

# **ADMISSIONS**

**BS in Middle/Secondary Mild/Moderate  
Special Education**

## **EXAMPLE 1**



**RHODE ISLAND  
COLLEGE**

March 22, 2010

Feinstein School of Education  
and Human Development  
Teacher Education

Warwick, RI 02888

Dear [REDACTED],

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](http://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: 0315803

Address:

2888-2408

Phone: 401/465-4653

**Program:** Secondary Education - (Undergraduate Student)

**Major:** English

**Special Education:** Mild/Modcrate 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 2/5/10  
Name \_\_\_\_\_  
Address \_\_\_\_\_  
Street \_\_\_\_\_ Town/City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Emp ID # 0315803 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 Sec. Ed. English

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: RICOV

Name :

Student ID:

SSN :

Address :



Print Date : 2009-10-26

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

Program : Ugrad Degree General College  
 2005-06-23 : Active in Program  
           2005-06-23 : SE English-IM Major  
 Program : Ugrad Degree Arts & Sciences  
 2005-12-08 : Active in Program  
           2005-12-08 : English-BA Major  
 Program : Ugrad Degree General College  
 2009-08-28 : Active in Program  
           2009-08-28 : Special Education-IM Major

- - - - - **Degrees Awarded** - - - - -

Degree : Bachelor of Arts  
 Confer Date : 2007-05-19  
 Plan : English Major

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

**Fall 2005**

BIOL	109	Fund Concepts Of Biology	4.00	4.00 B-	10.680
ENGL	161	Western Literature	4.00	4.00 B	12.000
INST	180	Workshop:	1.00	1.00 S	
SOC	207	Crime & Criminal Justice	3.00	3.00 B-	8.010

**Transfer Credit from Community College of Rhode Island**

Applied Toward Ugrad Degree General College Program

CEP	215	Educational Psychology	3.00	3.00 T	
COLL	101	The College Experience	1.00	1.00 T	
ENGL	117	Contemporary Approaches To Lit	3.00	3.00 T	
FNED	346	Schooling in a Democratic Soc	3.00	3.00 C	
HIST	161	Western History	3.00	3.00 T	
HIST	162	Perspectives on East Asia	3.00	3.00 T	
MUS	201	Survey of Music	3.00	3.00 T	
PSYC	110	Introduction to Psychology	3.00	3.00 T	
SPAN	101	Elementary Spanish I	3.00	3.00 T	
SPAN	102	Elementary Spanish II	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 D	

XFER	999	Elective	3.00	3.00	B	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	2.00	2.00	T	
XFER	999	Elective	3.00	3.00	T	
Course Trans GPA:		0.000	Transfer Totals :	51.00	51.00	0.000

## Test Credits Applied Toward Ugrad Degree General College Program

XFER	999	Elective	6.00	6.00	T	
Test Trans GPA:		0.000	Transfer Totals :	6.00	6.00	0.000

TERM GPA :	2.790	TERM TOTALS :	12.00	12.00	30.690
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CUM GPA :	2.790	CUM TOTALS :	12.00	69.00	30.690
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**Spring 2006**

ANTH	103	Intro To Physical Anthropology	3.00	3.00	B+	9.990
ENGL	201	Introd To Literary I	4.00	4.00	B	12.000
ENGL	264	Writ&Cultre:Papyrus-Cyberspace	4.00	4.00	C+	9.320
MATH	139	Contemporary Topics in Math	3.00	3.00	B	9.000
TERM GPA :		2.879	TERM TOTALS :	14.00	14.00	40.310
CUM GPA :		2.840	CUM TOTALS :	26.00	83.00	71.000

**Summer 2006**

ENGL	346	Shakespeare: The Tragedies	3.00	3.00	B	9.000
ENGL	340	Contemporary Poetry	3.00	3.00	A-	11.010
SOC	318	Law and Society	3.00	3.00	B+	9.990
TERM GPA :		3.333	TERM TOTALS :	9.00	9.00	30.000
CUM GPA :		2.971	CUM TOTALS :	35.00	92.00	101.000

**Fall 2006**

ENGL	202	Introd To Literary Study II	4.00	4.00	A-	14.680
ENGL	220	Intro to Creative Writing	3.00	3.00	B	9.000
ENGL	301	American Literature to 1860	3.00	3.00	C	6.000
ENGL	336	Non-Western Literatures	3.00	3.00	B+	9.990
TERM GPA :		3.052	TERM TOTALS :	13.00	13.00	39.670
CUM GPA :		2.993	CUM TOTALS :	48.00	105.00	140.670

**Spring 2007**

ENGL	343	Recent Fiction	3.00	3.00	A-	11.010
ENGL	345	Shakespeare: Hist & Comedies	3.00	3.00	B+	9.990
ENGL	350	Topics:	3.00	3.00	B+	9.990
Course Topic(s):		Lives of Teachers in Lit&Film				
ENGL	450	Topics:	3.00	3.00	B+	9.990
Course Topic(s):		Adolescent Literature				
ENGL	460	Seminar In Mjr Authors&Themes	4.00	4.00	B	12.000
TERM GPA :		3.311	TERM TOTALS :	16.00	16.00	52.980

CUM GPA : 3.074 CUM TOTALS : 64.00 121.00 193.650  
Dean's List

Fall 2009

FNED 346 Schooling in a Democratic Soc 4.00  
INST 100 FSEHD Tech Competency Test 0.00 W  
SPED 300 Intro Ed of Exceptional Chld 4.00

A JPM

Transfer Credit from Rhode Island College

Applied Toward Ugrad Degree General College Program  
XFER 997 Electives-2nd Bachelor's Degee 54.00 54.00 T  
XFER 998 Gen Ed - 2nd Bachelor's Degree 36.00 36.00 T  
Course Trans GPA: 0.000 Transfer Totals : 90.00 90.00 0.000

TERM GPA : 0.000 TERM TOTALS : 0.00 0.00 0.000

CUM GPA : 0.000 CUM TOTALS : 0.00 90.00 0.000

Undergraduate Career Totals

CUM GPA : 0.000 CUM TOTALS : 0.00 90.00 0.000

Non-Course Milestones

2005-11-18 College Mathematics Requirement

Milestone Status: Completed

2005-11-18 Exam Taken - Completed

2005-09-14 College Writing Requirement

Milestone Status: Completed

2005-09-14 Course Taken - Completed

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name : Lauren Krawczyk

Student ID: 0315803

SSN : 039-52-8139

Address : 306 Heath Avenue  
Warwick, RI 02888-2408

United States

Print Date : 2009-10-26

Academic Program History

Program : Non-Degree Graduate Students

2009-04-15 : Active in Program

2009-04-15 : Non-Degree Graduate Major

Degrees Awarded

Degree : Bachelor of Arts

Confer Date : 2007-05-19

Plan : English Major

Graduate Career Totals

CUM GPA : 0.000 CUM TOTALS : 0.00 0.00 0.000

Return

COMMUNITY COLLEGE OF RHODE ISLAND  
ACADEMIC TRANSCRIPT

Office of Enrollment Services  
401-825-2003

Student No: 92312328

Date Issued: 23-OCT-2009  
OPFI

Record of:  
Current Name:

Page: 1

WASWICK, AL

Course Level: Undergraduate  
High School:

Current Program  
Major: General Studies

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Fall 2001			
COMI 1100	Intro To Computers	3.00 W	0.00
ENGL 1040	World Lit To 16th Cent	3.00 W	0.00
PHIL 1010	Intro To Philosophy	3.00 W	0.00
SOCS 1010	General Sociology	3.00 W	0.00
Ehrs: 0.00	GPA-Hrs: 0.00	Qpts: 0.00	GPA: 0.00
Spring 2002			
ENGL 1010	Composition I	3.00 F	0.00 E
HEAL 1000	Intro Health Careers	3.00 WF	0.00
MATH 0500	Arithmetic	3.00 WF	0.00
PSYC 2010	General Psychology	3.00 WF	0.00
Ehrs: 0.00	GPA-Hrs: 0.00	Qpts: 0.00	GPA: 0.00
Spring 2003			
ENGL 1000	Seminar On Student Success	1.00 B	3.00
ENGL 1010	Composition I	3.00 B	9.00 I
MATH 0600	Elementary Algebra	3.00 D*	0.00
PSYC 1110	Career Info Seminar	2.00 B	6.00
Ehrs: 6.00	GPA-Hrs: 6.00	Qpts: 18.00	GPA: 3.00
Summer 2003			
PSYC 2010	General Psychology	3.00 WF	0.00
Ehrs: 0.00	GPA-Hrs: 0.00	Qpts: 0.00	GPA: 0.00
Fall 2003			
HIST 1010	Surv Western Civil I	3.00 C	6.00
MATH 0600	Elementary Algebra	3.00 B*	0.00
PSYC 2010	General Psychology	3.00 B	9.00

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information Continued:

Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 15.00 GPA: 2.50

Spring 2004

ARTS 1520	Art Hist: Renaissance/Modern	3.00 D	3.00
ENGL 1200	Intro To Literature	3.00 A	12.00
HMNS 2060	Intro To Education	3.00 A	12.00
MATH 1430	Math For Liberal Arts	3.00 D	3.00
PSYC 2070	Educational Psych	3.00 C	6.00
Ehrs: 15.00	GPA-Hrs: 15.00	Qpts: 36.00	GPA: 2.40

Summer 2004

ENGL 2020	20th Century Amer Lit	3.00 F	0.00
SPAN 1030	Element Spanish I	3.00 B	9.00
Ehrs: 3.00	GPA-Hrs: 6.00	Qpts: 9.00	GPA: 1.50

Fall 2004

ASTR 1020	The Stellar System	4.00 WF	0.00
ENGL 1260	Reading In Shakespeare	3.00 B	9.00
MATH 1472	History Of Math	3.00 B	9.00
SPAN 1040	Element Spanish II	3.00 B	9.00
Ehrs: 9.00	GPA-Hrs: 9.00	Qpts: 27.00	GPA: 3.00

Spring 2005

COMI 1440	Presentation Software	1.00 W	0.00
ENGL 1040	World Lit To 16th Cent	3.00 F	0.00
HIST 2260	Surv Asian Civilization	3.00 C	6.00
HMNS 8100	Cultural Diversity & Competenc	3.00 B	9.00
MUSC 1160	Introduction To Music	3.00 A	12.00
OCEAN 1010	Intro Oceanography	3.00 NS	0.00
OCEAN 1030	Oceanography Laboratory	1.00 NS	0.00
Ehrs: 9.00	GPA-Hrs: 12.00	Qpts: 27.00	GPA: 2.25

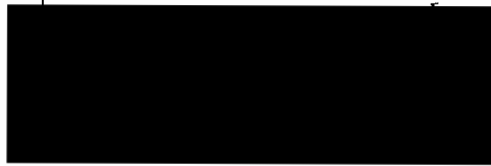
\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*  
Earned Hrs GPA Hrs Points GPA

OVERALL 48.00 54.00 132.00 2.44

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

*J. P. Pagan*  
ASST. DEAN OF ENROLLMENT SERVICES





Teaching students with disabilities was a distant consideration when I began my journey at Rhode Island College in the fall of 2005. The idea of pursuing a degree in Education, however, was something I contemplated. Most college students have someone in their life that influences the many choices they have in deciding a career path. My father was a major part of my educational support emotionally and financially. He would frequently encourage me toward a career in education by stating the practical perks, such as teachers having great benefits and summers off. After my first semester at RIC, I developed a sincere reverence for teaching and realized that the common “summers off” mentality would not be enough to carry me through the program. In May of 2007, I graduated and earned a degree in English, a major I truly loved. It was not until the summer of 2008, however, when I found a job I truly cherished. At *Perspectives Corporation* I work with disabled children as a behavior specialist and vocational support professional. Teaching these children life and job skills has given me passion and clarity to pursue a Special Education degree at Rhode Island College.

*Perspectives* has given me the opportunity to personally work with children ages five to nineteen. Most of my clients are on the spectrum, but others have had disabilities like mental retardation, attention deficit hyperactivity disorder, obsessive compulsive disorder, or oppositional defiance disorder. Since my hire date, I was placed with a sixteen-year-old autistic girl named “Jane”. I have served as Jane’s main staff member for almost two years and *both* of us have done a lot of changing. Jane’s program is heavily community based for multiple reasons. First, her target behaviors and phobias are primarily induced by antecedents in the community.

Because being a part of society requires human interaction, Jane's team feels that exposure to the community will help desensitize her to certain triggers. Secondly, Jane's community plan allows her to sharpen skills that will create greater independent living. For example, when Jane is trying to purchase items at a store there are safety and competency issues that would significantly improve if her target behaviors decreased. Her severe audio sensitivity to music and other noises make it difficult for Jane to check out in a store because she has to plug her ears with her fingers. ✓ Getting your wallet out and paying the cashier is challenging without the use of your fingers. Lastly, the team acknowledges the importance of Jane's vocational abilities by allowing her to volunteer at various job sites. Working in the community not only cultivates job skills for potential permanent employment, but also helps Jane become more acclimated to societal living.

As Jane's staff and support, I see how her disability effects and how it disrupts her ability to learn. Doing homework in Math or English used to be a regular part of Jane's schedule during our shift together. She was expected to complete reading comprehension worksheets or math problems at the fifth grade level. Working with Jane on these assignments was frustrating for both of us. If there were eight questions to figure out, Jane would usually get one answer correct with my help. In short, the content was too difficult and the homework was not serving its intended purpose. Jane has not received any homework this school year because other priorities have taken precedence. The team has recognized that Jane's time in the public education system will soon be coming to a close in three years at best. Academics are always important, but at this stage Jane needs interventions that will foster increased independent living skills. ✓


Being an integral part of this child's vital and aggressive transition plan has given me confidence in the field I aspire to be in. For adolescents with disabilities, a certain reality occurs when the child gets to the secondary level; the team understands that *time* is running out. I

believe that special educators for adolescents need to be determined and innovative to make sure that students will be prepared for adulthood. Jane's education plan is collaborated academically by her school and behaviorally through *Perspectives*. It has been amazing to see the gradual progress that Jane has made in achieving certain expectations. At *Perspective*, I have experienced the feeling of discouragement; when you work so hard and care so deeply for a client, and no goals are met. But when you actually witness a child's personal break-through, you realize that the "waiting time" made the moment invaluable. Children with disabilities can learn and grow like any other child; Special educators just need patience and endurance to get through the wait time. ✓

During my teen years I dealt with emotional struggles from my parent's separation. It was only a matter of time before my issues started to affect my academics. My grades were so poor during the first two years of high school, I eventually started to believe that I was a bad good student because I was not smart. The fact was that I was an intelligent young girl, yet I needed someone to believe in my potential and help me overcome certain obstacles. My support team was my family and teachers who would set realistic expectations that I could achieve. With a more complex and aggressive team, I believe that children with disabilities can also meet realistic goals. I am committed to the challenge of persevering with disabled students in the secondary education system. It has been a privilege to teach my clients living skills and see how hard they want to succeed. Most are unable to clearly communicate their thoughts and feelings, but when a strong rapport is built, verbal communication can be secondary. Without any words, you know when the child is frustrated, weary from trying, or even proud of their milestone.

Being a part of Rhode Island College's Special Education program will allow me to work with students with disabilities on a different level. I am eager to play a more important role in

not only implementing a student's plan, but also creating it as well. Team collaboration between educators and parents is essential for student success and growth. I am aware of the potential complications that can arise and cause disunity in the team, but it is the student that ultimately suffers from a weak team or inappropriate expectations. All children deserve a rich, meaningful, productive education. For a student with disabilities, this type of education may look different. My current job experience and genuine heart for children with special needs gives me passion and enthusiasm to progress through the Special Education program. I am excited to learn from Rhode Island College how to provide this unique kind of education to a student with disabilities.





**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**  
**CAREER COMMITMENT ESSAY**

Student \_\_\_\_\_

Reader Marie Lynch

Date 3/8/09

Score: Initial Assessment Acceptable/Exemplary

Revision Date \_\_\_\_\_

Score \_\_\_\_\_

	EXEMPLARY 4	ACCEPTABLE 3	REVISE/RESUBMIT 2	UNACCEPTABLE 1
	EXEMPLARY	ACCEPTABLE	REVISE/RESUBMIT	UNACCEPTABLE
<p align="center"><b>CONTENT/PURPOSE</b></p> <ul style="list-style-type: none"> <li>Reasons for choosing program</li> <li>Commitment to teaching</li> <li>Specific experiences used to discuss beliefs</li> <li>Dispositions toward diversity, all children, collaboration, lifelong learning</li> <li>Reflection on need to improve</li> </ul>	<p>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. ✓</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p align="center"><b>EXPRESSION/VOICE</b></p>	<p>Well focused essay with evidence of thought in composition, phrasing and structure. Audience is clear, and is effectively addressed. ✓</p>	<p>Essay is focused and shows evidence of skill in writing. Audience is clear throughout.</p>	<p>Essay is not focused and shows minimal evidence of writing skills. Audience is generally clear.</p>	<p>Essay is poorly expressed with little attention to language and sentence structure</p>
<p align="center"><b>ORGANIZATION</b></p>	<p>Logically organized, using an appropriate format and written structure. Effective transitions between ideas ✓</p>	<p>Essay is organized, using appropriate format and structure. Transitions between ideas are weak or inconsistent.</p>	<p>Essay is organized. Format is appropriate, but structure is weak with little evidence of transitions between ideas.</p>	<p>Essay is disorganized; no evidence of a logical outline or transitional attempts.</p>
<p align="center"><b>CONVENTIONS</b></p>	<p>Completely free from spelling, punctuation, and grammatical errors.</p>	<p>Essay is mostly clean (has no more than 3 errors) in spelling, punctuation, and grammar ✓</p>	<p>Essay contains many errors (more than 3) in spelling, punctuation, and grammar which do not detract from reader's understanding.</p>	<p>Essay contains numerous errors in spelling, punctuation, and/or grammar which detract significantly from the reader's understanding.</p>

**INTERPRETATION OF RESULTS:**

- A score of 4 or 3 is passing, submit with your portfolio.
- A score of 2, the essay should be revised and resubmitted with all original paperwork for the next assessment date (see department for dates). Recommend Writing Center for assistance.
- A score of 1, the essay is unacceptable and should be completely redone. Students should visit the Writing Center for assistance.

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

**Recomr**

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.

Signature \_\_\_\_\_

Date 12/2/09

Name \_\_\_\_\_

Please Print \_\_\_\_\_ Agency \_\_\_\_\_

Address \_\_\_\_\_

Position Treatment Coordinator



December 1, 2009

To whom it may concern,

It has been my extreme pleasure to oversee [REDACTED] for the past year at the Youth and Families Division of Perspectives Corporation. [REDACTED] currently works for the agency as a Behavior Specialist, where she works with children that display a wide range of social, emotional, and behavioral disruptions.

[REDACTED] has demonstrated exceptional expertise with behavior management, data recording, and understanding the impact family dynamics can have in her challenging work as a behavior specialist. She has displayed unlimited patience, flexibility, and tenacity when working with the children and their families. Her competence, compassion and ethics are exemplary, and her clinical supervisor and I hold [REDACTED] in the highest esteem. I have no doubt that she will make a gifted, effective, and dedicated special education teacher who will be committed to her students and colleagues. I highly recommend [REDACTED] for admission into the special education program at your facility. I am confident that Lauren will be an excellent addition to the school and a graduate we can all be proud of.

Sincerely,

[REDACTED]

1130 Ten Rod Road  
Building B • Suite 101  
North Kingstown, RI 02852

TEL: 401-294-3990  
FAX: 401-294-9879

January 11, 2010



**RHODE ISLAND  
COLLEGE**

Warwick, RI 02888-2408

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](http://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](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 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,

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

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

c: Dr. Janet Johnson  
c: Educational Studies Department Files

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

Providence, RI 02908-1991

(401) 456-8822

FAX: (401) 456-8386

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