

March 23, 2009



**RHODE ISLAND
COLLEGE**

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 Technology Education within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

You must take and pass the Principles of Learning and Teaching test grades 7-12 (0524) and the technology portfolio 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. The Technology Education Program requires candidates to maintain a minimum grade point average of 2.75 in all technology education courses. Please consult with your advisor, Dr. Charles McLaughlin, 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

KSC/mdg

c: Educational Studies Department Files
c: Dr. Charles McLaughlin

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:



Address:

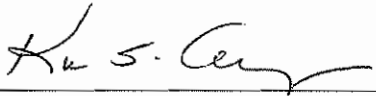
Student ID: 0345648

Phone: 401/739-5408

Program: Technology Education - (Undergraduate Student)

Charles McLaughlin
Name of Advisor

03/23/2009
Date


Signature of Associate Dean



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Rev 12/07

TEACHER EDUCATION PROGRAM APPLICATION FORM

To be completed by applicant:

Name: [REDACTED] Student I.D. #: 0345648 Date: 12/2/08

Permanent Address: [REDACTED] College Address: _____

Street # _____ Street _____ Apt. # _____
Warwick RI 02889

City _____ State _____ Zip _____

E-Mail _____ Telephone # _____

Racial/Ethnic Identification:
 American Indian/Alaskan Native Asian/Pacific Islander Black/African American
 Hispanic/Latino White 2 or more

Gender: Male Female Date of Birth: 02/28/86

Degree: Undergrad 2nd Degree Estimated Date of Graduation: Spring '10

Teacher Education Program: Secondary Ed. Major/Concentration: Tech. Ed.

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

To be completed by Admissions Committee:

PPST Scores: Reading: 185 12/6/8 Writing: 171 12/1/8 Mathematics: 193 12/1/8

Transcripts:	Score	Date Taken	Score	Date Taken	Score	Date Taken
RIC	<u>2/25/09</u>	<u>2/25/09</u>	Other	<u>ACRI</u>	<u>4/11/7</u>	<u>4/11/7</u>
	Date	Name of College/University	Date	Name of College/University	Date	Name of College/University

Admission to RIC: 1/25/07 # of Credits Completed: 100 GPA: 3.284 FNED 346: A
 Date Grade

of Credits in Major Completed: 23 Major GPA: 3.28

Completion of RIC Writing Requirement: FALL '07 Completion of RIC Math Requirement: 8/7/6
 Date Date

Reference Forms
 Faculty: DR. BIGLER 12/2/7 Supervisor: CHRISTOPHER FLOWER 12/18/7
 Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 7/24/8 4 Technology Competency: F'07
 Date Score Date

Program Specific Requirements: _____

DEPARTMENT RECOMMENDATION:
 Admit Denied Deferred
 Please describe conditions/reasons: _____

ADVISOR: Ms. LAUGHLIN

Signature of Admissions Committee Member: [Signature] Date: 03/06/09

Signature of Department Chair: _____ Date: _____

Signature of Associate Dean: _____ Date: _____



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

FNED 346 Faculty (Confidential)

This section is to be filled out by the applicant.

Name: [Redacted] ID #: _____ Telephone #: (401) 864-7581

Teacher Preparation Program: Feinstein Secondary Major/Concentration: Tech Ed

Name of Evaluator: Dr. Bryler Position of Evaluator: _____

Professional Address of Evaluator: RIC

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

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

Signature of Evaluator: Ellen Bryler Date: 12/27/2007

On the reverse side there is a descriptive rubric to use as a reference for rating. You may use the reverse of this page to add additional comments.

A very strong candidate!

DAVE made tremendous growth this semester in his understanding of the subject matter and was open to re-evaluating deep -



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: _____ Telephone #: 401-864-4051

Teacher Preparation Program: Secondary Ed. Major/Concentration: Tech. Ed.

Name of Evaluator: Christopher Eichner Position of Evaluator: Teacher

Professional Address of Evaluator: MLK Elem. School Providence

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

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

Signature of Evaluator:  Date: 12/18/07

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form.



COMMUNITY COLLEGE OF RHODE ISLAND
ACADEMIC TRANSCRIPT

Office of Enrollment Services
401-825-2003

Student No: 92248741

Date Issued: 09-FE

Record of:
Current Name:



Page:

Course Level: Undergraduate
High School: Warwick Veterans Memorial H S 30-JUN-2004

Current Program:
Major: General Studies

***** TRANSCRIPT TOTALS *****
Earned Hrs GPA Hrs Points GPA
OVERALL 40.00 40.00 106.00 2.65
***** END OF TRANSCRIPT *****

SUBJ NO	COURSE TITLE	CRED	GRD	PTS	R
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INSTITUTION CREDIT:

Spring 2005

COMI 1100	Intro To Computers	3.00	B	9.00	
ENGL 1010	Composition I	3.00	B	9.00	
HIST 1220	History US From 1877	3.00	A	12.00	
RHED 1720	Real Coaching	3.00	A	12.00	
PSYC 2010	General Psychology	3.00	C	6.00	
Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 48.00 GPA: 3.20					

Fall 2005

ARTS 1310	Drawing I	3.00	W	0.00	
ENGL 1260	Intro To Literature	3.00	B	9.00	
HIST 1210	History US To 1877	3.00	B	9.00	
MATH 1900	Pre-Calculus Math	4.00	D	4.00	
SOCS 1010	General Sociology	3.00	C	6.00	
Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 28.00 GPA: 2.15					

Spring 2006

BIOL 1200	Human Health & Disease	3.00	C	6.00	
BUSN 1010	Intro To Business	3.00	D	3.00	
PHED 1610	Essn Physical Fitness	3.00	A	12.00	
PHED 1700	Prvntn Care Ath Injurs/First Ai	3.00	B	9.00	
SPCH 1100	Oral Communication I	3.00	W	0.00	
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 30.00 GPA: 2.50					

Spring 2007

IN PROGRESS WORK

BIOL 1050	Man And Environment	3.00	IN PROGRESS		
HMNS 1010	Intro. to Helping & Human Serv	3.00	IN PROGRESS		
LAW 1020	Administration Justice	3.00	IN PROGRESS		
POLS 1010	American Natl Govern	3.00	IN PROGRESS		
In Progress Credits 12.00					

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

FEB 12 2007

Term 1078
Status APPL Empl 0345648
Type TRF
Color GREEN Eff Date 01-25-07



Display Transcript

This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

Institution Credit Transcript Totals Courses in Progress

Transcript Data

STUDENT INFORMATION

Curriculum Information

Current Program

Major and Department: General Studies, Arts and Sciences

***Transcript type:WEB is NOT Official ***

DEGREES AWARDED

Sought: Associate in Arts **Degree Date:**

Curriculum Information

Primary Degree

Major: Liberal Arts - Mathematics

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Institution:	15.000	15.000	15.000	15.000	48.00	3.20

Sought: Associate in Arts **Degree Date:**

Curriculum Information

Primary Degree

Major: General Studies

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Institution:	31.000	25.000	25.000	25.000	58.00	2.32

INSTITUTION CREDIT -Top-

Spring 2005

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R CEU	Contact Hours
COMI	1100	UG	Intro To Computers	B	3.000	9.00		
ENGL	1010	UG	Composition I	B	3.000	9.00		
HIST	1220	UG	History US From 1877	A	3.000	12.00		
PHED	1720	UG	Real Coaching	A	3.000	12.00		
PSYC	2010	UG	General Psychology	C	3.000	6.00		

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	15.000	15.000	15.000	48.00	3.20
Cumulative:	15.000	15.000	15.000	15.000	48.00	3.20

Unofficial Transcript

Fall 2005

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R CEU	Contact Hours
ARTS	1010	UG	Drawing I	W	3.000	0.00		
ENGL	1200	UG	Intro To Literature	B	3.000	9.00		
HIST	1210	UG	History US To 1877	B	3.000	9.00		
MATH	1900	UG	Pre-Calculus Math	D	4.000	4.00		
SOCS	1010	UG	General Sociology	C	3.000	6.00		

Term Totals (Undergraduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.000	13.000	13.000	13.000	28.00	2.15
Cumulative:	31.000	28.000	28.000	28.000	76.00	2.71

Unofficial Transcript

Spring 2006

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R CEU	Contact Hours
BIOL	1200	UG	Human Health & Disease	C	3.000	6.00		
BUSN	1010	UG	Intro To Business	D	3.000	3.00		
PHED	1610	UG	Essn Physical Fitness	A	3.000	12.00		
PHED	1700	UG	Prvntn Care Ath Injurs/Frst Ai	B	3.000	9.00		
SPCH	1100	UG	Oral Communication I	W	3.000	0.00		

Term Totals (Undergraduate)

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
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THE PRAXIS SERIES™

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

EXAMINEE SCORE REPORT

BACKGROUND INFORMATION

Candidate ID: [REDACTED] Social Security Number: 039-58-4859 Sex: M Date of Birth: [REDACTED] 86

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE
 Undergraduate Major: TECHNOLOGY EDUCATION
 Graduate Major: TECHNOLOGY EDUCATION
 Educational Level: SENIOR (FOURTH YEAR)
 GPA: 2.5 - 2.99

SCORE RECIPIENT(S) REQUESTED

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

[REDACTED]
 WARWICK RI 02889

CURRENT TEST DATE: 12/01/2008		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R3724	R8077				
5710	C-PPST: READING	185	150 - 190	174 - 181	Y	N				
5720	C-PPST: WRITING	171	150 - 190	173 - 178	Y	N				
5730	C-PPST: MATHEMATICS	183	150 - 190	174 - 183	Y	N				

HIGHEST SCORE AS OF 12/12/2008

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)					
					R3724	R8077				
12/01/2008	5710	C-PPST: READING	185	150 - 190	Y	N				
12/01/2008	5720	C-PPST: WRITING	171	150 - 190	Y	N				
12/01/2008	5730	C-PPST: MATHEMATICS	183	150 - 190	Y	N				

Scores will be available for reporting for ten years.

For more information on Understanding Your Praxis Scores, refer to the enclosed interpretive leaflet and visit www.ets.org/praxis.

MESSAGE CODES

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

DETAILED INFORMATION FOR 12/01/2008 TEST DATE			
Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING			
I. LITERAL COMPREHENSION	20	21	11 - 17
II. CRITICAL AND INFERENTIAL COMPREHENSION	19	19	13 - 17
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	5	12	6 - 9
II. STRUCTURAL RELATIONSHIPS	8	14	6 - 10
III. WORD CHOICES AND MECHANICS	6	12	6 - 8
IV. ESSAY	6	12	6 - 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	12	13	7 - 10
II. ALGEBRA	7	8	4 - 7
III. GEOMETRY AND MEASUREMENT	7	9	5 - 7
IV. DATA ANALYSIS AND PROBABILITY	7	10	6 - 8

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

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

STUDENT = 5

	Mean
FINAL ESSAY SCORE	4.0000

rdg
7/24/08

a STUDENT = 5

INTERPRETATION OF RESULTS:

A score of 4 or 3 is passing. Simply submit the essay and the scoring rubric with your admissions 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). A score of 2 indicates that the paper generally demonstrated some understanding of the assignment, but it needs to be more fully developed. It may also indicate that there are errors in the structure/voice, organization, and conventions of the paper. We recommend that the writer first reviews the assignment and the scoring rubric AND then seeks assistance at the RIC Writing Center. When you take the original essay to the Writing Center, please take the scoring rubric with you. Remember that the content is important, but so too is the way you have communicated with the reader. The Writing Center will be able to help you discover both strengths and weaknesses in your essay.

A score of 1, the essay is unacceptable and should be completely redone. Generally writers that receive a score of 1 have not demonstrated an understanding of the assignment/task. The paper has not addressed all of the points in the directions and probably contains numerous errors in the structure/voice, organization, and conventions of the paper. This essay should be a final document...one which reflects who you plan to be as a teacher. Students receiving a score of 1 should visit the Writing Center for assistance in understanding the assignment and the rubric.

5

Career Commitment Essay



Tech Ed.

July 21, 2008

Before becoming the head of the Technology Education program for the city of Cranston, my father was a Tech. Ed. teacher at the secondary level for over fifteen years. The value of teaching has been imbedded in me from an early age. I have learned that teaching is more than a job, it is a promise to the children of our community. There is nothing more gratifying than providing a child with the confidence needed to reach his or her full potential. Therefore, this is one of my reasons for choosing the Feinstein School of Education's teaching program. I believe that each child should be given an equal opportunity, or education, in order to succeed in his or her future endeavors. I want to be a part of providing this opportunity by becoming a Technology teacher.

I initially chose to be a Mathematics major because math always came easy to me. However, I found it very difficult to explain mathematical concepts properly to the students. After realizing this paradox, I made the decision to change my major to Tech. Ed. After growing up in a family with two parents who are teachers, I feel that I have first hand knowledge of the commitment and self-sacrifice that is needed to be an effective teacher, especially in the field of technology. Therefore, when I heard Rhode Island College still offered a Tech. Ed. program I was excited to get the opportunity to study such an important discipline.

So as far as my commitment to this program, I believe that I have personal experiences that illustrate my ability to be persistent and dedicated. For example, I have played baseball my entire life, from Little League up to the present. I was an All-State High School player and a First Team All New England pick last year for the Community College of Rhode Island. I came to RIC not even thinking about having to choose between baseball and my studies, but later I was unfortunately faced with the situation that many of my classes conflicted with my baseball schedule. My father was pushing me to play, but I made the final decision to hang up my cleats so I could focus on my academics in order to earn my teaching degree. I saw this as sacrificing one goal in order to obtain another goal. My personal sacrifice illustrates my commitment to teaching as well as to the program.

I feel that an effective teacher is sensitive to the diversity within a given classroom and is able to use this knowledge to choose the most effective and efficient way of relaying the information needed. Currently I tutor at the Martin Luther King Jr. Elementary School. My class consists of a large majority being Hispanic or African-Americans students, and only one white student. There are more than three languages being tossed around the room by the students at any given point in the day. The wide range of learning levels and cultural diversity present in the classroom provides a unique learning experience for the students as well as myself. As a teacher I want to capitalize on such diversity in the classroom instead of labeling students. I asked one child if she could read me a math question we were working on. I was surprised when she shyly responded, "I can't read." Although I had heard her speak English fluently before, she was unable to comprehend the information on her own. As a teacher I need to be sensitive to differences like these as well as find ways to effectively teach a class from top to bottom.

To me the most important aspect of teaching is the philosophy of creating students as lifelong learners. I feel that I embodied this principle on an everyday basis. I am a creative improviser, a quality that I view as essential to teaching. When I become a teacher I realize that I will not have all of the necessary resources available to me. Being able to overcome these shortfalls, and still provide a valuable lesson to my students takes creativity, dedication, and commitment. Teaching is more than spoon feeding material to the class. For example, developing personal relationships with students and parents is essential to the classroom experience. I feel calling parents to learn a little more about a student or encouraging students to bring in baked goods from their culture can be used as tools to connect every individual in the class, not just those already similar to each other. By implementing the Funds of Knowledge, I would create a comfortable learning environment for every student. I hope it will be an environment where my students, along with myself, are focused on improving one another each and every day. This is further supported by Vivian Paley in White Teacher. Paley focuses on kids using their own cultural differences to expand the classroom experience. By shedding light on diversity I increase the

likelihood of acceptance instead of making kids feel like they are different from one another, and ultimately all students will successfully come out as lifelong learners.

Viewing each child as an individual is also crucial to an effective classroom setting and creating lifelong learners. When students are grouped together based on initial appearance it results in class prejudice. As a teacher I see this critical need for change. I feel, as a teacher, it is my responsibility to try every day to provide each child with whatever assistance he or she may need. I deeply value the importance of this approach as well as acknowledge that in order to be an effective and successful teacher that I need to continue to learn as well. Part of my teacher education preparation should include fostering professional relationships, daily reflection, and furthering my instructional knowledge.

In order to improve as a teacher I plan to keep a daily journal in which I will record both positive and negative experiences and areas that I want to improve upon my teaching. Also, I think professional collaboration will help me develop my teacher identity. Professional collaboration is all about making connections. Teachers need to make the effort to connect personal material with the material of teachers in other classrooms. Through professional collaboration I hope to gather new instructional activities from veteran teachers, incorporate other content area information, and learn effective classroom organization techniques. Specifically I would like to gain knowledge about group work. I feel that group work can provide a number of benefits for students. When students are grouped with others in small groups they learn to work together as well as work with others who may not have the same strengths as themselves.



Overall, I believe that I have effectively stated my reasons for choosing RIC's education program, explained my commitment to the program's requirements and discussed my views on creating a successful learning environment. Also, I recognize that with the help of this program I can improve my own teaching and achieve my goal of creating lifelong learners.

Report Results

Return

Unofficial Transcripts

University of Rhode Island
 Office of Enrollment Services
 35 Campus Avenue
 Green Hall
 Kingston, RI 02881
 United States

Print Date : 2007-01-11
 Name : 
 Student ID : 
 Reason : Web Transcript Request

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

Fall 2004

Program : College of Arts & Science - UC
 Plan : Mathematics - BA Major
 Program : College of Hmn Sci & Srv - UC
 Plan : Secondary Education - BA Major
 Session : Regular

AST	108	Introductory Astronomy	3.00	3.00 C	6.000
COM	100	Communication Fundamentals	3.00	3.00 D	3.000
MTH	111	Precalculus	3.00	3.00 D	3.000
Notes		: Grade Change			
NFS	207	General Nutrition	3.00	3.00 C+	6.900
URI	101	Tradition & Transform	1.00	1.00 C-	1.700
TERM GPA :	1.580	TERM TOTALS :	13.00	13.00	20.600
CUM GPA :	1.580	CUM TOTALS :	13.00	13.00	20.600

Placed on Probation

Spring 2005

Withdrew : 2005-01-01

Undergraduate Career Totals

CUM GPA : 1.580 CUM TOTALS : 13.00 13.00 20.600

0345648



Report Manager

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name : David Boyajian

Student ID: 0345648

SSN : 039-58-4859

Print Date : 2009-02-25

Handwritten notes and stamps

Academic Program History

Program : Ugrad Degree General College
2007-01-25 : Technology Education-IM Major
Program : Non-Degree Undergraduate
2007-05-17 : Continuing Education Major

Beginning of Undergraduate Record

Summer 2007

Table with 6 columns: Course ID, Description, Credits, Grade, Credits, Grade Point Average. Includes rows for TECH 450, TERM GPA 3.670, and CUM GPA 3.670.

Fall 2007

Table with 6 columns: Course ID, Description, Credits, Grade, Credits, Grade Point Average. Includes rows for CHEM 103, FNED 346, INST 100, TECH 200, and TECH 202.

Transfer Credit from Community College of Rhode Island

Applied Toward Ugrad Degree General College Program

Table with 6 columns: Course ID, Description, Credits, Grade, Credits, Grade Point Average. Lists various transfer courses like CSCI 101, ENGL 117, HIST 201, etc.

WRTG	100	Writing and Rhetoric	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	4.00	4.00	T	
XFER	999	Elective	3.00	3.00	T	
Course Trans GPA:		0.000	Transfer Totals :	40.00	40.00	0.000

Transfer Credit from Eastern Connecticut St Univ
Applied Toward Ugrad Degree General College Program

BIOL	103	Human Biology	3.00	3.00	T	
MATH	212	Calculus I	4.00	4.00	T	
MUS	104	Class Piano I	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
Course Trans GPA:		0.000	Transfer Totals :	13.00	13.00	0.000

Transfer Credit from University of Rhode Island
Applied Toward Ugrad Degree General College Program

XFER	999	Elective	1.00	1.00	T	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	C	
XFER	999	Elective	3.00	3.00	T	
XFER	999	Elective	3.00	3.00	T	
Course Trans GPA:		0.000	Transfer Totals :	13.00	13.00	0.000

TERM GPA :	3.268	TERM TOTALS :	14.00	10.00	32.680
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CUM GPA :	3.361	CUM TOTALS :	17.00	79.00	43.690
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Spring 2008

COLL	301	Study At C.C.R.I.	3.00	0.00	W	
MATH	181	Applied Basic Math	3.00	3.00	B+	9.990
TECH	205	Production Processes	3.00	3.00	B+	9.990
TECH	300	Orientation To Tech Education	4.00	4.00	B	12.000
TERM GPA :		3.198	TERM TOTALS :	13.00	10.00	31.980

CUM GPA :	3.290	CUM TOTALS :	30.00	89.00	75.670
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Summer 2008

CEP	315	Educational Psychology	4.00	4.00	B	12.000
TERM GPA :		3.000	TERM TOTALS :	4.00	4.00	12.000

CUM GPA :	3.247	CUM TOTALS :	34.00	93.00	87.670
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Fall 2008

ACCT	201	Prin of Acctg I: Financial	3.00	0.00	W		
COLL	301	Study At C.C.R.I.	7.00				
TECH	328	Manufacturing Systems	3.00	3.00	A-	11.010	
TECH	406	Methods in Technology Educ	4.00	4.00	B+	13.320	
TERM GPA :		3.476	TERM TOTALS :		10.00	7.00	24.330
CUM GPA :		3.294	CUM TOTALS :		44.00	100.00	112.000

Spring 2009

SPED	433	Adaptive Instr Inclusive Educ	3.00				
TECH	204	Energy and Control Systems	3.00				
TECH	327	Construction Systems	3.00				
TECH	407	Pract Elem Tech Educ(k-6)	4.00				
TERM GPA :		0.000	TERM TOTALS :		0.00	0.00	0.000
CUM GPA :		3.294	CUM TOTALS :		44.00	100.00	112.000

Undergraduate Career Totals

CUM GPA :		3.294	CUM TOTALS :		44.00	100.00	112.000
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- - - - - Non-Course Milestones - - - - -

2003-08-07 College Mathematics Requirement

Milestone Status: Completed

2003-08-07 SAT Test Taken - Completed

College Writing Requirement

Milestone Status: Completed

Course Taken - Completed