

DEPARTMENT OF EDUCATIONAL STUDIES

APPLICATION FOR ADMISSION TO PRACTICUM

NOTE: You must be admitted to FSEHD to be enrolled in SED 410: Practicum

Name: [redacted] Date of Application: 8/6/09
Address: [redacted]
Telephone: [redacted] Student ID#: [redacted] Email: [redacted]
Program: Undergraduate [X] R.I.T.E. M.A.T. Second Degree
Academic Major: 2° Education, Biology Endorsement: Highschool (i.e. Middle School)
Enrollment: [X] Fall Spring Year
When will you meet the Community Service Requirement (25 hours)? 10/09
(You must complete Community Service prior to Student Teaching) Date completed Date expected/to Complete

REQUIREMENTS FOR ADMISSION TO PRACTICUM IN MAJOR

ENGLISH 3.00 Content GPA Praxis Content Knowledge Exams (0041 & 0042)
HISTORY 2.75 Content GPA Praxis Content Knowledge Exam (0081) Content Portfolio
MATH 2.50 Content GPA Praxis Content Knowledge Exam (0061) Algebra/Trig Exam\*
LANGUAGES 3.00 Content GPA Praxis Content Knowledge Exam (see advisor for exam #)
SCIENCES [X] 2.50 Content GPA 150 Praxis Content Knowledge Exam (see advisor for exam #) \*retake
SOCIAL SCIENCE 2.75 Content GPA Praxis Content Knowledge Exam (0081) this fall,
PLT 167 Principles of Learning & Teaching approval granted

A copy of your Praxis Exam Score(s) AND your PLT Score must be attached to application.
\*Math students must attach a copy of the Algebra/Trig Exam letter.

List remaining required courses not taken in major. ECOLOGY, GENETICS

TO BE COMPLETED BY EDUCATIONAL STUDIES ACADEMIC ADVISOR ONLY

Grade in SED 407: Instructional Methods, Design & Literacy A Semester Summer 09
Cumulative GPA 3.646 Semester hours 15
Major GPA Semester hours
Admitted Yes No (specify below)

Rudolf Kraus
Educational Studies Advisor

8/28/09
Date

8/28/09 [signature]
Date Registered



**BACKGROUND INFORMATION**

Examinee's Name: [REDACTED] Candidate ID Number: [REDACTED]  
 Social Security Number: [REDACTED] Sex: [REDACTED] Date of Birth: [REDACTED]

**EDUCATIONAL INFORMATION**

College Where Relevant Training Was Received: [REDACTED]  
 Undergraduate Major: (I)  
 Graduate Major: (I)  
 Educational Level: EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS  
 GPA: 3.0 - 3.49

**SCORE RECIPIENT(S) REQUESTED**

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

CURRENT TEST DATE: 07/25/2009		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R3724	R8077				
0235	BIOLOGY CONTENT KNOWLEDGE (CT)	150	100-200	151-172	Y	N				
0524	PRINCIPLES LEARNING & TEACHING 7-12	(S)								

HIGHEST SCORE AS OF: 08/14/2009		Your Highest Score	Possible Score Range	Score Recipient Code(s)						
Test Date	Test Code	Test Name			R3724	R8077				
07/25/2009	0235	BIOLOGY CONTENT KNOWLEDGE (CT)	150	100-200	Y	N				

ETS will retain your score for ten years for reporting purposes.  
 Message Codes: S = TEST BEING PROCESSED, BUT NOT READY TO BE REPORTED  
 I = INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.  
 A = SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY.  
 Y = SCORE REPORTED TO RECIPIENT LISTED  
 N = TEST NOT REQUIRED BY DI, SCORE NOT REPORTED.



**THE PRAXIS**  
S E R I E S™

**EXAMINEE SCORE REPORT**

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

**TEST TAKER: SAGE, MATTHEW**

**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 08/14/2009**

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.

<b>RHODE ISLAND COLLEGE</b>			<b>3724</b>	<b>Your Highest Score</b>	<b>Required Minimum Score</b>	<b>Minimum Score Met/ Not Met</b>	<b>Required Passing Score</b>	<b>Passed/ Not Passed Status</b>
<b>Test Date</b>	<b>Test Code</b>	<b>Test Name</b>						
07/25/2009	0235	BIOLOGY CONTENT KNOWLEDGE (CT)		150				

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

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at [www.ets.org/praxis](http://www.ets.org/praxis). Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

\*THIS INFORMATION IS PROVIDED TO THE EXAMINEE ONLY.

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

**DETAILED INFORMATION FOR: 07/25/2009 TEST DATE**

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range**
<b>BIOLOGY: CONTENT KNOWLEDGE</b> I. BASIC PRINCIPLES OF SCIENCE II. MOLECULAR AND CELLULAR BIOLOGY III. CLASSICAL GENETICS AND EVOLUTION IV. DIVERSITY OF LIFE, PLANTS AND ANIMALS V. ECOLOGY VI. SCIENCE, TECHNOLOGY, AND SOCIETY	9 19 12 25 14 6	11 37 22 44 23 10	6- 9 20- 29 10- 16 25- 33 12- 17 5- 8

\* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

\*\* The range of scores earned by the middle 50% of a group of examinees of appropriate education level (see Interpret your Scores section in this website) 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. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

**BACKGROUND INFORMATION**

Examinee's Name: [REDACTED] Candidate ID Number: [REDACTED]  
 Social Security Number: [REDACTED] Sex: [REDACTED] Date of Birth: [REDACTED]

**EDUCATIONAL INFORMATION**

College Where Relevant Training Was Received: [REDACTED]  
 Undergraduate Major: (I)  
 Graduate Major: (I)  
 Educational Level: EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS  
 GPA: 3.0 - 3.49

**SCORE RECIPIENT(S) REQUESTED**

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

CURRENT TEST DATE: 07/25/2009		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R3724	R8077				
0524	PRINCIPLES LEARNING & TEACHING 7-12	167	100-200	167-181	Y	Y				

HIGHEST SCORE AS OF: 08/21/2009		Your Highest Score	Possible Score Range	Score Recipient Code(s)						
Test Date	Test Code	Test Name			R3724	R8077				
07/25/2009	0235	BIOLOGY CONTENT KNOWLEDGE (CT)	150	100-200	Y	N				
07/25/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12	167	100-200	Y	Y				

ETS will retain your score for ten years for reporting purposes.  
 Message Codes: I = INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED  
 A = SCORE AUTOMATICALLY REPORTED TO STATE LICENSING AGENCY  
 Y = SCORE REPORTED TO RECIPIENT LISTED  
 N = TEST NOT REQUIRED BY DI SCORE NOT REPORTED

**TEST TAKER: SAGE, MATTHEW**

**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 08/21/2009**

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.

<b>RHODE ISLAND COLLEGE</b>			<b>3724</b>	<b>Your Highest Score</b>	<b>Required Minimum Score</b>	<b>Minimum Score Met/ Not Met</b>	<b>Required Passing Score</b>	<b>Passed/ Not Passed Status</b>
<b>Test Date</b>	<b>Test Code</b>	<b>Test Name</b>						
07/25/2009	0235	BIOLOGY CONTENT KNOWLEDGE (CT)		150				
07/25/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12		167			167	PASSED
<b>RHODE ISLAND STATE DEPT EDUC</b>			<b>8077</b>	<b>Your Highest Score</b>	<b>Required Minimum Score</b>	<b>Minimum Score Met/ Not Met</b>	<b>Required Passing Score</b>	<b>Passed/ Not Passed Status</b>
<b>Test Date</b>	<b>Test Code</b>	<b>Test Name</b>						
07/25/2009	0524	PRINCIPLES LEARNING & TEACHING 7-12		167			167	PASSED

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at [www.ets.org/praxis](http://www.ets.org/praxis). Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

\*THIS INFORMATION IS PROVIDED TO THE EXAMINEE ONLY.

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

**DETAILED INFORMATION FOR: 07/25/2009 TEST DATE**

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range**
<b>PRINCIPLES OF LEARNING AND TEACHING: GRADES 7-12</b> I. STUDENTS AS LEARNERS: DEVELOPMENT, DIVERSE LEARNERS, MOTIVATION, ENVIRONMENT II. INSTRUCTION AND ASSESSMENT: INSTRUCTIONAL/ASSESSMENT STRATEGIES, PLANNING III. TEACHER PROFESSIONALISM: REFLECTIVE PRACTITIONER, LARGER COMMUNITY IV. STUDENTS AS LEARNERS: CASE HISTORIES/SHORT-ANSWER QUESTIONS V. INSTRUCTION AND ASSESSMENT: CASE HISTORIES/SHORT-ANSWER QUESTIONS VI. COMMUNICATION TECHNIQUES: CASE HISTORIES/SHORT-ANSWER QUESTIONS VII. TEACHER PROFESSIONALISM: CASE HISTORIES/SHORT-ANSWER QUESTIONS	5 6 7 6 8 6 4	8 8 8 16 16 8 8	4- 6 5- 7 5- 7 6- 12 6- 12 2- 6 2- 6

\* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

\*\* The range of scores earned by the middle 50% of a group of examinees of appropriate education level (see Interpret your Scores section in this website) 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. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

Request Header Request Detail Report Results Report Errors

Find | View All 4 2 of

Seq Nbr: 2  
ID: 0322222

Print  
Report Manager

Rhode Island College Undegraduate Degree  
Rhode Island College  
Identifying Code: RICOL

Name : ██████████  
Student ID: ██████████  
SSN : ██████████  
Print Date : 2009-08-28

----- Academic Program History -----

Program : Non-Degree Undergraduate  
2004-05-17 : Active in Program  
2004-05-17 : Visiting High School Student Major  
2009-04-22 : Active in Program  
2009-04-22 : Continuing Education Major  
Program : Certificate Program  
2009-05-01 : Active in Program  
2009-05-01 : RITE Program RITE

----- Transfer Credits -----

Transfer Credit from Rhode Island College  
Applied Toward Non-Degree Undergraduate Program

Summer 2004

ENGL	117E	Contemporary Appr to Lit	3.00	3.00	B-	8.010
Course Trans GPA:		2.670	Transfer Totals :	3.00	3.00	8.010

----- Beginning of Undergraduate Record -----

Summer 2009

FNED	346	Schooling in a Democratic Soc	4.00	4.00	A	16.000
INST	100	FSEHD Tech Competency Test		0.00	S	
SED	406	Instructional Meth, Design&Tech	2.00	2.00	A	8.000
CEP	315	Educational Psychology	4.00	4.00	A-	14.680
SED	407	Instruct Meth, Design, & Literacy	2.00	2.00	A	8.000
TERM GPA :		3.890	TERM TOTALS :	12.00	12.00	46.680
CUM GPA :		3.646	CUM TOTALS :	15.00	15.00	54.690

Undergraduate Career Totals

CUM GPA :		3.646	CUM TOTALS :	15.00	15.00	54.690
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----- Non-Course Milestones -----

College Mathematics Requirement  
Milestone Status: Not Completed  
- Not Completed



College Writing Requirement  
 College Writing Requirement  
 Rhode Island College Undergraduate Non Degree  
 Rhode Island College  
 Identifying Code: RICOL  
 Name : ██████████  
 Student ID: ██████████  
 SSN : ██████████  
 Print Date : 2009-08-28

- - - - - Academic Program History - - - - -

Program : Non-Degree Undergraduate  
 2001-09-05 : Active in Program  
 2001-09-05 : Visiting High School Student Major

- - - - - Beginning of Record - - - - -  
 Fall 2001

ENGL	117E	Contemporary Appr to Lit	3.00	3.00	B-	8.010
	TERM GPA :	2.670	TERM TOTALS :	3.00	3.00	8.010
	CUM GPA :	2.670	CUM TOTALS :	3.00	3.00	8.010
<b>Career Totals</b>						
	CUM GPA :	2.670	CUM TOTALS :	3.00	3.00	8.010

[Request Header](#) | [Request Detail](#) | [Report Results](#) | [Report Errors](#)



**RHODE ISLAND  
COLLEGE**

May 1, 2009

Feinstein School of Education  
and Human Development  
Teacher Education

Dear [REDACTED],

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 Rhode Island Teacher Education (R.I.T.E.) program in the Department of Secondary Education/Biology within the Feinstein School of Education and Human Development. You have met the school and departmental requirements for full admission. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

This is the first step on your journey to becoming a special influence on the personal growth and educational development 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 minimum grade point average (GPA, please check with your advisor) as well as successful performance in your teacher preparation program. Please consult with your advisor, Dr. Paul Tiskus, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be important for you to check your RIC email often.

Welcome to the process of becoming a teacher.

Sincerely,

A handwritten signature in black ink, appearing to read "K.S. Castagno".

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

KSC/mdg

c: Dr. Paul Tiskus  
c: Educational Studies Department Chair

RHODE ISLAND COLLEGE  
SCHOOL OF GRADUATE STUDIES  
RHODE ISLAND TEACHER EDUCATION PROGRAM  
PLAN OF STUDY

Name [REDACTED]

Student ID# 0322222

Address [REDACTED]

Student Signature [REDACTED]

4/22/09  
Date

Subject Matter Area for Rhode Island Certification: **Biology**

RHODE ISLAND COLLEGE COURSES  
SUBJECT MATTER AREA

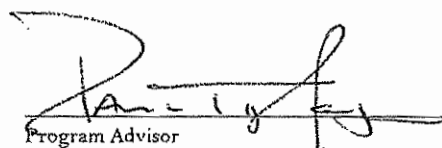
**Biology 221: Genetics**

**Biology 318: Ecology**

**Principles of Learning and Teaching Test (Grades 7 - 12)**

**Praxis II Content Knowledge Exam: Biology**

Approved:

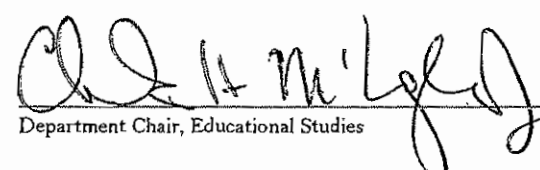
  
Program Advisor

4/15/09  
Date

PROFESSIONAL STUDIES

Course	Title	Credits
CEP 315	Educational Psychology	4
FNED 346	Schooling in a Democratic Society	4
SED 406	Instructional Methods, Design and Technology	2
SED 407	Instructional Methods, Design and Literacy	2
SED 410	Practicum in Secondary Education	5
SPED 433	Adaptive Instruction for Inclusive Education	3
SED 421	Student Teaching	9
SED 422	Student Teaching Seminar	2

Approved:

  
Department Chair, Educational Studies

4/16/09  
Date

Associate Dean, Feinstein School of Education and Human Development

Date

*Sent to Deans office 4/22/09*



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

Name: [REDACTED]

Student ID: [REDACTED]

Address: [REDACTED]


Phone: [REDACTED]

Program: Secondary Education - (RITE Student)

Major: Biology

Paul Tiskus  
Name of Advisor

05/01/2009  
Date

  
Signature of Associate Dean



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

### Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: \_\_\_\_\_ Telephone #: (401) 447-7076

Teacher Preparation Program: R.I.T.E. Program, Secondary Education Major/Concentration: Biology

Name of Evaluator: Kenneth [REDACTED] Position of Evaluator: Professor of Biology  
*Director, Biomed. Grad Programs*

Professional Address of Evaluator: [REDACTED]

**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: Kenneth [REDACTED] Date: 4/2/09

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.



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

### Faculty (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: \_\_\_\_\_ Telephone #: [REDACTED]

Teacher Preparation Program: B.I.T.E. Secondary Ed. Major/Concentration: Biology

Name of Evaluator: Lyn [REDACTED] Position of Evaluator: Coordinator

Professional Address of Evaluator: [REDACTED]

**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: Lyn [REDACTED] Date: 3/29/09

Please use the reverse side for any comments.

~~\_\_\_\_\_~~ Volunteered in the Child watch & the Neon Nights programs at the Hamden/North Haven YMCA. In Child watch we take care of children ages 3 months through 10 years old. Matt fit in with the children of any age & was great in taking care of all the children. We will miss his help!

The Neon Nights was dances held for Middle school age children. ~~\_\_\_\_\_~~ was security at these dances & again fit in & responded to this age also. His help at the dances was vital & he will be missed very much here also!

~~\_\_\_\_\_~~ is a very hard working individual! His education has been extremely important to him. As you can see from my evaluation I respect him, have great confidence in him & I know he would make an excellent teacher if hired for this position.

The only item I can not make a judgement on is # 10 as far as adults are concerned. I never saw ~~\_\_\_\_\_~~ in a social situation with adults, just children. He was great with the children.

~~\_\_\_\_\_~~ Coordinator  
~~\_\_\_\_\_~~

# UNIVERSITY

OFFICE OF THE REGISTRAR

04/02/09

Undergraduate

Page 1

TO: [REDACTED]

Re: [REDACTED]

Major: Health Science/PA

Course	Title	Grd P	Hrs Att	Hrs Cmpt	Hrs Calc	Grade Points
Fall 2002						
BI	101	General Biology	A	3.00	3.00	3.00 12.00
BI	101L	General Bio Lab	A	1.00	1.00	1.00 4.00
CH	110	General Chemistry	A	3.00	3.00	3.00 12.00
CH	110L	Gen Chem Lab	A-	1.00	1.00	1.00 3.67
MA	118	Introductory Calculus	B	3.00	3.00	3.00 9.00
EN	101	Elements of Compos	C+	3.00	3.00	3.00 6.99
Term 02/FA			Totals:	14.00	14.00	14.00 47.66 GPA = 3.40
Cumulative Totals:			14.00	14.00	14.00	47.66 GPA = 3.40
Spring 2003						
BI	104	Orientation to Pa	A	1.00	1.00	1.00 4.00
CH	111	General Chemistry	B+	3.00	3.00	3.00 9.99
BI	102	General Biology II	A-	3.00	3.00	3.00 11.01
EN	102	Elements of Compos	A-	3.00	3.00	3.00 11.01
BI	102L	General Bio II Lab	B	1.00	1.00	1.00 3.00
CH	111L	Gen Chem II Lab	B	1.00	1.00	1.00 3.00
SP	102	Elementary Spanish	B	3.00	3.00	3.00 9.00
Term 03/SP			Totals:	15.00	15.00	15.00 51.01 GPA = 3.40
Cumulative Totals:			29.00	29.00	29.00	98.67 GPA = 3.40
Transfer Summer 2003						
TRANSFER CREDIT FROM: 003919						
University of Rhode Island						
PH	110	General Physics I		0.00	3.00	0.00 0.00
PH	110L	Gen Phys lab		0.00	1.00	0.00 0.00
Term 03/TS			Totals:	0.00	4.00	0.00 0.00 GPA = 0.00
Cumulative Totals:			29.00	33.00	29.00	98.67 GPA = 3.40
Fall 2003						
BI	211	Anatomy and Physio	A-	4.00	4.00	4.00 14.68
BI	388	Clinical Training	A	3.00	3.00	3.00 12.00
CSC	101	Intro. to Internet	A-	3.00	3.00	3.00 11.01
CH	210L	Organic Chem I Lab	B+	1.00	1.00	1.00 3.33



*[Signature]*  
REGISTRAR



# UNIVERSITY

OFFICE OF THE REGISTRAR

04/02/09

Undergraduate

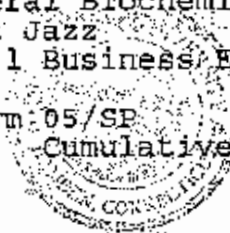
Page 2

TO: [REDACTED]

Re: [REDACTED]

Major: Health Science/PA

Course	Title	Grd. R	Hrs Att	Hrs Cmpt	Hrs Calc	Grade Points	
CH 210	Organic Chemistry	C+	3.00	3.00	3.00	6.99	
Term 03/FA			Totals: 14.00	14.00	14.00	48.01	GPA = 3.43
Cumulative Totals:			43.00	47.00	43.00	146.68	GPA = 3.41
Spring 2004							
BI 212	Anatomy and Physio B		4.00	4.00	4.00	12.00	
BI 397	Pre-Health Clinica A-		3.00	3.00	3.00	11.01	
BI 389	Clinical Training A		3.00	3.00	3.00	12.00	
CH 211	Organic Chemistry C		3.00	3.00	3.00	6.00	
CH 211L	Organic Chemistry B		1.00	1.00	1.00	3.00	
MU 130	Understanding Musi A		3.00	3.00	3.00	12.00	
Term 04/SP			Totals: 17.00	17.00	17.00	56.01	GPA = 3.29
Cumulative Totals:			60.00	64.00	60.00	202.69	GPA = 3.38
Fall 2004							
BI 370	General Microbiolo A-		4.00	4.00	4.00	14.68	
PS 101	Intro. to Psycholo A		3.00	3.00	3.00	12.00	
PL 220	Ethics & Human Val A		3.00	3.00	3.00	12.00	
BI 350	Cardiovascular Phy A-		3.00	3.00	3.00	11.01	
BI 320	Pharmacology A-		3.00	3.00	3.00	11.01	
Term 04/FA			Totals: 16.00	16.00	16.00	60.70	GPA = 3.79
Cumulative Totals:			76.00	80.00	76.00	263.39	GPA = 3.47
Spring 2005							
BI 400	Pre-Physician Assi A-		3.00	3.00	3.00	11.01	
BI 203	Intro to Medical T A		2.00	2.00	2.00	8.00	
BI 318	Pathophysiology A-		3.00	3.00	3.00	11.01	
CH 315L	Gen Bio Chem Lab C+		1.00	1.00	1.00	2.33	
CH 315	General Biochemist C+		3.00	3.00	3.00	6.99	
MU 211	Hist Jazz A-		3.00	3.00	3.00	11.01	
IB 105	Int'l Business Env B		3.00	3.00	3.00	9.00	
Term 05/SP			Totals: 18.00	18.00	18.00	59.35	GPA = 3.30
Cumulative Totals:			94.00	98.00	94.00	322.74	GPA = 3.43
Fall 2005							



*[Signature]*  
LAURA REGISTRAR

UNIVERSITY

OFFICE OF THE REGISTRAR

04/02/09

Undergraduate

Page 3

TO:

Re:

Major: Health Science/PA

Course	Title	Grd. R	Hrs Att	Hrs Cmpt	Hrs Calc	Grade Points
BI 401	Intro Problem Solv	A	3.00	3.00	3.00	12.00
EN 210	The Art of Poetry	B	3.00	3.00	3.00	9.00
BI 310	Neuroanatomy I	C+	3.00	3.00	3.00	6.99
BI 330	Endocrinology	A-	3.00	3.00	3.00	11.01
BI 200	Biology of Aging	A-	3.00	3.00	3.00	11.01
Term 05/FA			Totals: 15.00	15.00	15.00	50.01 GPA = 3.33
Cumulative			Totals: 109.00	113.00	109.00	372.75 GPA = 3.42

Spring 2006

BI 332	Histology	B-	4.00	4.00	4.00	10.68
BI 204	Orientation Phys A	A	1.00	1.00	1.00	4.00
BI 325	Toxicology	C	3.00	3.00	3.00	6.00
PS 272	Abnormal Psycholog	A-	3.00	3.00	3.00	11.01
EC 111	Principles of Micr	B+	3.00	3.00	3.00	9.99
Term 06/SP			Totals: 14.00	14.00	14.00	41.68 GPA = 2.98
Cumulative			Totals: 123.00	127.00	123.00	414.43 GPA = 3.37

\*\*\*\*\*  
 \* BS - Bachelor of Science Degree Awarded on 05/06 \*  
 \* Majors Minors Specializations \*  
 \* ----- \*  
 \* SHSPA - Health Science/PA \*  
 \* Honors: \*  
 \* CL - Cum Laude \*  
 \*\*\*\*\*

End of Transcript



APR 2 2009  
 [Signature]

**STU ID = 101**

		Mean
<b>FINAL ESSAY SCORE</b>		<b>4.0000</b>

*mtg*  
*4/6/09*

a STU ID = 101

101

Career Commitment Essay

~~XXXXXXXXXX~~

~~XXXXXX~~ RITE Program

SED, Concentration: Biology

3/30/09

101

Career Commitment Essay

~~XXXXXXXXXX~~

~~XXXXXX~~ RITE Program

SED, Concentration: Biology

3/30/09

I feel blessed to be able to write that the vast range of experiences I have encountered thus far in my life have made me proud of the man I have become. From joyous celebrations to humbling tragedies, personal failures and hard-earned triumphs, the conventional and the bizarre; these things have sculpted my personality, and shape the ever-evolving way I look at the world. It seems that I have spent most of the years of my life assuming the dual role of student and teacher by absorbing new information from every curveball life throws my way, and imparting knowledge to others when I am able. I have had the great fortune of learning from so many exceptional teachers throughout my life whose lessons spanned much farther than the confines of a classroom, and it is their resonating impact that makes me want to follow in their footsteps. I know what a difference a teacher can make in the lives of their students, and I am eager to be at the front of the classroom making an impact by teaching biology. My diverse science background and the many different jobs I have held in the healthcare field have given me a full understanding about biology and how it is integrated in everyday life. I am confident that I will be able to teach biology in a way that is exciting, fun, and relevant to a diverse group of students.

One of the most pivotal elements of a rich learning environment is having a diverse group of students, both ethnically and individually. Teaching a group of students who all look, talk and think similarly would certainly hinder the learning process because the classroom would lack the challenge of new ideas that comes naturally with a diverse population. People with a variety of different upbringings, cultural values, and academic interests are conducive to the learning process because they constantly challenge each other by introducing new information and new ways of thinking. In my experience working in hospitals I have spent time with patients of all different ethnicities, and as a result, I have seen a contrast of western medicine with some of the alternative medical practices of other cultures. I recall one patient whose fever could not be relieved by any combination of medications the doctors prescribed. The fever persisted until a family member of the patient used an alternative medical practice called "coining", in which heated oil is rubbed on the skin, and then a coin is vigorously rubbed over the area until a red mark is seen. I, along with the entire healthcare

team, where both puzzled and amazed when the patient's fever broke shortly after the "coining" was performed. While I won't personally use "coining" as an alternative to aspirin, that experience taught me the valuable lesson that there is always more than one way to solve a problem. Being exposed to diversity teaches us lessons we could not otherwise learn, and constantly changes the way we look at the world.

With a diverse group of students comes also a diverse range of academic ability. Children learn at different rates, and many have different techniques for retaining information. One of the greatest challenges a teacher must face is conducting the classroom in a manner that allows for steady academic growth, while leaving no students behind. During graduate school, I was part of a literacy program that volunteered at a local elementary school whose students had a variety of behavioral problems. Some days I would read with a small group of well-behaved students, and I had their full attention and cooperation. Other days were more difficult, where I had to work hard just to keep the children's focus. I learned quickly that I would have to change my methods based on the demands of the classroom I was in. The more docile and well-behaved classes were content to have me read to them and discuss the stories and their meanings as we went along. However, the other class required a more "hands on" approach in which the students were actively participating the entire time. This experience showed me that all children are capable of learning, and it is a teacher's duty to adapt in order to conquer the challenges their students bring.

Working in the healthcare field, I am aware of how important professional collaboration is to identifying strengths and weaknesses of a business, and how critical it is to improving things in the future. In a hospital setting, everyone from dieticians, to respiratory therapists, to the hospital administrators are part of the healthcare team. Each part of the team, while doing very different jobs, all has the common goal of providing quality patient care. Many hospitals have frequent meetings that are attended by employees of all levels of patient care, which serve to allow new concerns to be discussed, and thus the hospital and the patient care it provides is ever-improving. This type of formal collaboration is as crucial to a hospital as it is to an academic institution because it allows time for reflection on how an institution is functioning, and also

invites the possibility of integrating innovative new ideas to the system. Overall, professional collaboration is essential because it ensures that an institution will always hold itself to the highest possible standards.

In my academic experience, I always learned the most from the professors who taught the most current and relevant information. I took a course on pharmacology in college that was taught by one of the most passionate and talented professors I have seen. He took a subject that would normally seem quite dull to most students, and made it exciting by relating information from the textbook to brand new drugs that were going through clinical trials at the time. I was eager to learn because I was not only learning information from the syllabus, I was learning about breakthroughs that weren't even in the textbook because they were happening in real time! My professor's passion for his subject was contagious, and I certainly would not have learned as much as I did if it weren't for his intellectual curiosity and drive.

Like most people, I have had a life of ups and downs, and have learned some hard lessons from my mistakes. Most recently, I hit a bump in the road of my career path that forced me to do some deep soul searching. Instead of becoming a physician assistant, I was suddenly out of school and left wondering if the medical field was right for me. The abrupt end of my graduate studies was a harsh reminder that we are responsible for our own actions, and taught me the importance of being proactive, and sustaining my own motivation until a goal is complete. I am aware that these things will always be a challenge for me, but by recognizing my shortcomings, I am acknowledging the need for change, and thus am taking a step in the direction toward self-improvement. This process of making mistakes and subsequently improving my behavior reminds me that I am and always will be a lifelong learner. The challenges of the past have strengthened me as a person, and I feel that I am well equipped to move forward in a career that feels right for me.