To be completed by **all applicants**

VICTO537
Submitted: 11-19-2007, 23:29:05

MIT Application for Graduate Admission 2008

Please read instructions carefully before you complete this form. Please print clearly or type.

1 Proposed date of entrance: ☐ February ☐ June ☒ September Year: **2008**

2 Department Health Sciences and Technology Area of research or interdisciplinary program Medical Engineering / Medical Physics
consult department listings in Book I

3 Initial degree objective at MIT Ph.D. Final degree objective *(if different)* Ph.D.

4 Are you applying to more than one department? ☐ Yes ☒ No If yes, indicate departments _____

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5 Full legal name _____ 6 Date of birth _____
last/family/surname first middle month day year

Former name (if any) _____

7 Female ☐ Male ☒

8 Ethnicity *(optional)*: **US citizens and permanent residents only**

☐ African-American/Black
☐ Afro-Caribbean
☐ African parentage
☒ Asian-American
☐ Caucasian/White
☐ Chicano or Mexican-American
☐ Puerto Rican
☐ Other Hispanic
☐ Native American _____ Tribal affiliation
☐ Other _____ Please describe

---

9 Reply address _____
number street city
state or province country zip or postal code

10 Permanent address _____
number street city
state or province country zip or postal code

11 Daytime phone _____ Evening phone _____
country code area code/city code number country code area code/city code number

12 Fax number _____ Email address _____
country code area code/city code number

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13 City, state and country of birth _____ Citizen of _____ US Social Security # *(if any)* _____

If a foreign citizen in the US, give date of entry _____ Type of visa _____ I-20 ID Number _____
month day year

If an Exchange Visitor (J), give program number and name of sponsor _____

Permanent resident of _____ If a permanent resident (immigrant) of the US, give alien registration number _____

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14 **Have you previously applied for admission to MIT?** ☐ Yes ☐ No MIT ID _____
if assigned one as a former student

If yes, what status? ☐ Freshman ☐ Transfer ☐ Special ☐ Graduate Date: _____ Department: _____

15 List all colleges and universities attended, major field, dates of attendance and name of degrees received or expected *(list most recent first)*:

College/University	Location	Major field	Dates attended	Actual name of degree/diploma	Date degree awarded/expected
UC Berkeley	Berkeley, CA, United States of America	Mechanical Engineering	08-2004 05-2008	SB	05-2008

16 Other graduate schools to which you are applying _____

For department use:
○ Admitted ○ Cond. Admitted Degree _____ Term _____ By _____ Date _____ ○ Not approved
○ Admitted ○ Cond. Admitted Degree _____ Term _____ By _____ Date _____ ○ Not approved

MIT Application for Graduate Admission *(continued from front)*

17 Entrance tests: GRE: Date taken or to be taken: 09-2007 Scores: verbal 590 quantitative 790 analytic 4.5

GRE Subject: Date taken or to be taken: _____ Scores: _____ Subject: _____

GMAT: Date taken or to be taken: _____ Scores: _____

TOEFL: Date taken or to be taken: _____ Scores: _____

18 List language of instruction in: primary school; English; secondary school English

university English; graduate school _____ Native language if other than English: _____

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19 Names of three persons to whom you have given evaluation forms. *(Request those persons to return the completed forms to you in time to meet the appropriate deadline.)*

name	title	institution/company
Prof. Andrew Szeri	Professor	UC Berkeley
Prof. David Auslander	Professor	UC Berkeley
Torsten Doll	Graduate Student	Technical University Darmstadt

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20 Please give the names, years of graduation, department affiliation, and relationships of any close relatives who have attended MIT:

21 Your honors, prizes, or major publications:

$2000 scholarship to research at TU Darmstadt in Germany during summer 2007

22 Your extracurricular activities and accomplishments:

former Industrial Liaison of Pi Tau Sigma [Mechanical Engineering Honor Society]

current Outreach Advisor of Pi Tau Sigma

23 Your teaching or professional experience including summer and term-time work. Give name of employer, dates, and nature of work:

Cal Recreational Sports Facility; 01/2005-05/2007; Process applications

Target Corporation; 07/2003-08/2004; Customer service

24 Other experience, including military, volunteer work, travel. Give dates and nature of work:

International students *(non-immigrant visa holders) please complete the following:*

25 Your marital status: ☐ Single ☐ Married Number of children_____

If single, do you intend to marry before you come here? ☐ Yes ☐ No Will your spouse come with you? ☐ Yes ☐ No

26 Signature: _____ Date: 11-19-2007

To be completed by all applicants except as noted

Health Sciences and Technology

Name: last/family first middle MIT Department to which you are applying as a candidate for degree of

Record of Courses Taken in Preparation for Graduate Study

Please carefully read the instructions below before you complete this form.
Based on your transcript(s), please complete the following summary of your college and university classes.

General instructions:

- Important: some departments do not require this form; other departments require only some of the fields to be completed—check the requirements for the department to which you are applying before completing this form. See pages 4–16 of this booklet.
- This form is **not** required for courses taken at MIT (except for the Department of Physics).
- If the department to which you are applying requires this form, a transcript will not be accepted as a substitute for this information.
- If your university system does not fit with the categories below—for example, if your courses do not have numbers or you did not receive course grades—leave those fields blank.
- Do not try to convert your university grading scale or GPA to MIT's scale. Indicate the grades/GPA as granted by your school and give us a brief explanation of your school's grading system.
- If the space provided is not sufficient, you may attach additional sheets.

Why we ask you to complete this form:

- We see transcripts from thousands of schools from all over the world. It is extremely helpful for us to review applicants' coursework and grades in a standard format.
- Transcripts show courses by semester or year. However, the best way for us to evaluate your preparation is to see your courses grouped by subject area, with the most relevant courses at the top.
- Transcripts do not list textbooks used; many departments find that information especially helpful.

Grading System:

Please describe the grading system(s) used at all colleges and universities you have attended. Explain the specific meaning of any numeric values, letter grades, and rankings. _____

_____

Cumulative GPA as listed on transcript (if available) _____

COURSES MOST RELEVANT TO THE PROGRAM TO WHICH YOU ARE APPLYING

Please list below the college/university courses you have taken that are most relevant to the graduate program to which you are applying. Group courses by subject area, for example, group all math courses together and group all science courses together, etc. Use the next section, if you need more room.

Course no. (if applicable)	Course name	Principal textbook used (author and title)	Year in which course was taken	Official course grade (if applicable)
PHYS 7A	Mechanics and Wave Motion	Physics for Scientists and Engineers by Douglas C. Giancoli	Spr	B+
PHYS 7B	Heat, Electricity, and Magnetism	Physics for Scientists and Engineers by Douglas C. Giancoli	Sum	A
PHYS 7C	EM, Optics, Relativity, and Quantum Physics	Modern Physics by Paul A. Tipler	Spr	A
MATH 1A	Calculus I	Calculus by James Stewart	Fall	A-
MATH 1B	Calculus II	Calculus by James Stewart	Spr	A
MATH 53	Multivariable Calculus	Multivariable Calculus by James Stewart	Fall	B+
MATH 54	Linear Algebra and Differential Equations	Elementary Linear Algebra by Richard Hill	Spr	B
ME 104	Mechanics II	Dynamics by Benson Tongue	Fall	A
ENGIN 77	Intro to Computer Programming	MATLAB Programming	Spr	B-
EE 100	Electronic Techniques for Engineering	Electric Circuits by James W. Nilsson	Sum	A
CHEM 1A	General Chemistry	Chemical Principles by Steven S. Zumdahl	Fall	B+
NE 101	Nuclear Reactions and Radiation	Introductory Nuclear Physics by Kenneth S. Krane	Fall	TBD
NE 162	Radiation Biophysics and Dosimetry	TBD	Spr	TBD

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- SECONDARY SCHOOL - DATE GRADUATED -
PIEDMONT HILLS HIGH SCHOO JUNE 2004

-UNIVERSITY REQUIREMENTS-
08-04 SUBJECT A -REQT SATISFIED
08-04 AMERICAN HISTORY -REQT SATISFIED
08-04 AMERICAN INSTITUTION-REQT SATISFIED

- BERKELEY CAMPUS REQUIREMENTS -
12-05 AMERICAN CULTURES -REQT SATISFIED

- DEGREES -

LINE	CRS TITLE	CRS NO	UN	GR PTS	CD
811	ADV PLACEMENT EXAM- MATH AB, 05-03		2.7		
TOTAL:			2.7*		
	FALL SEMESTER 2004				
812	GENERAL CHEMISTRY	CHEM	1A	4.0 B+	13.2
813	BASIC ENGR DES GRPH	ENGIN	28	3.0 B-	8.1
814	ENG COM WITH FR LIT	FRENCH	R1A	4.0 A-	14.8
815	CALCULUS	MATH	1A	4.0 A-	14.8
			15.0*		50.9*
	15.0*ATTM	15.0*PSSD	50.9*GP		20.9BAL
	SPRING SEMESTER 2005				
816	INTR COMPUTER PROG	ENGIN	77	4.0 B-	10.8
817	DIRECTED GROUP STDY	ENGLISH	98	3.0 P	PF
818	CALCULUS	MATH	1B	4.0 A	16.0
819	FRESHMAN SEMINARS	NAT RES	24	1.0 P	PF
820	SCIENT ENGIN PHYS	PHYSICS	7A	4.0 B+	13.2
			12.0*		40.0*
	27.0*ATTM	27.0*PSSD	90.9*GP		36.9BAL
	SUMMER SESSION 2005				
821	SCIENT ENGIN PHYS	PHYSICS	7B	4.0 A	16.0
			4.0*		16.0*
	31.0*ATTM	31.0*PSSD	106.9*GP		44.9BAL
	FALL SEMESTER 2005				
822	PRE MOD CHINESE LIT	CHINESE	7A	4.0 A-	14.8
823	PROP OF MATLS	ENGIN	45	3.0 A	12.0
824	HUM BIO VARIATION	INTEGBI	35AC	3.0 P	P/NP
825	MULTIVAR CALCULUS	MATH	53	4.0 B+	13.2
			11.0*		40.0*
	42.0*ATTM	42.0*PSSD	146.9*GP		62.9BAL
	SPRING SEMESTER 2006				
826	ENGR MECH	ENGIN	36	2.0 A	8.0
827	LIN ALG & DIFF EQNS	MATH	54	4.0 B	12.0
828	PE ACTIVITIES	PHYS ED	1	0.5 P	P/NP
829	SCIENT ENGIN PHYS	PHYSICS	7C	4.0 A	16.0
830	GENERAL PSYCHOLOGY	PSYCH	1	3.0 A	12.0
			13.0*		48.0*
	55.0*ATTM	55.0*PSSD	194.9*GP		84.9BAL
	SUMMER SESSION 2006				
831	ELEC TECH FOR ENG	EL ENG	100	4.0 A	16.0
832	TECH COMMUNICATION	ENGIN	190	3.0 A-	11.1
			7.0*		27.1*
	62.0*ATTM	62.0*PSSD	222.0*GP		98.0BAL
	FALL SEMESTER 2006				
833	ELEM CHINESE DIALEC	CHINESE	1AY	5.0 A	20.0
834	ENGR MECHANICS II	MEC ENG	104	3.0 A	12.0
835	THERMODYNAMICS	MEC ENG	105	3.0 A	12.0
836	FLUID MECHANICS	MEC ENG	106	3.0 B	9.0
837	PE ACTIVITIES	PHYS ED	1	0.5 P	P/NP
838	PERSONALITY PSYCH	PSYCH	150	3.0 P	P/NP
			14.0*		53.0*
	76.0*ATTM	76.0*PSSD	275.0*GP		123.0BAL
	SPRING SEMESTER 2007				
839	MECHS OF MATS I	CIV ENG	130	3.0 A-	11.1
840	EXPER AND MEASUREMT	MEC ENG	107A	3.0 A+	12.0
841	HEAT TRANSFER	MEC ENG	109	3.0 C+	6.9
842	DES MPRC-BD MEC SYS	MEC ENG	135	4.0 A	16.0
			13.0*		46.0*
	89.0*ATTM	89.0*PSSD	321.0*GP		143.0BAL

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Office of the Registrar
University of California
Berkeley, California 94720-5404

History

The University of California was created by an Act of the State Legislature in 1868, and classes have been given at Berkeley since 1873.

Units of Credit

Until September 1966, credits were recorded as semester units (hours). From September 1966 through summer 1983 credits were recorded as quarter units (hours). Beginning with the fall term, 1983, credits are recorded as semester units (hours). Quarter system requires 180 units for bachelor's degree. Semester system, 120.

Advanced Standing

Transfer Credit

Only credit that is accepted by the University is indicated on the transcripts of Berkeley students. Individual courses are not shown.

CLEP - Advanced Placement Credit

Examinations and credits accepted are indicated on the transcript in the same manner as transfer credit.

Course Numbering System

1 - 99 - Lower division courses
100 - 199 - Upper division courses
200 - 299 - Graduate courses
300 - 499 - Professional courses for teachers or prospective teachers
600 - 602 - Special Study

Grades of Scholarship

Grades

The work of all students on the Berkeley campus is reported in terms of the following grades:

A - Excellent
B - Good
C - Fair
D - Barely Passed
F - Failure
P - Passed at a minimum level of C-
NP - Not Passed
S - Satisfactory or passed at a minimum level of B-
U - Unsatisfactory
I - Work incomplete, due to circumstances beyond the student's control, but of passing quality
IP - Work in progress; final grade to be assigned upon completion of entire course sequence
NR - Temporary administrative grade; not included in grade point computation

The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes.

Grade Points

Grade points per unit are assigned as follows: A=4, B=3, C=2, D=1, and F=none. When attached to the grades A, B, C, and D, plus (+) grades carry three-tenths of a grade point more per unit, and minus (-) grades carry three-tenths of a grade point less per unit than unsuffixed grades, except for A+, which carries 4.0 grade points per unit as does an A.

Courses graded P, NP, S, U, I, IP, or NR are not used in computing the grade point average.

Scholastic Standing

Good Standing

Undergraduate: C average (non-negative balance)
Graduate: B average or better on all work attempted at any UC campus after a bachelor's degree.

Academic Probation

Undergraduate students are placed on academic probation if at the end of any term their cumulative grade point average is less than 2.0 (C average) computed on the total of all courses undertaken in the University. However, in the Colleges of Chemistry and Engineering, probation is determined on a term basis.

Credit Codes

Credit codes may determine the calculation of credit or annotate a course entry as follows:

Current Records System

Fall 1975 to Present

Note: An "I" assigned as of Fall 1973 to present is not included in grade point computation.

Pass/Fail Courses

PF - Course offered only on Pass/Not Pass basis
P/NP - Undergraduate grading option Passed/Not Passed
SF - Graduate grading option Satisfactory/Unsatisfactory
SU - Graduate courses offered only on Satisfactory/Unsatisfactory basis

PF, P/NP, SF, SU courses are not included in units ATTM (attempted) or units PSSD (passed), but are included in CREDITS COMPLETED.

Sequence Courses

T1, T2, T3 - Sequence course in progress
TX - Sequence course with variable terms, in progress
TP - Sequence course in progress, taken P/NP
TS - Sequence course in progress, taken SF
2T, 3T, TT, PT, ST - Final term of sequence course with total units and final grade

Resolution of Incomplete Grades

J1 - I replaced with letter grade
PJ - I replaced with a P or NP for an undergraduate
SJ - I replaced with S or U for a graduate
JT - I replaced with a grade for final term of sequence course
J5 - I to be retained permanently by an undergraduate
Q1 - I lapsed to F
PI - I lapsed to NP
Q2 - IP grade lapsed to I
RZ - Replacement of original grade; no credit calculation

Repeated Courses

The G-Series code appearing after a repeated course entry controls credit and grade points earned.

RD - Original D grade; units attempted, units passed and grade points counted
RF - Original F grade; units attempted counted
RR - Original NP, I, or NR; no credit calculation
G1 - D grade repeated; additional grade points calculated
G+ - D+ grade repeated; additional grade points calculated
G- - D- grade repeated; additional grade points calculated
G2 - F grade repeated; units passed and grade points calculated
PG - NP grade repeated; passed/not passed units calculated
GØ - NP grade repeated for a letter grade; units attempted, units passed, grade points calculated; incomplete grade repeated with permission
GP - P grade repeated; no credit allowed
G5 - C- or better grade repeated; no credit allowed
GT - I (lapsed IP) grade repeated; units attempted, units passed, grade points calculated
GB - 2nd repeat of an F without permission; only units passed calculated
GI - I repeated without permission; units attempted, units passed, but no grade points calculated
GE - Units attempted and grade points calculated; units passed not calculated

Miscellaneous

N1 - Grade corrected by instructor
K1 - Credit by examination, see memoranda
DR - Course dropped after eighth week of term

Prefixes

C - Cross-listed
H - Honors
N - Summer course
R - Reading & Composition

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Prior to Fall 1975

Note: An "I" assigned prior to Fall 1973 is included in grade point computation as an F grade.

Prior to Fall 1966, explanations are included on the transcripts:

E - Education Abroad Program
G - Course repeated
GM - Duplicate Matriculation Credit
K - I grade completion deferred without loss of grade points
L - I completed (replaced with grade)
M - Allowed to take credit by examination
N - Grade points for I grade allowed upon completion
Q - Grade changed by instructor
V - Course in progress (sequence course)
J - I grade lapsed to F
R - Course completed in Extension Division
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GL - Grade by special examination

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CAMBRIDGE MA 02139 *
*

096904

Susanna C. Castillo-Robson

356078

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- MEMORANDA -

TOTAL PASS/NOT PASS ATTM	11.0	PASSED	11.0		
OTHER TRANSFER CREDIT	2.7				
SEMESTER CREDITS COMPLETED	102.7	UC GPA	3.607		

* *

LINE	CRS TITLE	CRS NO	UN	GR PTS CD	LINE	CRS TITLE	CRS NO	UN	GR PTS CD

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*

096905

Susanna A. Castillo-Robson

356079

Statement of Objectives

Please read instructions carefully before you complete this form.

Please give your reasons for wishing to do graduate work in the field you have chosen. Prepare your statement of objectives and goals in whatever form clearly presents your views. Include as far as you can, your particular interests, be they experimental, theoretical, or issue-oriented, and show how your background and MIT's programs support these interests. The statement could be much like a proposal for graduate studies, in the more specific context of your professional objectives. You should set forth the issues and problems you wish to address. Explain your longer-term professional goals. The Admissions Committee will welcome any factors you wish to bring to its attention concerning your academic and work experience to date.

- Type or print using black ink.
- Use reverse side if necessary or separate form.
- Keep a copy for your file. You may also wish to provide copies to your evaluators before they complete their forms.
- Return this form with the completed application to the appropriate MIT department (see pages 4–16).

This past summer I thought I was going to be living a dream. Not only was I doing research in my field of interest [controls] at a German university, but was also immersed in a culture that was curious and unfamiliar to me. While the lifestyle and splendors of Germany never failed to retain my interest, I soon found that my research was not so glamorous at all. I began to question the type of work I could do in controls and realized that I wanted to work with people and help them directly. It was then that I began to consider medical physics, a field where I could pursue my passion for math and physics while having the satisfaction of healing people and saving lives. I knew that reading about it on the internet would not be enough to convince myself that medical physics was my calling, so I decided to explore further by talking to experts in the field. As soon as I returned from Germany, I arranged meetings with medical physicists at the UCSF medical center. On my first visit, I spoke with Dr. Bruce Hasegawa and his colleagues about their medical imaging research and opportunities in a research-focused career. On a second visit, I talked with Dr. Lynn Verhey about his work as a clinically-focused medical physicist and was fortunate enough to see the Cyber Knife and Gamma Knife up close. These visits not only confirmed my interest in pursuing medical physics, but also earned me the possible opportunity to work in their lab next summer.

Despite not having the same curriculum as a physics major, my mechanical engineering background provides a solid foundation on which to begin studying medical physics and gives me an unique perspective in doing so. My curriculum focuses on the design and analysis of complex mechanical systems, which will be helpful in developing new therapy and imaging devices. Furthermore, my research in Germany has earned me valuable experience in computational modeling and gave me a taste of the hard work and dedication necessary to do graduate level research. In light of these rigors, I still embrace new research opportunities. I am currently researching oxidation of silicon carbide this semester, after which I am going to write an undergraduate thesis. To prepare myself directly for studying medical physics, I am taking "Nuclear Reactions and Radiation" this semester and plan to take "Radiation Biophysics and Dosimetry" during my final semester.

Based on my goals and experience, I believe that the PhD program in medical engineering and medical physics at MIT is ideal. During my first year of graduate study, I plan to learn as much as possible about radiation therapy and medical imaging before choosing a specialty. After completion of a PhD, I hope to earn accreditation by the American Board of Radiology and work at a hospital or a university medical center to provide clinical service while doing research and training the new generation of medical professionals

11-19-2007

Signature Date

Address in full

Use this space for additional information or comments, if needed.

Resume/CV for

OBJECTIVE

My objective is to enter a graduate program in medical physics.

EDUCATION

UNIVERSITY OF CALIFORNIA, BERKELEY--Berkeley, CA
o Bachelor of Science, Mechanical Engineering--expected May 2008
o Cumulative GPA: 3.6/4.0
o Relevant Coursework: Nuclear Reactions and Radiation, General Physics, Modern Physics, Electronic Techniques, Experimentation and Measurement, MATLAB Programming, Technical Communication

SKILLS

o Proficient in MATLAB, LabVIEW, C, LMS Virtual Lab Acoustics, ANSYS, AutoCAD, SolidWorks, and Microsoft Office: Word, Excel, and PowerPoint.
o Trained and certified in student machine shop to use mills, lathes, saws, and drills.
o Conversant in Cantonese, Mandarin, and French.

ENGINEERING PROJECTS & EXPERIENCE

o Honors Undergraduate Research, Berkeley Micromechanical Analysis and Design Group [September '07-Present]
- Test silicon carbide samples in high temperature and high oxygen concentration environments to study growth of film thickness caused by oxidation. Results and analysis will be compiled into final report upon completion. Advisor: Al Pisano, Professor and Chair of Mechanical Engineering

o Research Internship, Technical University Darmstadt, Germany [Summer 2007]
- Awarded ~$2000 scholarship from DAAD RISE Program to research on "Virtual Testing of Active Systems" in cooperation with PhD candidate Torsten Doll. Objective was to reduce radiated noise from plane structures with active damping using vibration sensors and actuators. Main work was in creating software interface that sends sound field calculations from Virtual Lab to MATLAB controller for greater active system reliability.

o Software Design Project, Course: ME135 Design of Microprocessor-based Mechanical Systems [Spring 2007]
- Designed a program in C and LabVIEW that controls a robot arm with six axes to sort blocks based on color and size. Control software receives information from a self-built light intensity sensor [using photoelectric diodes] and a size detector [using a beam break] to choose the appropriate action.

o Modeling & Simulation Project, Course: ME104 Dynamics [Fall 2006]
- Modeled the dynamics of a caber-toss to test for conditions of a successful toss. Primarily used ode45 equation solver in MATLAB to write simulation program.

ADDITIONAL EXPERIENCE

o Cashier, CAL RECREATIONAL SPORTS FACILITY, Berkeley, CA [January '05-May '07]

o Cashier/Customer Service Representative, TARGET CORPORATION, San Jose, CA [July '03-August '04]

ACTIVITIES & LEADERSHIP

o Outreach Advisor, Pi Tau Sigma Mechanical Engineering Honor Society [September '07-Present]
- Organize outreach program for teaching pre-college age children about engineering using Lego Mindstorms.

o Industrial Liaison, Pi Tau Sigma Mechanical Engineering Honor Society [January '07- May '07]
- Established network between industry and engineering students by creating resume books to pitch to companies and organizing info-sessions.

o Member, Cal Dragon Boat Team [January '05-Present]

MIT Evaluation for Graduate Admission

Please read instructions carefully before you complete this form.

Return to:
Department of _____
Massachusetts Institute of Technology
77 Massachusetts Avenue, Room _____
Cambridge, MA 02139-4307

Part 1 To be completed by **all applicants**

Please type or print using black ink.
Important: In the upper right of this form, fill in the return address department name and room number (as indicated on pages 4–16 of this booklet).

Name: Confidential
last/family first middle

Applying for admission in the department of Health Sciences and Technology

for the ultimate degree of Ph.D. area of research MEMP

for the term beginning in September 2008 email Confidential

Under the Family Educational Rights and Privacy Act of 1974, a student enrolled at MIT has access to his or her education records. We intend to comply with both the letter and the spirit of this law, while still allowing the student the option of waiving the right to access. If you wish to waive the right to examine this evaluation at a later date, please sign here.

Applicant's signature: Confidential
date

Part 2 To be completed by **evaluator**

An application for admission to MIT requires evaluations from three teachers or people capable of judging the professional and academic promise of the applicant. A separate letter of evaluation may be attached to this form if necessary.

Please return in time for her/him to meet the following deadlines: January 15 for June or September admissions for applicants except as follows: December 15 for Aeronautics and Astronautics, Architecture, Biology, Brain and Cognitive Science, Chemistry, Electrical Engineering and Computer Science, Health Sciences and Technology, Leaders for Manufacturing (see http://lfm.mit.edu for additional details), Mechanical Engineering, Media Arts and Sciences; December 15 for Operations Research; December 31 for Biological/Engineering and Political Science; January 1 for Physics and Science, Technology and Society; January 2 for Chemical Engineering, Civil and Environmental Engineering, Economics, Linguistics and Philosophy, Mathematics; January 3 for Urban Studies and Planning; January 5 for Earth, Atmospheric and Planetary Sciences; January 7 for Nuclear Science and Engineering; January 10 for Computation for Design and Optimization, Engineering Systems Division and Technology and Policy Program; and February 15 for Center for Real Estate. November 1 is the deadline for the February term. January 12 and April 6 are the deadlines for Round 1 and Round 2, respectively, for the Master of Engineering in Logistics (MLOG) Program. For the Evaluation Form, please go to http://www.mit.edu/mlog/. For the Systems Design and Management Evaluation Form, please go to http://sdm.mit.edu.

Evaluator's name: Andrew Szeri Title Professor & Associate Dean

Address see letter see letter see letter

email andrew.szeri@berkeley.edu Date 11-13-2007

School or company see letter Telephone number see letter

In what capacity do you know the applicant? professor

How long have you known the applicant? 2 years?

How does this applicant compare with his or her peer group in academic ability?

- ☐ Truly exceptional — *equivalent to the very best you have known – a person who, in your experience, appears only every few years*
- ☐ Outstanding — *comparable to the best student in a current class*
- ☐ Well above average — *top 25%*
- ☒ Above average — *demonstrated high ability*
- ☐ Average — *able to complete work to the Ph.D.*
- ☐ Below average — *lower 50%*
- ☐ Inadequate opportunity to observe

In your opinion, how would this student compare to other students in the graduate program at MIT?

- ☐ Truly exceptional
- ☐ Outstanding
- ☐ Well above average
- ☐ Above average
- ☐ Average
- ☐ Below average
- ☒ Inadequate opportunity to observe

Please give the applicant's relative standing in your department (e.g., 7th in 89) unknown

(continue on reverse side)

Personal evaluation of the applicant. What particularly qualifies this student for study at MIT? Information about accomplishments in research or independent projects will be particularly helpful. If you know of other students who have entered MIT from your institution, a comparison will be especially valuable. If you have any reason to believe that the applicant should not be considered, please explain.

see letter

If the applicant's first language is not English, please evaluate her/his proficiency to read, write, and speak English.

Evaluator's signature Andrew Szeri 11-13-2007

Evaluators: Please feel free to add information about your own educational and professional background if you feel that such information will enhance our understanding of your evaluation.

Short biography of Andrew J. Szeri:

Prof. Andrew J. Szeri received his Ph.D. in Theoretical and Applied Mechanics at Cornell University in 1988, as an Advisee of Prof. Philip Holmes. After post-doctoral appointments at Caltech and U.C. Santa Barbara with Prof. Stephen Wiggins and Prof. L. Gary Leal, he became Assistant then Associate Professor at U.C. Irvine in 1991. In 1997 Prof. Szeri joined U.C. Berkeley, and was promoted to Professor in 2003. Currently he teaches in the areas of nonlinear dynamics and fluid mechanics. He is on the editorial boards of the Springer-Verlag Journal of Nonlinear Science and of the Journal of the Acoustical Society of America. Prof. Szeri has won several research awards, including a National Science Foundation Graduate Fellowship, an Office of Naval Research Young Investigator award, and a Research Fellowship

Please seal and sign the envelope.

>> Evaluators: Please feel free to add information about your own educational and professional background if you feel that such information will enhance our understanding of your evaluation. (Cont.)

from the Alexander von Humboldt Foundation [Germany]. Prof. Szeri is the proud recipient of four teaching awards. His research group currently includes ten doctoral students and several undergraduates. The research is funded by the National Science Foundation Program in Biomedical Engineering, by the N.S.F. Programs in Applied Mathematics, Topology, and Surface & Analytical Chemistry, by the National Institutes of Health, by the NASA Microgravity Program and by the Lawrence Livermore National Laboratory. He has graduated ten Ph.D. students. He chaired the Graduate Council of Berkeley's Academic Senate from 2003-5, which is charged with making policy concerning Berkeley's 10000 graduate students, and with academic review of its 100+ graduate degree programs. He now serves as Associate Dean in the Graduate Division.

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COLLEGE OF ENGINEERING
DEPARTMENT OF MECHANICAL ENGINEERING
6119 ETCHEVERRY HALL #1740
BERKELEY, CALIFORNIA 94720-1740

Telephone: (510) 643-0298
Fax: (510) 642-6163

November 13, 2007

Dear Sir or Madam,

It is a pleasure for me to write this letter of recommendation for Confidential

He was a student in my course ME 106 *Introduction to Fluid Mechanics* in fall 2006. He earned a B for his efforts in the course, which put him at 42nd in a class of 101 talented Berkeley undergraduates. Con was a solid student throughout the course, and especially conscientious on homework.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Andrew J. Szeri,
Professor of Mechanical Engineering
Dean of the Graduate Division

	No basis to judge	Below Average	Average	Good	Excellent (top 10%)	Outstanding (top 2%)
Intellectual potential				X		
Ability to solve problems				X		
Creativity and imagination				X		
Oral communication					X	
Written communication	X					
Ability to work with others					X	
Maturity					X	
Motivation for advanced study				X		
Overall promise				X		

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Name: Confidential _____ _____
last/family first middle

Applying for admission in the department of Health Sciences and Technology

for the ultimate degree of Ph.D. area of research MEMP

for the term beginning in September 2008 email Confidential

Under the Family Educational Rights and Privacy Act of 1974, a student enrolled at MIT has access to his or her education records. We intend to comply with both the letter and the spirit of this law, while still allowing the student the option of waiving the right to access. If you wish to waive the right to examine this evaluation at a later date, please sign here.

Applicant's signature: Confidential _____
date

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Evaluator's name: Torsten Doll Title Dipl.-Ing.

Address Magdalenenstr. 4 Darmstadt 64289 Germany

email doll@szm.tu-darmstadt.de Date 11-13-2007

School or company Technische Universitaet Darmstadt Telephone number +49 6151 162906

In what capacity do you know the applicant? scholarship holder

How long have you known the applicant? 10 weeks

How does this applicant compare with his or her peer group in academic ability?

☐ Truly exceptional	☒ Outstanding	☐ Well above average	☐ Above average	☐ Average	☐ Below average	☐ Inadequate opportunity to observe
equivalent to the very best you have known – a person who, in your experience, appears only every few years	*comparable to the best student in a current class*	*top 25%*	*demonstrated high ability*	*able to complete work to the Ph.D.*	*lower 50%*	

In your opinion, how would this student compare to other students in the graduate program at MIT?

☐ Truly exceptional ☒ Outstanding ☐ Well above average ☐ Above average ☐ Average ☐ Below average ☐ Inadequate opportunity to observe

Please give the applicant's relative standing in your department (e.g., 7th in 89) 2nd in 50

(continue on reverse side)

Personal evaluation of the applicant. What particularly qualifies this student for study at MIT? Information about accomplishments in research or independent projects will be particularly helpful. If you know of other students who have entered MIT from your institution, a comparison will be especially valuable. If you have any reason to believe that the applicant should not be considered, please explain.

Con is hard working, very effective and resourceful. He is strong in the fundamentals in engineering and science and works independently and effectively. Furthermore he is openminded and eager for knowledge. In my opinion these are skills that qualify a student to enter any graduate program in mechanical [or medical] engineering.

If the applicant's first language is not English, please evaluate her/his proficiency to read, write, and speak English.

Evaluator's signature Torsten Doll 11-13-2007

Evaluators: Please feel free to add information about your own educational and professional background if you feel that such information will enhance our understanding of your evaluation.

Please seal and sign the envelope.

System Reliability and Machine Acoustics
Prof. Dr.-Ing. H. Hanselka

TECHNISCHE UNIVERSITÄT DARMSTADT

Ph.D. Committee
Massachusetts Institute of Technology
Dept. of Health Sciences and Technology (HST)
Medical Engineering/Medical Physics

Technische Universität Darmstadt
System Reliability and Machine Acoustics
Magdalenenstr. 4
64289 Darmstadt
Germany

Dipl.-Ing. Torsten Doll
Tel. (06151) 162906
Fax (06151) 166928
e-mail: doll@szm.tu-darmstadt.de
web: www.szm.tu-darmstadt.de

Dear MIT Ph.D. review committee,

I am writing on behalf of Con to support his application for the Ph.D. graduate program in Medical Physics at your institution.

This summer Con joined our research group for a period of two and a half months, holding a RISE (Research Internships in Science and Engineering) scholarship from the German Academic Exchange Service (DAAD).

Con assisted me with my work in the field of active noise and vibration control. Part of my current work consists of software interfaces between simulation tools. The aim is to completely simulate the performance of a controlled active (or smart) structure concerning its dynamic behavior as well as the sound radiation from the surface and the evaluation of the residual sound field.

The project required substantial Matlab programming abilities to achieve communication between the different simulation environments. With very little guidance Con got acquainted with in the usage of the required software tools Ansys and LMS Virtual.lab. His main task was to program a Matlab-based software interface for integrated simulations utilizing Simulink model-based controllers on a boundary-element model which was implemented in LMS Virtual.lab. Based on Con 's work, we are now able to test model-based controllers in the virtual simulation environment and directly evaluate the effect of the tested controller on the emitted sound field.

Although I must admit that ten weeks is very little time to comprehensively rate a person, I want to emphasize that Con has been one of my most effective and resourceful students. He is a pleasure to interact with in a research environment. Con is hard working and motivated, he works independently, is an excellent communicator, and strong in the fundamentals in engineering and science.

In conclusion, I am convinced that Con possesses the necessary capabilities to perform very well in any scientific or research challenge and I herewith enthusiastically endorse his application.

Please do not hesitate to contact me with any further questions.

Yours sincerely,

Dipl.-Ing. Torsten Doll
November 13, 2007

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last/family first middle

Applying for admission in the department of Health Sciences and Technology

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Applicant's signature: Confidential
date

Part 2 To be completed by **evaluator**

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Evaluator's name: David Auslander Title Professor

Address Univ. of California Berkeley CA 94720-1740 USA

email dma@me.berkeley.edu Date 11-15-2007

School or company Univ. of California at Berkeley Telephone number 510-642-4930

In what capacity do you know the applicant? He was a student in my class

How long have you known the applicant? 1 year

How does this applicant compare with his or her peer group in academic ability?

- ☐ Truly exceptional — *equivalent to the very best you have known – a person who, in your experience, appears only every few years*
- ☐ Outstanding — *comparable to the best student in a current class*
- ☒ Well above average — *top 25%*
- ☐ Above average — *demonstrated high ability*
- ☐ Average — *able to complete work to the Ph.D.*
- ☐ Below average — *lower 50%*
- ☐ Inadequate opportunity to observe

In your opinion, how would this student compare to other students in the graduate program at MIT?

- ☐ Truly exceptional
- ☐ Outstanding
- ☐ Well above average
- ☒ Above average
- ☐ Average
- ☐ Below average
- ☐ Inadequate opportunity to observe

Please give the applicant's relative standing in your department (e.g., 7th in 89) N/A

(continue on reverse side)

Personal evaluation of the applicant. What particularly qualifies this student for study at MIT? Information about accomplishments in research or independent projects will be particularly helpful. If you know of other students who have entered MIT from your institution, a comparison will be especially valuable. If you have any reason to believe that the applicant should not be considered, please explain.

Con took the class ME 135, Microprocessor Based Design of Mechanical Systems from me [spring, 2007]. This class is largely lab based and requires work with a team [mostly two students per team]. The first part of the class is a set of lab exercises; the second part is a student-selected project.

Con very well in this class. His team worked on a project to use an articulated robot for sorting objects. They designed and implemented the control software and devised the instruments to measure the size of objects on a conveyor. He worked well in his team and was an active participant in the class.

Con has maintained an excellent record here and has taken full advantage of opportunities for additional engineering experience such as his work on the super mileage vehicle and the industrial liaison work he hs done with the ME student honor society.

Con 's academic record is excellent and he has taken a professional, broad approach to his education. I am sure he will

If the applicant's first language is not English, please evaluate her/his proficiency to read, write, and speak English.

Evaluator's signature David Auslander 11-15-2007

Evaluators: Please feel free to add information about your own educational and professional background if you feel that such information will enhance our understanding of your evaluation.

Please seal and sign the envelope.

>> Personal evaluation of the applicant. (Cont.)

do very well as a graduate student.

ETS GRE.

GRADUATE INSTITUTION REPORT OF SCORES

SCHOOL CODE: 3514
DEPT. CODE: 0609

LAST NAME: Confidential
FIRST NAME:
ADDRESS:

BIRTH DATE MO	DAY	YR	SOCIAL SECURITY NUMBER	SEX	MOST RECENTLY REPORTED TEST DATE	MOST RECENTLY REPORTED REGISTRATION NUMBER	PRINT DATE
01	18	86	605-10-9189	M	09/07	5355691	10/10/07

INSTITUTION CODE & NAME	DEPARTMENT CODE & NAME
3514 MASSACHUSETTS INST TECH	0609 COPY FOR MEDICAL SCIENCES

GENERAL TEST

TEST DATE	VERBAL		QUANTITATIVE		ANALYTICAL WRITING		ANALYTICAL	
MMYY	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW
09/07	590	83	790	92	4.5	54		

ANALYTICAL WRITING/ WRITING ASSESSMENT*

TEST DATE MMYY	SCORE	% BELOW

NS: No Score. Indicates that no questions were answered in this section.

* Analytical Writing scores earned from the stand-alone administration and/or Writing Assessment scores earned between October 1, 2002, and December 31, 2003.

SUBJECT TEST

TEST DATE MMYY	TEST NAME	SCORE	% BELOW	SUBSCORE NAME	SCORE	% BELOW

This report of scores is valid only if received directly from Educational Testing Service® (ETS®). GRE scores are confidential and should not be released by the recipient without the explicit permission of the examinee. All staff with access to score records should be explicitly advised of their confidential nature.

Each percentile rank (%) in this score report shows the percentage of examinees who took that test and scored lower than the reported score. Regardless of when the reported scores were earned, the percentile ranks for the General Test and for the Subject Tests are based on the scores of all examinees who tested within the most recent three-year period.

GUIDELINES FOR THE USE OF GRE SCORES

The potential misuse of GRE scores is a central concern of the GRE Board. The *GRE Guide to the Use of Scores* contains guidelines describing both the appropriate uses of GRE scores and the limitations to their use. Critical guidelines include the following:

- Use multiple criteria
- Consider Verbal, Quantitative, and Analytical Writing scores as three separate and independent measures
- Avoid decisions based on small score differences
- Maintain confidentiality of GRE scores

You are urged to carefully evaluate your program's uses of GRE scores in light of these guidelines. To obtain a copy of the *Guide*, download it from the GRE website at www.ets.org/gre/edupubs.html or contact the GRE Program at gretests@ets.org or 1-609-683-2002.

STANDARD ERROR OF MEASUREMENT (SEM)

The SEM of individual scores is a useful statistic for interpreting the accuracy of GRE scores. The SEM of score differences is a useful statistic for understanding whether differences between individual scores are meaningful. Refer to the *Guide* for an explanation of these terms and their importance in proper evaluation of GRE scores.

SCORE LEVEL DESCRIPTIONS FOR THE ANALYTICAL WRITING MEASURE*

Although the GRE Analytical Writing section contains two discrete analytical writing tasks, a single combined score is reported because it is more reliable than is a score for either task alone. The reported score, the average of the scores for the two tasks, ranges from 0 to 6, in half-point increments.

The statements that follow describe, for each score level, the overall quality of analytical writing demonstrated across both the Issue and Argument tasks. Because the test assesses critical thinking and analytical writing skills, the ability to reason, assemble evidence to develop a position, and communicate complex ideas weigh more heavily than the writer's control of fine points of grammar or the mechanics of writing (e.g., spelling).

SCORES 6 and 5.5 – Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage but may have minor errors that do not interfere with meaning.

SCORES 5 and 4.5 – Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage but may have minor errors that do not interfere with meaning.

SCORES 4 and 3.5 – Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

SCORES 3 and 2.5 – Displays some competence in analytical writing, although the writing is flawed in at least one of the following ways: limited analysis or development; weak organization; weak control of sentence structure or language usage, with errors that often result in vagueness or lack of clarity.

SCORES 2 and 1.5 – Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

SCORES 1 and .5 – Displays fundamental deficiencies in analytical writing. The writing is fundamentally flawed in at least one of the following ways: content that is extremely confusing or mostly irrelevant to the assigned tasks; little or no development; severe and pervasive errors that result in incoherence.

SCORE 0 – The examinee's analytical writing skills cannot be evaluated because the responses do not address any part of the assigned tasks, are merely attempts to copy the assignments, are in a foreign language, or display only indecipherable text.

SCORE NS – The examinee produced no text whatsoever.

*These score level descriptions are also for the Writing Assessment that was discontinued in December 2003.