175 - 183	Y	N			

Refer to enclosed interpretive leaflet for additional information.

### HIGHEST SCORE AS OF: 12/16/2005

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)				
					R3724	R8077			
12/07/2005	5710	C-PPST: READING	184	150 - 190	Y	N			
12/07/2005	5720	C-PPST: WRITING	175	150 - 190	Y	N			
12/07/2005	5730	C-PPST: MATHEMATICS	179	150 - 190	Y	N			

Scores will be available for reporting for ten years.

### MESSAGE CODES

- A SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.
- Y SCORE REPORTED TO RECIPIENT LISTED.
- N TEST NOT REQUIRED BY DI. SCORE NOT REPORTED.

\*\* The range of scores earned by the middle 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years.



**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 12/16/2005**

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

3724		RHODE ISLAND COLLEGE			Based on Test Date		
Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/Not Passed Status
12/07/2005	5710	C-PPST: READING	184				
12/07/2005	5720	C-PPST: WRITING	175				
12/07/2005	5730	C-PPST: MATHEMATICS	179				

8077		RHODE ISLAND STATE DEPT EDUC			+		
Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

+ PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.



DETAILED INFORMATION FOR 12/07/2005 TEST DATE			
Test Category	Raw Points Earned†	Raw Points Available	Average Performance Range‡
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING I. CRITICAL AND INFERENTIAL COMPREHENSION II. LITERAL COMPREHENSION	16 21	17 23	10 - 14 15 - 21
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING I. GRAMMATICAL RELATIONSHIPS II. STRUCTURAL RELATIONSHIPS III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR IV. ESSAY	5 13 9 6	9 14 15 12	4 - 6 7 - 10 5 - 8 6 - 9
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS I. CONCEPTUAL KNOWLEDGE AND PROCEDURAL KNOWLEDGE II. REPRESENTATIONS OF QUANTITATIVE INFORMATION III. MEASUREMENT AND INFORMAL GEOMETRY, FORMAL MATHEMATICAL REASONING	15 6 8	18 12 10	10 - 15 6 - 10 6 - 9

† For categories containing multiple-choice items, Raw Points Earned are the number of questions answered correctly. For categories containing constructed response items or essays, the Raw Points Earned are the sum of the weighted ratings awarded.

‡ The range of scores earned by the middle 50% of a group of examinees who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 8 questions in the category or for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.