

ADMISSIONS

M.Ed. in Severe Disabilities

EXAMPLE 2



**RHODE ISLAND
COLLEGE**

March 22, 2010

Feinstein School of Education
and Human Development
Teacher Education

Warren, RI 02885

Dear

It is my pleasure to inform you that the Department of Special Education and the Dean's Office have approved your application for admission into the Special Education/Secondary Teacher Education Program 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.

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 programs. You must earn a grade of at least B- in each of your special education courses. Please consult with your special education advisor, Dr. Marie Lynch, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Before student teaching you must take and pass the Praxis II Principles of Learning and Teaching (PLT) test. Passing this test is prerequisite to student teaching. Passing it is also required for teacher certification in Rhode Island. Only a paper based test administration is available. Please consult the Educational Testing Service website (www.ets.org) for specific test administration information.

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,

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

KSC/mdg
c: Special Education Department Files

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: 0348375

Address:

Phone: [REDACTED]

Program: Secondary Education - (Undergraduate Student)

Major: English

Special Education: Mild/Moderate Disabilities (Middle-Secondary)

Marie Lynch

Name of Special Education Advisor

03/22/2010

Date

Janet Johnson

Name of Advisor

03/22/2010

Date

Signature of Associate Dean

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education

Application Form

Type or print this form and return: Department of Special Education
 Rhode Island College HM049
 600 Mt. Pleasant Avenue
 Providence, RI 02908

Date 12/16/2009

Name _____

Address _____
Street Town/City State Zip Code
Warran, R.I. 02885

Emp ID # 0348375 Date of Birth _____ Male _____ Female

Phone: Home _____ Other () _____

E-Mail Address _____

RACIAL/ETHNIC IDENTIFICATION		
<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Black/African American
<input type="checkbox"/> Hispanic/Latino	<input checked="" type="checkbox"/> White	<input type="checkbox"/> 2 or More

Education Curriculum English Secondary Education / Special Education
mild to moderate middle through secondary level

Special Education Teaching Concentration _____ Mild/Moderate Disabilities, Kindergarten through Middle School
 (√ all that apply)

Mild/Moderate Disabilities, Middle through Secondary Level

_____ Severe/Profound Disabilities Children and Young Adults 3-21

When submitting this application include the following in the Special Education Application Binder:

1. a completed special education application form;
2. a copy of current transcripts from Rhode Island College and other institutions of higher education attended during the last ten years documenting a minimum overall course grade point average of 2.50 in all college course work and including the Special Education 300 or equivalent (department chair approval required) indicating a grade of B- or better;
3. one reference letter from a professional documenting the extent and quality of the candidate's experience with individuals with disabilities;
4. a personal statement describing the candidate's interest in a career teaching students with disabilities; this statement must address all content areas listed under the Content/Purpose section of the Career Commitment Essay rubric which is included in these guidelines;
5. a copy of a letter of acceptance to an elementary or a secondary education teacher preparation program.

Report Results

Return

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name :

Student ID:

SSN :

Address :



United States

Print Date : 2010-01-14

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

Program : Ugrad Degree General College
 2004-07-26 : Active in Program
 2004-07-26 : Special Education-IM Major
 2008-01-31 : Active in Program
 2008-01-31 : Special Education-IM Major
 2008-01-31 : SE English-IM Major
 Program : Ugrad Deg Education & Humn Dev
 2009-12-11 : Active in Program
 2009-12-11 : SE English-BA Major

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

Fall 2004

CEP	215	Educational Psychology	4.00	0.00	W
ENGL	212	Adolescent Literature	3.00	0.00	D
	Repeated	: Original attempt of class			
FNED	346	Schooling in a Democratic Soc	4.00	0.00	C-
	Repeated	: Original attempt of class			

Transfer Credit from Bristol Community College

Applied Toward Ugrad Degree General College Program

ANTH	101	Intro To Cultural Anthropology	3.00	3.00	T
COMM	208	Public Speaking	3.00	3.00	T
ECON	215	Principles Of Macroeconomics	3.00	3.00	T
HIST	161	Western History	3.00	3.00	T
MATH	139	Contemporary Topics in Math	3.00	3.00	T
PSYC	354	Abnormal Psychology	3.00	3.00	T
SOC	200	Society And Social Behavior	3.00	3.00	T
SOC	208	Minority Group Relations	3.00	3.00	T
WRTG	100	Introd To Academic Writing	3.00	3.00	T
XFER	999	Elective	3.00	3.00	T
XFER	999	Elective	3.00	3.00	T
XFER	999	Elective	3.00	3.00	T

Course Trans GPA: 0.000 Transfer Totals : 36.00 36.00 0.000

Transfer Credit from University of Rhode Island

Applied Toward Ugrad Degree General College Program

ENGL	117	Contemporary Approaches To Lit	3.00	3.00	T	
FREN	101	Elementary French I	3.00	3.00	T	
PHIL	200	Introduction to Philosophy	3.00	3.00	T	
PSYC	110	Introduction to Psychology	3.00	3.00	T	
WRTG	100	Introd To Academic Writing	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	1.00	1.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
Course Trans GPA:		0.000	Transfer Totals :	28.00	28.00	0.000
TERM GPA :		0.000	TERM TOTALS :	11.00	0.00	0.000
CUM GPA :		0.000	CUM TOTALS :	11.00	64.00	0.000

Probation

Spring 2005

CEP	215	Educational Psychology	4.00	4.00	B-	10.680
ENGL	201	Introd To Literary I	4.00	0.00	W	
SOC	161	Contemp China&Soc Control	4.00	0.00	W	
TERM GPA :		2.670	TERM TOTALS :	12.00	4.00	10.680
CUM GPA :		2.670	CUM TOTALS :	23.00	68.00	10.680

Academic Dismissal, Reinstated

6/23/05--Request for reinstatement to degree candidacy was granted, per ASC.

Fall 2005

BIOL	103	Human Biology	3.00	0.00	D+	
Repeated :		Original attempt of class				
COMM	241	Introd To Film And Video	3.00	3.00	C	6.000
ENGL	161	Western Literature	4.00	4.00	C+	9.320
FNED	346	Schooling in a Democratic Soc	4.00	4.00	B+	13.320
Repeated :		Replaces previous attempt				
TERM GPA :		2.604	TERM TOTALS :	14.00	11.00	28.640
CUM GPA :		2.621	CUM TOTALS :	37.00	79.00	39.320

Good Standing

Spring 2006

ENGL	201	Introd To Literary I	4.00	0.00	C+	
Repeated :		Original attempt of class				
ENGL	344	Chaucer	3.00	0.00	W	
HIST	162	Perspectives on East Asia	4.00	0.00	W	
TERM GPA :		0.000	TERM TOTALS :	11.00	0.00	0.000
CUM GPA :		2.621	CUM TOTALS :	48.00	79.00	39.320

Good Standing

Summer 2006

ENGL	301	American Literature to 1860	3.00	0.00	W	
ENGL	346	Shakespeare: The Tragedies	3.00	3.00	B	9.000
ENGL	302	American Lit From1860-1914	3.00	0.00	W	
ENGL	340	Contemporary Poetry	3.00	3.00	C	6.000
	TERM GPA :	2.500	TERM TOTALS :	12.00	6.00	15.000

	CUM GPA :	2.587	CUM TOTALS :	60.00	85.00	54.320
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Fall 2006

ENGL	326	Studies in Afro-American Lit	3.00	3.00	B-	8.010
ENGL	336	Non-Western Literatures	3.00	0.00	F	
	Repeated :	Original attempt of class				
ENGL	356	Brit Drama To 1642,Exc Shkspr	3.00	3.00	B+	9.990
SPED	300	Intro Ed of Exceptional Chld	4.00	0.00	W	
	TERM GPA :	3.000	TERM TOTALS :	13.00	6.00	18.000

	CUM GPA :	2.679	CUM TOTALS :	73.00	91.00	72.320
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Good Standing

Spring 2007

ENGL	207	Backgrounds In Amer Lit	4.00	0.00	W	
ENGL	336	Non-Western Literatures	3.00	3.00	C	6.000
	Repeated :	Replaces previous attempt				
SPED	310	Behav Mgt For Except Chld&Yth	4.00	0.00	C	
	Repeated :	Original attempt of class				
	TERM GPA :	2.000	TERM TOTALS :	11.00	3.00	6.000

	CUM GPA :	2.611	CUM TOTALS :	84.00	94.00	78.320
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Good Standing

Fall 2007

BIOL	103	Human Biology	3.00	3.00	C+	6.990
	Repeated :	Replaces previous attempt				
ENGL	202	Introd To Literary Study II	4.00	0.00	C-	
	Repeated :	Original attempt of class				
SED	445	Teach Writing in Sec Schools	3.00	3.00	A-	11.010
SPED	300	Intro Ed of Exceptional Chld	4.00	4.00	B-	10.680
	TERM GPA :	2.868	TERM TOTALS :	14.00	10.00	28.680

	CUM GPA :	2.675	CUM TOTALS :	98.00	104.00	107.000
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Good Standing

Spring 2008

ENGL	212	Adolescent Literature	3.00	0.00	W	
ENGL	302	American Lit From1860-1914	3.00	3.00	B-	8.010
ENGL	432	History of English Language	3.00	3.00	B	9.000
SPED	310	Behav Mgt For Except Chld&Yth	4.00	4.00	A-	14.680
	Repeated :	Replaces previous attempt				
	TERM GPA :	3.169	TERM TOTALS :	13.00	10.00	31.690

CUM GPA : 2.774 CUM TOTALS : 111.00 114.00 138.690

Summer 2008

ENGL 212 Adolescent Literature 3.00 3.00 B 9.000
 Repeated : Replaces previous attempt
 TERM GPA : 3.000 TERM TOTALS : 3.00 3.00 9.000

CUM GPA : 2.787 CUM TOTALS : 114.00 117.00 147.690

Fall 2008

ENGL 202 Introd To Literary Study II 4.00 4.00 B+ 13.320
 Repeated : Replaces previous attempt
 ENGL 207 Backgrounds In Amer Lit 4.00 0.00 W
 TERM GPA : 3.330 TERM TOTALS : 8.00 4.00 13.320

CUM GPA : 2.825 CUM TOTALS : 122.00 121.00 161.010

Spring 2009

ENGL 201 Introd To Literary I 4.00 4.00 A- 14.680
 Repeated : Replaces previous attempt
 SPED 311 Lang Dev&Commun Prob Of Child 3.00 ~~3.00 A~~ 12.000
 TERM GPA : 3.811 TERM TOTALS : 7.00 7.00 26.680

CUM GPA : 2.933 CUM TOTALS : 129.00 128.00 187.690

Fall 2009

ENGL 460 Seminar In Mjr Authors&Themes 4.00 4.00 B+ 13.320
 TERM GPA : 3.330 TERM TOTALS : 4.00 4.00 13.320

CUM GPA : 2.956 CUM TOTALS : 133.00 132.00 201.010

Undergraduate Career Totals

CUM GPA : 2.956 CUM TOTALS : 133.00 132.00 201.010

- - - - - Non-Course Milestones - - - - -

2008-04-02 College Mathematics Requirement
 Milestone Status: Completed
 2008-04-02 Exam Taken - Completed
 College Writing Requirement
 Milestone Status: Completed
 Course Taken - Completed

Return

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education

Recomm

Mr./Ms. _____ has applied for admission to a teaching concentration offered by the Department of Special Education at Rhode Island College. Please indicate the basis for your recommendation, your knowledge of this applicant's experience with students with disabilities, and your view of his/her potential for success as a special educator.

Lisa has been a teacher's aid in my Special Education classroom for a year and a half. She has been a great asset to my class and me. She not only aides the students in their work but also has had several opportunities to use her uniqueness to teach her own lessons and develop plans she has created. Lisa was able implement various teaching and redirecting strategies from her education within my classroom. Lisa is very creative and brings a lot of heart and soul to the classroom. She has been very fortunate to be working in a field where she can get this kind of experience where it is a hands on opportunity so she knows she is making the right decision with her life. Lisa has a love for children and knows that she can help make a change in their lives for the future. I would highly consider Lisa a qualified candidate for the Special Education Program at Rhode Island College.

Signature _____ Date 12/21/09
Name _____ Alternatives School _____
Please Print _____ Agency Position
Address _____ Providence RI 02914

December 7, 2009



**RHODE ISLAND
COLLEGE**

Warren, RI 02885

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 Teacher Education Program in Secondary Education/English 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 have identified special education as your teaching concentration on the application. To have special education as your teaching concentration, you must also apply to the Special Education Program upon completion of SPED 300 and be admitted. Admission Portfolio Guidelines are available from the Special Education Department in Horace Mann 046 and on the Department website (www.ric.edu/sped).

Any candidate admitted to FSEHD after August 24, 2009 who majors in Secondary Education and a Teaching concentration in Special Education will be required to complete one full semester of student teaching in each certification area.

You must take and pass the Principles of Learning and Teaching test grades 7-12 (0524) 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 a paper based test administration is available. Please consult the Educational Testing Service website (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 education program. In English courses a 3.00 GPA is required. Please consult with your advisor, Dr. Janet Johnson, 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,

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

c: Educational Studies Department Files

c: Dr. Janet Johnson

PLEASE 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

Teaching Special Education has been a lifelong goal for me. I worked at an alternative group home for 6 years which afforded me the opportunity to work with students in a variety of settings. One of my positions included acting as a teacher's assistant. This position allowed me to connect with students on a different level than previously. I was able to help the students understand their work and help when needed. I was able to focus in on the teacher's duties and exactly what it takes to be a successful Special Education Teacher in the classroom. Through my observation and interactions I have learned a great many things as a potential future educator. More importantly, I learned about myself in an educational setting. I realized that I connected with the students naturally, positively and with an abundance of patience. To see the smiles on their faces when they get an idea or concept is reward enough to make me want to teach. I understand not everyday goes quite that well but the moments like that shine and make it all worth while.

I am ready to commit myself to the profession as a life long Learner. Becoming a life long learner will enable me to keep up to date on teaching strategies and the ever changing curriculum for the students. Continuing to be a lifelong learner will allow me to professionally grow and develop through the years. I believe armed with my education, personality and patience I have the potential to become a successful teacher and a reflective practioner.

Preparing to become a Special Education Teacher has enabled me to reflect on my own personal habits and beliefs. I have learned that it is imperative to be a lifelong learner in this profession in order to keep abreast of the changing times which enable the teacher to remain effective in the classroom. Technology is a good example of why it is

good to be a lifelong learner. Computers have been incorporated into student's curriculum and have become a necessity for teaching. I have personally witnessed students who have had ^{hard?} time writing because of issues with physical movement enabled to write a paper by typing it out on the computer. Learning new things, also continually inspires me to be a better educator and person as a whole.

Believing in the potential for all children to learn comes naturally especially being a double major with one of them being Special Education and the other English. I have had many opportunities to work with children of all types and backgrounds. When I worked at the group home I was able to work with children of various learning styles. For instance, I worked with children who were visual learners and others who learn better with hands on experience. This experience taught me that not all children learn the same and that there are different styles as well. More importantly it inspired me to believe that every child has the potential to learn regardless of their weaknesses or strengths. ✓

I also learned that it is important to understand and respect each child's individuality as well as their cultural diversity. It is crucial to their education that a teacher understand these aspects because not every child learns the same. They may have different points of view, language or beliefs. For example, I worked with some students who do not celebrate holidays such as Christmas, Easter and such. However, they celebrated Kwanzaa and Hanukkah. To them it is important for these holidays to be equally recognized in the classroom. By doing so the students felt it made their individuality and culture respected. It is important that a teacher respect their diversity and individuality because giving off any sign that they do not could severely impact the child's education and the teacher's relationship with that student in the class.

Professional collaboration is very important aspect of being a teacher. Collaboration is important because it also helps you become a better teacher. Sometimes professionals may give one another feedback which if used constructively could help in the classroom. It also can help you learn more about the students in your classroom. I have witnessed a previous teacher informing the student's present instructor about a teaching method that works better for the individual. This helped the student's grades improve dramatically. Collaboration is also important if there is a school wide project in which the classes work together.

Although, I do believe professional collaboration is important, I believe I could improve in this area. I have had little experience in this area. Therefore, I have not been able to experience the full effect of professional collaboration. I feel as I continue my education this will be an aspect that I can continue to develop and grow. Classes such as student teaching and practicum will help me better my professional collaboration skills along with experience.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CAREER COMMITMENT ESSAY

Reader Marie Lynen Date 1/28/10
 Revision Date _____ Score Acceptable

	EXEMPLARY 4	ACCEPTABLE 3	REVISE/RESUBMIT 2	UNACCEPTABLE 1
	EXEMPLARY	ACCEPTABLE	REVISE/RESUBMIT	UNACCEPTABLE
im	All content criteria are evident and shows evidence of clear, well-reasoned reflection and understanding and knowledge of the nature of teaching. Essay includes effective use of personal experience to discuss promising dispositions.	Most criteria are evident or some evidence of thoughtful reflection and understanding of teaching. Essay includes some relevant examples based on personal experience to discuss promising dispositions.	Some criteria are evident or shows little thoughtful reflection and understanding of teaching. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss promising dispositions.	Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of teaching. Essay makes little connection to personal experience and/or dispositions or those made are not relevant.
o	Well focused essay with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed.	Essay is focused and shows evidence of skill in writing. Audience is clear throughout. ✓	Essay is not focused and shows minimal evidence of writing skills. Audience is generally clear.	Essay is poorly expressed with little attention to language and sentence structure
Y,	Logically organized, using an appropriate format and written structure. Effective transitions between ideas	Essay is organized, using appropriate format and structure. Transitions between ideas are weak or inconsistent.	Essay is organized. Format is appropriate, but structure is weak with little evidence of transitions between ideas.	Essay is disorganized; no evidence of a logical outline or transitional attempts.
ve	Completely free from spelling, punctuation, and grammatical errors.	Essay is mostly clean (has no more than 3 errors) in spelling, punctuation, and grammar	Essay contains many errors (more than 3) in spelling, punctuation, and grammar which do not detract from reader's understanding.	Essay contains numerous errors in spelling, punctuation, and/or grammar which detract significantly from the reader's understanding.

); submit with your portfolio.
 ould be revised and resubmitted with all original paperwork fore the next assessment date (see department for dates).
 or assistance.
 unacceptable and should be completely redone. Students should visit the Writing Center for assistance.