

ADMISSIONS

M.Ed. in Severe Disabilities

EXAMPLE 2

**Graduate Studies
PLAN OF STUDY FORM**

Students will complete this form with assistance of graduate adviser. Submit three copies (signed by student, adviser, and department chairperson) to the Graduate Office.

NOTE: No more than nine credits completed before submitting a plan can be counted as part of the Plan of Study.

Name: _____ Student ID # 0322445 Date: 1/29/2009

Address: 19 Bliss Street, East Providence, RI 02914

Department and Program: Special Education/ Masters in Severe Disabilities

1. Signature of the Adviser and Department Chairperson constitutes approval of this Plan of Study.
2. A letter of admission from the Dean of the School of Graduate Studies constitutes acceptance of the Plan of Study and admission to the School of Graduate Studies at Rhode Island College.
3. Successful completion of the courses on this Plan of Study is one prerequisite to the granting of the degree. Students should check individual programs and the Rhode Island College School of Graduate Studies MANUAL for additional requirements.
4. Changes in this plan must be requested on official *Change Plan of Study Forms* and must be approved by the Graduate Dean before enrollment in the revised courses.
5. Students must satisfy the continuous enrollment requirements of the School of Graduate Studies at Rhode Island College.

PLAN OF STUDY

| Dept. | Course # | Course Title | Credits |
|-----------------------------------|----------|-------------------------------------------------------------------------------|---------|
| Not for Program Credit | | | |
| Courses for Program Credit | | | |
| FNED | 520 | Cultural Foundations of Education | 3 |
| ELED | 510 | Research Methods Analysis and Applications | 3 |
| SPED | 435 | Assessment and Instruction of Children with Severe/Profound Needs | 4 |
| SPED | 436 | Assessment and Instruction of Adolescents with Severe/Profound Needs | 4 |
| SPED | 534 | Involvement of Parents/Families | 3 |
| SPED | 520 | Education of Students with Sev/Dis in Nonschool Settings | 3 |
| SPED | 525 | Development of Communication and Movement | 3 |
| SPED | 526 | Assessment and Instruction of Children with Multiple and Sensory Needs | 3 |
| SPED | 515 | Assessment and Planning for Infants and Preschool Children with special needs | 3 |
| SPED | 665 | Graduate Internship in Severe Disabilities | 6 |

Total 35

Thesis: yes no Comprehensive Assessment: yes no

Student [Redacted]

Date 1/29/09

Adviser [Signature]

Date 1/29/09

Department Chairperson [Signature]

Date 1/29/09

Associate Dean of Graduate Studies _____

Date _____



PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate JK

2

Reader Joe Dell

Date 1/13/09

Score: Initial Assessment _____

Revision Date _____

Score _____

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CONTENT</p> <ul style="list-style-type: none"> Reflection on experiences, skills, and lifelong learning. Level of preparation, knowledge base, and professional activities. Professional goals and their relation to serving all individuals and families. Reasons for choosing RIC's graduate program. | <p>EXEMPLARY (4)</p> <p>All content criteria are evident and show evidence of clear, well-reasoned reflection and understanding of the goals of graduate study. Essay includes effective use of personal experience to discuss level of preparation and promising dispositions.</p> <p><input checked="" type="checkbox"/></p> | <p>ACCEPTABLE (3)</p> <p>Most criteria are evident or some evidence of thoughtful reflection and understanding of graduate study goals. Essay includes some relevant examples based on personal experience to discuss level of preparation and promising dispositions.</p> <p><input checked="" type="checkbox"/></p> | <p>REVISE/RESUBMIT (2)</p> <p>Some criteria are evident or shows little thoughtful reflection and understanding of graduate study goals. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss level of preparation or promising dispositions.</p> <p><input type="checkbox"/></p> | <p>UNACCEPTABLE (1)</p> <p>Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of graduate study goals. Essay makes little connection to personal experience and/or level of preparation.</p> <p><input type="checkbox"/></p> |
| <p>CONVENTIONS</p> <ul style="list-style-type: none"> Expression and voice. Organization of thoughts and ideas. Use of the English language. | <p>EXEMPLARY (4)</p> <p>Well-focused essay with evidence of thought and organization in composition, phrasing, and structure. Effective transitions between ideas. No spelling, punctuation, or grammar errors are evident.</p> <p><input type="checkbox"/></p> | <p>ACCEPTABLE (3)</p> <p>Essay is focused and shows some evidence of composition skills. Transitions between ideas are weak or inconsistent. Essay is mostly clean from errors (no more than three errors in spelling, punctuation, or grammar).</p> <p><input checked="" type="checkbox"/></p> | <p>REVISE/RESUBMIT (2)</p> <p>Essay is not focused and shows minimal evidence of composition skills. Structure is weak with little evidence of transitions between ideas. Essay contains numerous errors in spelling, punctuation, and grammar but they do not detract from reader's understanding.</p> <p><input type="checkbox"/></p> | <p>UNACCEPTABLE (1)</p> <p>Essay is poorly expressed and disorganized with little attention to language and sentence structure. Essay contains numerous errors in spelling, punctuation, or grammar that significantly undermine reader's understanding.</p> <p><input type="checkbox"/></p> |
| <p>OVERALL RATING</p> | <p>EXEMPLARY <input type="checkbox"/></p> | <p>ACCEPTABLE <input checked="" type="checkbox"/></p> | <p>REVISE/RESUBMIT <input type="checkbox"/></p> | <p>UNACCEPTABLE <input type="checkbox"/></p> |



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development GRADUATE PROGRAMS

Advanced Professional Candidate Information Sheet

Name: _____ Date of Birth: 9-10-79
Empl ID/SS #: _____ Gender: Male [X] Female []

Ethnic Group:
[] African American [] Hispanic
[] American Indian/Alaskan Native [X] White
[] Asian/Pacific Islander [] Multiracial

Program (select one):
[] M.A. (specify area)
[X] M.Ed. (specify area) Severe Profound
[] C.A.G.S. (specify area)

1. GPA: 1 <=2.4 2 2.5-2.9 3 3.0-3.4 4 >=3.5

Supplementary (Identify) Grad 3.8

2. MAT or GRE: 1 <=25%ile 2 26%ile-39%ile 3 40%ile-74%ile 4 >=75%ile

Supplementary (Identify)

3. Professional Goals Essay: 1 Unsatisfactory 2 Revise/Resubmit 3 Accept 4 Exemplary

Supplementary (Identify)

4. Candidate Reference Forms: 1 Unsatisfactory 2 With reservation 3 Satisfactory 4 Commendable

Supplementary (Identify)

5. Performance-Based Evaluation: 1 Questionable 2 With reservation 3 Adequate 4 Strong

Supplementary (Identify) improvement since 5/08

follow up with voice contact, improved 1/14/09

6. Program-Specific Requirements: 1 Unmet 2 Unmet but allowed to resubmit 3 Met 4 Exceeded

7. Status: [X] Admit [] Admit Conditionally
Condition(s): _____
[] Deny Reason(s) for Denial: _____

8. Designated Advisor: _____ Date 1/10/09

9. Committee Members' Signature: 1) Susan G Dell 2) _____ 3) _____

10. Chair's Signature: Susan Dell Date 1/15/09

The Groden Network

ANNUAL EMPLOYEE PERFORMANCE EVALUATION

COVER SHEET

Employee:

Supervisor:

Review Period: 2007

Rating Scale

- 1 = Does Not Meet Job Requirements**
- 2 = Needs Improvement**
- 3 = Meets Job Requirements**
- 4 = Exceeds Job Requirements**

(Be sure to include employee's job description portion of the evaluation to this document)

Rating Scale

- 1 = Does Not Meet Job Requirements
- 2 = Needs Improvement
- 3 = Meets Job Requirements
- 4 = Exceeds Job Requirements

I. PERFORMANCE EVALUATION ADDENDUM

EMPLOYEE:

Attach to employee's performance evaluation. Complete the sections below providing comments and/or a rating to the functions identified.

1. Employee Strengths: Noah is able to reflect on his work, he is a good listener with a calm and even tempered personality. Noah is also a warm and kind person who is open to suggestions with great follow through. Noah has persevered through some challenges in the 2B classroom over the last year. He is learning to assert himself as the leader of the classroom.

2. Areas Requiring Development: (specific objectives to be developed jointly by employee and supervisor)

1. Organization – Noah needs to organize the classroom independently and project an organized and structured classroom to the clients and staff
2. Time lines - Noah needs to attend to due dates for progress reports and all other timelines
3. Assertion – Noah needs to assert himself more when advocating for his classroom, speaking to supervisor and director and dealing with staff.

3. Has employee fulfilled training requirements?

YES x NO (if no, please specify plan for correction)

4. Maintains cooperative relationships with clients, staff, outside agencies and the public.

- 3 Treats clients with dignity and respect.
- 3 Works in cooperation with co-workers and supervisory staff.
- 3 Deals with co-workers regarding problems in a constructive manner.
- 3 Accepts and uses direction and supervision.
- 3 Benefits from constructive feedback.

5. Work Habits

- 2 Punctuality

___ 3 ___ Attendance

6. Communications Skills

___ 3 ___ Oral Communications

___ 3 ___ Written Communications

___ 3 ___ Listening Skills

II. SUPERVISORY/MANAGEMENT SKILLS (Complete for supervisors, managers, & directors only)

7. Management, Decision Making, Planning & Analysis, Staff Management

___ Management of time to meet deadlines

___ Innovation and creative problem solving

___ Participation in performance improvement activities

___ Sets goals and objectives for department and meets them

___ Anticipates current and future needs and effectively plans

___ Develops well researched proposals for action

___ Exercises good judgment when making decisions or reaching conclusions

___ Coaches supervisees

___ Empowers staff to act in their positions

___ Delegates responsibility appropriately

___ Appropriately manages staff performance

___ Creates positive work climate among staff

___ Takes appropriate action with underperforming staff

III. OVERALL PERFORMANCE SUMMARY COMMENTS:

Noah has made progress in several areas since taking the special education position in classroom 2C. He always is grateful for feedback from his supervisor and works very hard to make any changes necessary. I look forward to a great deal of improvement over the next year.

IV. OVERALL RATING ___ 2.8 ___

V. GOALS FOR THE NEXT YEAR:

Identify 2 "SMART" goals for the upcoming 12 months.

(SMART = Specific, Measurable, Achievable, Relevant, Timely)

Goal #1: Noah come to weekly meeting with director and supervisor with set agenda of classroom or behavior concerns. During supervisor observation, he will assert himself when interacting with classroom/GC staff to advocate for clients.

Target Date: To be reviewed monthly

**Goal #2 Organization – Noah will 1. submit all progress reports on due dates after reviewing all clients progress reports and submit to supervisor.
2. Noah will continue to present a level of organization independently with no support from supervisor.**

Target Date: Review monthly

VI. SIGNATURES

Supervisor Signature/Date:

Glenn Ponder 5/13/08

Employee Signature/Date:

[Redacted Signature] 5/13/08

(Your signature acknowledges that your supervisor has reviewed the evaluation with you; you may make comments regarding this evaluation below).

Program Director Signature/Date:

Richard [Signature] 5.15.08

EMPLOYEE COMMENTS: (write comments below)

Program Analysis

| | | |
|---------------------------------|--------------------------|--------------------------|
| CLIENT(S) [REDACTED] | DATE 5/16/08 | TIME FROM 11:00 TO 11:15 |
| STAFF [REDACTED] | OBSERVER(S) [REDACTED] | |
| PROGRAM Behavioral Intervention | LOCATION Front of school | |
| SPECIAL CONSIDERATIONS | | |

| PROGRAMMATIC REVIEW | RATING | COMMENTS |
|-------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IEP Objectives | 5 4 3 2 1 | <p><i>Heidi and Noah, Thank you both for assisting with the behavioral intervention with Liana. You both were dressed up for IEP's yet still came to assist you colleagues when you saw that they needed help. You also allowed Kevin to take the lead and followed his instructions. Thanks for the great team work! Anastacia</i></p> |
| Task Objective Sheet | 5 4 3 2 1 | |
| Instructional Arrangements | 5 4 3 2 1 | |
| Instructional Strategies | 5 4 3 2 1 | |
| Method of Recording Data / Charting | 5 4 3 2 1 | |
| IMPLEMENTATION STRATEGIES | | |
| Current IEP, TOS, Data | 5 4 3 2 1 | |
| Materials & Presentation | 5 4 3 2 1 | |
| Physical Arrangements | 5 4 3 2 1 | |
| Client/Staff Positioning | 5 4 3 2 1 | |
| Directions | 5 4 3 2 1 | |
| Prompts | 5 4 3 2 1 | |
| Voice | 5 4 3 2 1 | |
| Pacing | 5 4 3 2 1 | |
| Reinforcement | 5 4 3 2 1 | |
| Consequences/Corrections | 5 4 3 2 1 | |
| Interaction Style | 5 4 3 2 1 | |
| Beginning/Ending/Transition | 5 4 3 2 1 | |
| Incidental Teaching | 5 4 3 2 1 | |
| Other | 5 4 3 2 1 | |

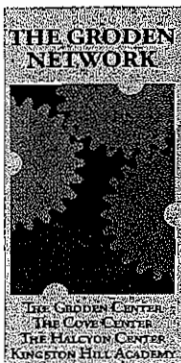
| | |
|-------------------------------|--------------------------------------|
| AVERAGE PROGRAM RATING | AVERAGE IMPLEMENTATION RATING |
|-------------------------------|--------------------------------------|

Program Analysis

| | | | | | | | |
|------------------------|------------|-------------|---------|-----------|--|----|--|
| CLIENT(S) | [REDACTED] | DATE | 9/17/08 | TIME FROM | | TO | |
| STAFF | 1 | OBSERVER(S) | 2 | | | | |
| PROGRAM | Rx | LOCATION | 2B | | | | |
| SPECIAL CONSIDERATIONS | | | | | | | |

| PROGRAMMATIC REVIEW | RATING | COMMENTS |
|-------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IEP Objectives | 5 4 3 2 1 | Noah, great job implementing Rx w/ Taylor. |
| Task Objective Sheet | 5 4 3 2 1 | |
| Instructional Arrangements | 5 4 3 2 1 | |
| Instructional Strategies | 5 4 3 2 1 | |
| Method of Recording Data / Charting | 5 4 3 2 1 | |
| IMPLEMENTATION STRATEGIES | | |
| Current IEP, TOS, Data | 5 4 3 2 1 | esp. relaxing each body part for a full 5 sec. Taylor did a nice job w/ the entire session - nice prompting when he become a little distracted. Keep up the great work. |
| Materials & Presentation | 5 4 3 2 1 | |
| Physical Arrangements | 5 4 3 2 1 | |
| Client/Staff Positioning | 5 4 3 2 1 | |
| Directions | 5 4 3 2 1 | |
| Prompts | 5 4 3 2 1 | |
| Voice | 5 4 3 2 1 | |
| Pacing | 5 4 3 2 1 | |
| Reinforcement | 5 4 3 2 1 | |
| Consequences/Corrections | 5 4 3 2 1 | |
| Interaction Style | 5 4 3 2 1 | Elan |
| Beginning/Ending/Transition | 5 4 3 2 1 | |
| Incidental Teaching | 5 4 3 2 1 | |
| Other | 5 4 3 2 1 | |

| | |
|------------------------|-------------------------------|
| AVERAGE PROGRAM RATING | AVERAGE IMPLEMENTATION RATING |
|------------------------|-------------------------------|



86 Mount Hope Avenue
Providence, Rhode Island 02906
401-274-6310 · FAX 401-421-3280
RI Relay Service TTY 711
www.grodencenter.org

THE GRODEN CENTER, INC.

November 1, 2008

Dear Mrs. Sue Dell,

This is being written at the request of [REDACTED]. I have known Noah for the past three years, providing training in the areas of alternate assessment and curriculum development. Noah displays genuine respect for his students and has excellent rapport with both staff and students. He has developed strong relationships with his students' parents. Noah performs best when working one staff to one client or leading small group activities. He is highly motivated to learn new skills attending various workshops. Noah targets goals for himself and works diligently to obtain new skills. He also participates in fund raising activities. In the past years, Noah has continually progressed in his teaching skills. He would benefit by higher education, providing the opportunity to improve his skills in group teaching. Noah has great insight in identifying his student's needs; graduate school will provide him with the skills to achieve greater student success.

Sincerely,

Lori J. Valois, M.Ed.
Educational Consultant/Assessment Coordinator

DEC - 2 2008

Professional Goals Essay

Upon completion of my undergraduate studies in education at Rhode Island College in 2005, I entered the special education field and have utilized my skills and experiences learned at Rhode Island College effectively as a professional educator. My undergraduate special education and practicum courses have taught me a plethora of skills such as lesson planning, assessment and professionalism. However, I feel as though continuing my education and obtaining my graduate degree in education will further my success as an effective special educator.

I began my career in teaching as a substitute teacher in multiple public school districts. As a substitute teacher in ESL and inclusion classrooms, my job duties included, continuation of student curriculum, classroom management and teaching students of diverse backgrounds, ethnicities, learning styles and age groups. My experience working as a substitute teacher has helped me to decide on which age group and population I felt most comfortable teaching. Although teaching in the elementary grade levels was enjoyable, teaching middle school aged students with severe/profound, mental/behavioral and emotional developmental disabilities was what I wanted to focus my profession and graduate studies on.

I am currently a special education teacher at the Groden Center in Providence. I have gained many skills such as writing and implementing creditable IEP's, and fostering my students learning using diverse teaching strategies that correlate to their learning styles and needs. I have also gained skills in classroom management, implementing Rhode Island Alternate Assessments, classroom budgeting and communication with parents and guardians. I attended many home visits and clinical meetings that pertain to their child's academics, home life and behavioral intervention planning. Working full time within my classroom has given me the opportunity to utilize the skills learned at Rhode Island College as an undergraduate but has also given me the motivation to continue my learning of the severe/profound population of special education.

As a professional in education I know the importance of being a lifelong learner and would like to advance my skills and abilities to become even more successful within the education field. As an undergraduate student at Rhode Island College, I learned many teaching and pedagogical skills including the conceptual framework, the PAR model and its four themes. Planning, acting and reflecting is a model used in my current classroom that entails planning clear and concise lessons and adapting to different learning styles. As a Reflective Practitioner, I would like to progress through professional programs and graduate programs to further enhance my abilities as a teacher in my classroom. I would like to continue my education and further develop my understanding of these particular models, standards and philosophies.

My decision in choosing the graduate program at Rhode Island College will be beneficial in my pursuit as a lifelong learner and will elicit advanced competencies within knowledge, practice, diversity and professionalism. Rhode Island College has facilitated me within the undergraduate program to become a professional special educator and continuing my education in the graduate program will further my success and professional development within the special education field.

SN 036-52-7697
Name
Student ID:

Send To:

15 DUNSTON PLACE
E Providence, RI 02914
United States



Jane Quinn
Director of Records

Print Date: 2008-10-01
Degrees Awarded: Bachelor of Science
Confir. Date: 2006-01-05
Degree Honors: Rhode Island College is an ACSC accredited Inst
Plan: Elementary Education, Generalized Spec Educ Instor
Sub-Plan: Mildly/moderately disabled Elem/secondary Sec
Beginning of Undergraduate Record: Spring 2002

PGCI 210 Introduction to Astronomy 4.00 4.00 9
PSYC 110 Introduction to Psychology 3.00 3.00 F
PSYC 331 Child Psychology 3.00 3.00 A
SOC 200 Society and Social Behavior 2.50 3.00 T
WRTE 100 Intro to Academic Writing 3.00 3.00 F
XPER 989 Elective 3.00 3.00 F
XPER 992 Elective 3.00 3.00 F
XPER 999 Elective 3.00 3.00 F
Course Years GPA: 0.000 Transfer Credits: 62.00 -82.00 C.000
TRM GPA: 3.226 TRM TOTALS: 12.00 9.00 29.00
GPA: 3.216 TRM TOTALS: 12.00 11.00 29.00

| Course | Description | Attempted | Earned | Grade | Credits | TRM GPA | TRM TOTALS | Overall GPA | Overall TOTALS |
|------------------------------------------------|---------------------------------|-----------|--------|-------|---------|---------|------------|-------------|----------------|
| PHED 340 | Fundamentals of Education | 3.00 | 3.00 | B- | 3.00 | 3.226 | 12.00 | 3.216 | 12.00 |
| HIST 165 | American Presidents Let Am Hist | 4.00 | 4.00 | B- | 4.00 | 3.226 | 16.00 | 3.216 | 16.00 |
| MATH 110 | Basic Mathematics Competency | 3.00 | 3.00 | B- | 3.00 | 3.226 | 15.00 | 3.216 | 15.00 |
| MUSP 241 | Music with a Major in Music Ed | 2.00 | 2.00 | B- | 2.00 | 3.226 | 13.00 | 3.216 | 13.00 |
| Transfer Credit from Bristol Community College | | | | | | | | | |
| Approved toward degree General College Program | | | | | | | | | |
| BIOL 111 | Introductory Biology I | 4.00 | 4.00 | F | 4.00 | 3.226 | 17.00 | 3.216 | 17.00 |
| COMM 208 | Public Speaking | 1.00 | 1.00 | F | 1.00 | 3.226 | 16.00 | 3.216 | 16.00 |
| CECL 181 | Introduction to Computer | 1.00 | 1.00 | F | 1.00 | 3.226 | 15.00 | 3.216 | 15.00 |
| ECOM 215 | Principles of Macroeconomics | 1.00 | 1.00 | F | 1.00 | 3.226 | 14.00 | 3.216 | 14.00 |
| FINESART 175 | General Educ Fine Arts | 1.00 | 1.00 | F | 1.00 | 3.226 | 13.00 | 3.216 | 13.00 |
| GEOS 101 | Introduction to Geography | 3.00 | 3.00 | F | 3.00 | 3.226 | 16.00 | 3.216 | 16.00 |
| HIST 161 | Western History | 1.00 | 1.00 | F | 1.00 | 3.226 | 15.00 | 3.216 | 15.00 |
| MATR 139 | Contemporary Peoples in North | 3.00 | 3.00 | F | 3.00 | 3.226 | 12.00 | 3.216 | 12.00 |
| PORT 101 | Elementary Portuguese I | 3.00 | 3.00 | F | 3.00 | 3.226 | 11.00 | 3.216 | 11.00 |
| PORT 102 | Elementary Portuguese II | 3.00 | 3.00 | F | 3.00 | 3.226 | 10.00 | 3.216 | 10.00 |
| PORT 111 | Intermediate Portuguese | 1.00 | 1.00 | F | 1.00 | 3.226 | 9.00 | 3.216 | 9.00 |
| CUM GPA: 3.350 CUM CREDITS: 23.00 84.00 73.720 | | | | | | | | | |
| Description: Western Literature | | | | | | | | | |
| Description: Spring 2003 | | | | | | | | | |
| Description: Attempted Spring 2003 | | | | | | | | | |

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

Rhode Island College Official Transcript

SSN: _____
 Name: _____
 Student ID: _____

Jane Quinn
 Director of Records

Send To:
 19 MASS STREET
 PROVIDENCE, RI 02914
 United States



FALL 2003

| COURSE | DESCRIPTION | ATTENDED | EARNED | GRADE | POINTS |
|----------|---------------------------------|----------|--------|-------|---------|
| PHED 100 | Concepts of Teaching | 3.00 | 3.00 | A | 12.000 |
| PHIL 261 | Physical Issues in Health Care | 4.00 | 4.00 | B+ | 10.660 |
| SPED 110 | Believe Not For Except Children | 4.00 | 4.00 | B- | 10.660 |
| SPED 412 | Assessment Overachievement | 4.00 | 4.00 | B | 12.000 |
| TERM GPA | | 11.00 | 11.00 | | 33.360 |
| CUM GPA | | 49.00 | 108.00 | | 145.050 |

FALL 2003

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| CUM GPA | | 49.00 | 108.00 | | 145.050 |

SPRING 2004

| COURSE | DESCRIPTION | ATTENDED | EARNED | GRADE | POINTS |
|----------|---------------------------------|----------|--------|-------|---------|
| PHED 100 | Concepts of Teaching | 3.00 | 3.00 | A | 12.000 |
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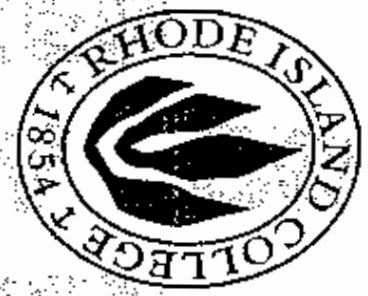
Records Office
 600 Mt. Pleasant Avenue
 Providence, RI 02908-1991
 (401)456-8212

Rhode Island College Official Transcript

SSN :
 Name :
 Student ID :

James P. Quinn
 Director of Records

Sand To:
 19 Bliss Street
 E Providence, RI 02914
 United States



2002-05-16 College Mathematics Requirement
 Milestone Status: Completed
 2002-05-16 College Taken: Completed
 2002-05-16 College Writing Requirement
 Milestone Status: Completed
 2002-05-16 Course Taken: Completed

Beginning of Graduate Record
 Fall 2007

Course: Infants/Presch Sp Nees/Pycol
 SPED 515
 TERM GPA : 0.000
 TERM TOTALS : 0.000
 CUM GPA : 1.880
 CUM TOTALS : 11.000
 Graduate Career Totals
 CUM GPA : 1.880
 CUM TOTALS : 11.000
 42.680

| COURSE | DESCRIPTION | ATTEMPTED | EARNED | GRADE | POINTS |
|-------------|------------------------------|-----------|--------|-------|--------|
| SPED 435 | Assess/Instr/Behavior/Disord | 4.00 | 4.00 | A- | 14.680 |
| TERM GPA | | 4.00 | 4.00 | | 14.680 |
| CUM GPA | | 4.00 | 4.00 | | 14.680 |
| SPRING 2008 | | | | | |
| SPED 436 | Asses/Instr/Behavior/Disord | 4.00 | 4.00 | A | 16.000 |
| TERM GPA | | 4.00 | 4.00 | | 16.000 |
| CUM GPA | | 4.00 | 4.00 | | 16.000 |
| TERM GPA | | 3.835 | 8.00 | | 30.680 |

Summer 2008

| COURSE | DESCRIPTION | ATTEMPTED | EARNED | GRADE | POINTS |
|----------|---------------------------------|-----------|--------|-------|--------|
| SPED 520 | Non Sch Sec Severely/Prlna Disa | 1.00 | 3.00 | A | 12.000 |
| TERM GPA | | 4.000 | 3.00 | | 12.000 |
| CUM GPA | | 1.880 | 11.00 | | 42.680 |

End of Transcript



**RHODE ISLAND
COLLEGE**

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Application for Graduate Admission

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

1.

| | | |
|---|---|---|
| 0 | 3 | 6 |
|---|---|---|

| | |
|---|---|
| 5 | 2 |
|---|---|

| | | | |
|---|---|---|---|
| 7 | 6 | 9 | 7 |
|---|---|---|---|

SOCIAL SECURITY NUMBER

2. Name: _____
LAST

MAIDEN OR OTHER NAME, IF ANY _____

3. Gender (optional): Male Female

4. Date of Birth: 9/10/79 Place of Birth: Providence, RI
MONTH/DAY/YEAR CITY/STATE (COUNTRY, IF NOT UNITED STATES)

5. Home Address: 19 Bliss St.
NUMBER/STREET

East Providence RI 02914
CITY/STATE/ZIP

USA
COUNTRY (IF INTERNATIONAL STUDENT)

(401) 440 8022 NEstyles1@aol.com
TELEPHONE E-MAIL ADDRESS (IF AVAILABLE)

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

6. Citizenship (check one):
 U.S. Citizen (Native). State of Legal Residence: _____ . Number of Years in State: 5
 Permanent U.S. Resident with a Permanent Residency Card. (Please forward a copy of both sides of your permanent residency card.)
 State of Legal Residence: _____ . Number of Years in State: _____
 International Student. Country: _____ . (Be sure to complete no. 20.)
 Visa (check one): Student Visa Dependent Visa Current Visa Type (B-1, J-1, etc.): _____
 Other Immigration Status. (Please specify and attach supporting information.) _____

7. Your First Language (optional): English

8. Proposed Entrance Date: Fall Spring Summer Year 2009

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

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

01 0111

11. **Highest Credential Held at Proposed Entrance Date:**

Bachelor's Degree Master's Degree Other _____

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

| COLLEGE/UNIVERSITY | LOCATION | DEGREE AND DATE CONFERRED | CUMULATIVE GPA | DATE OF REQUEST |
|---------------------------|-----------------|---------------------------|----------------|-----------------|
| Bristol Community College | Fall River, Ma. | Liberal Arts, Associates | | |
| Rhode Island College | Providence RI | B.S. Elec/Specd | | |
| _____ | _____ | _____ | _____ | _____ |

Honors received: _____

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

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

Feinstein School of Education and Human Development, M.Ed
FULL NAME OF PROGRAM DEPARTMENT
 Severe/Profound

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

Graduate Record Examination Date _____
 Miller Analogies Test Date _____
 Other (Specify) _____ Date _____

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

| NAME | TITLE | DATE REQUESTED |
|----------------------|-------------------|----------------|
| 1. Elaine Gaudreau | Supervisor | |
| 2. Dr Cooper Woodard | Clinical Director | |
| 3. _____ | _____ | _____ |

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

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

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

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

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

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

20. **Assistantships and Scholarships:** There are a limited number of graduate and teaching assistantships. Please see http://www.ric.edu/finaid/grad_student.html#grad_assist for particulars.

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

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

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

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

()
TELEPHONE

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

NUMBER/STREET

CITY/STATE/ZIP

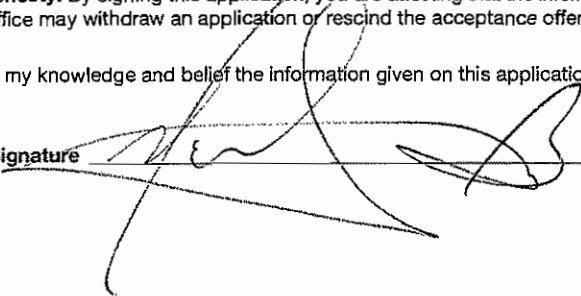
COUNTRY (IF INTERNATIONAL STUDENT)

()
TELEPHONE

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

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

Applicant's Signature



Date

10/25/08

Statement of Confidentiality

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

Statement of Nondiscrimination and Affirmative Action

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

To: Feinstein School of Education and Human Development
From: Cooper Woodard, PhD
Date: October 20, 2008
Re: Recommendation for

Noah Escaler has asked that I provide a letter of recommendation for admission to the graduate program at the Feinstein School of Education and Human Development, and I have agreed to do so without hesitation. I have known and worked with Noah for two years, and have found him to be an insightful, thoughtful, kind, and responsible special education teacher. He works with up to 9 children with varying types and levels of developmental disabilities including autism, many of whom also are diagnosed with comorbid psychiatric disorders which often complicates treatment dramatically. He is able to provide appropriate educational services to each child, and deals effectively with the behavioral challenges we often face. He works very cooperatively with me to create effective behavioral programming, works very well with his staff and parents, and has what seems to be unending patience with the students he teaches.

Beyond his skills in supervision and behavioral intervention, Noah is a particularly pleasant and friendly person to work with. He takes constructive feedback very well, picks up quickly on ideas and new approaches, and independently exercises his new learning with little need for additional supervision. He is a conscientious and honest person, who has the ability to foster an interesting and supportive classroom environment where both students and staff can flourish. I have no doubt that he would be an asset to your program.

I recommend Noah to your program without hesitation, and I think he will be an enthusiastic and well-rounded contributor to your program and the field. If you have any questions, please feel free to contact me.



Cooper R. Woodard, PhD
Clinical Director
The Groden Center

10/17/08

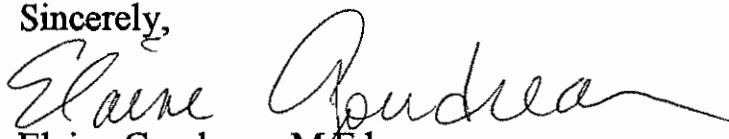
To Whom It May Concern,

I am writing on behalf of [redacted]. I have worked with Noah since 2/14/07. Noah is the Special Education teacher at the Groden Center for a classroom of 6 children. Prior to this position Noah also worked as a treatment teacher at the Groden Center. Noah has proven to be an excellent Special Education Teacher, overseeing a classroom for children with autism and severe behavioral challenges. He is kind, patient and possesses a positive attitude, especially during challenges in the classroom. Noah is very mature and takes feedback extremely well. He also uses any feedback immediately in his classroom. Noah is responsible for the development and implementation of each of the children's Individual Educational Plan's and participating in the development of each child's behavior intervention plan. He is always striving to make sure that all of the children make the most progress possible while in his classroom. Noah also has established positive and professional relationships with the parents of all of his students.

I believe Noah will make an excellent candidate for this graduate program and will put forth the same amount of enthusiasm and dedication that he shows in his daily work with the students.

If you have any questions please contact me at 274-6310 ext. 1009

Sincerely,


Elaine Goudreau, M.Ed
Clinical Supervisor



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

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

Signature of Applicant _____

Date _____

(Applicant's Name) _____
at Rhode Island College _____

_____ has applied for admission to graduate study
_____ your estimation of the candidate's potential to do graduate work.

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

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

Years 3 Months 2

Nature of acquaintance: Lori Valois

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

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

Signature _____

Date _____

Name _____

(Please print)

(Institution or firm)

(Position)

Address _____

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

Statement of Confidentiality:

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



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

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

Signature of Applicant

[Handwritten signature]

Date

10-16-08

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

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

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

Years 2 Months 2

Nature of acquaintance: Clinical Supervisor

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

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

Signature

[Handwritten signature]

Date

10-20-08

Name

Cooper Woodard, PhD. Godwin Center

Clinical Director

(Please print)

(Institution or firm)

(Position)

Address

86 Mt. Hope Ave, Providence RI 02906

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

Statement of Confidentiality:

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



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

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

Signature of Applicant [Handwritten Signature] Date 10/16/07

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

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

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

Years 1 Months 8 Nature of acquaintance: spec. ed teacher

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

Table with 6 columns: Attribute, Below Average, Average, Above Average, High, and NA. Rows include attributes like Capacity for insight, Clarity of goals, Intellectual curiosity, etc., with handwritten ratings in the 'Above Average' and 'High' columns.

Signature [Handwritten Signature] Date 10/17/07
Name Etaine Goudreau Groder (Please print) Groder Center (Institution or firm) Clinical Supervisor (Position)
Address 86 Mt Hope Providence RI 02906

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

Statement of Confidentiality:

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

Record of:
Current Name:
167 Mohawk Drive
Seekonk, MA 02771

BRISTOL COMMUNITY COLLEGE Page: 1
777 ELSBREE STREET
FALL RIVER, MASSACHUSETTS 02720

Issued To:
East Providence, RI 02914

Course Level: UG

Current Program
Undeclared

Major : Non-Degree

Events: CTC Requirements Fulfilled

Comments:

AT to LA
LA to ED
ED to LA

Degree Awarded Associate in Arts 31-DEC-2001

Primary Degree

Major : Liberal Arts

Maj/Concentration : Humanities Option

Secondary

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Fall 1998

CIS 10 Introduction To Computers 3.00 A 12.00
ENG 11 College Writing 3.00 C 6.00
ENG 30 Intro to Film 3.00 C- 6.00
HST 20 The Ancient World 3.00 D 3.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 27.00 GPA: 2.25

Spring 1999

ENG 12 Intro to Literature 3.00 D+ 3.00
MTH 19 Fundamental Statistics 3.00 F 0.00
PSY 51 General Psychology 3.00 C 6.00
SOC 11 Principles of Sociology 3.00 F 0.00 E
Ehrs: 6.00 GPA-Hrs: 9.00 QPts: 9.00 GPA: 1.00

Spring 2000

ART 34 Drawing for Non-Art Majors 3.00 A- 11.10

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

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

HST 23 Modern Europe and the World 3.00 C 6.00
MTH 01 Arithmetic 1.00 C 2.00
POR 02 Elementary Portuguese II 3.00 C 6.00
PSY 59 Psychology of Personal Adjust 3.00 A 12.00
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 37.10 GPA: 2.85

Fall 2000

ART 11 Intro to the History of Art 3.00 C+ 6.90
BIO 11 General Biology I 4.00 C 8.00
POR 01 Elementary Portuguese 3.00 A 12.00
SSC 14 Introduction to Geography 3.00 B 9.00
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 35.90 GPA: 2.76

Spring 2001

ART 12 Survey of Modern Art 3.00 B 9.00
AST 11 Introduction to Astronomy 4.00 C+ 9.20
ECN 11 Principles of Economics-Macro 3.00 C 6.00
MTH 1N Introduction to Algebra 3.00 C 6.00
PSY 52 Child Development 3.00 A- 11.10
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 41.30 GPA: 2.58

Fall 2001

MTH 25 Modern College Mathematics 3.00 B 9.00
POR 11 Intermediate Portuguese 3.00 A 12.00
SOC 11 Principles of Sociology 3.00 A 12.00 I
SPH 11 Fundamentals of Speech 3.00 B+ 9.90
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 42.90 GPA: 3.57

Dean's List

***** TRANSCRIPT TOTALS *****

Earned Hrs GPA Hrs Points GPA
TOTAL INSTITUTION 72.00 75.00 193.20 2.57

TOTAL TRANSFER 0.00 0.00 0.00 0.00

OVERALL 72.00 75.00 193.20 2.57

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

Maurice E. Roberts
REGISTRAR

(see reverse side for codes)

**NOT VALID AS AN OFFICIAL TRANSCRIPT
WITHOUT IMPRESSION OF THE SEAL.**

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 PROHIBITS
DISCLOSURE OF INFORMATION FROM THIS TRANSCRIPT TO THIRD PARTIES
WITHOUT PRIOR WRITTEN CONSENT OF THE STUDENT.

East Providence, RI 02914-

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

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

CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF ELEMENTARY GRADES (01-06) ISSUED 24-MAR-2006 AND EXPIRING 31-AUG-2009
CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT SPECIAL EDUCATOR - ELEMENTARY/MIDDLE LEVEL ISSUED 24-MAR-2006 AND EXPIRING 31-AUG-2009

45317

CERTIFICATE NUMBER

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

Paula J. ...
Certification Officer

Edmund ...
Commissioner



RI COLL-DEANS OFF
FEINSTEIN SCH OF ED
600 MT PLEASANT AVE
PROVIDENCE, RI 02908



OFFICIAL TRANSCRIPT

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

Examinee Name:
Examinee Address: 19 BLISS ST Y
EAST PROVIDENCE, RI 02914
Examinee Phone: (401)-440-8022
Social Security #: 036-52-7697
Date of Birth: 09/10/79
Intended Major: SPECIAL EDUCATION

| TEST DATE | SCALED SCORE | Total Group PR | Intended Major PR |
|-----------|--------------|----------------|-------------------|
| 11/17/08 | 379 | 20 | 19 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

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

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

- PRs obtained from October 2004 on are based on the current **2003 norms**, which are determined from the performance of all first-time MAT examinees from January 2001 through December 2003.
- Any PRs obtained prior to October 2004 were originally based on the previous **1992 norms**, but have been converted to the **2003 PRs** for reporting purposes on this transcript.

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

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

DEC 16 2008





**RHODE ISLAND
COLLEGE**

January 30, 2009

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

East Providence, RI 02914

Dear Noah:

Congratulations! The Department of Special Education is pleased to inform you that you have been admitted to the M.Ed. in Special Education with concentration in Severe Profound Disabilities Program. Your effective date of admission begins with the spring 2009 semester and at that time you will become a fully matriculated graduate student.

Enclosed is a copy of your Plan of Study. The Plan of Study is usually followed to completion of the advanced degree. Please consult with your advisor, Dr. Susan Dell, at 456-8557 should you wish to make a change in your Plan of Study.

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

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

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

Sincerely,

Monica G. Darcy, Ph.D.
Director of Graduate Programs

MGD/rm

Cc: S. Dell



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

January 16, 2009

East Providence, RI 02911

Dear Noah:

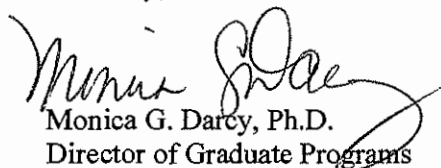
Congratulations! I am pleased to inform you that the faculty members of the Department of Special Education at Rhode Island College have made a positive recommendation for your acceptance into the M.Ed. in Special Education with concentration in Severe Profound Disabilities Program.

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

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

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

Sincerely,


Monica G. Darcy, Ph.D.
Director of Graduate Programs

MGD/rm

Cc: S. Dell

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

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