To be completed by **all applicants**

JANGIR
Submitted: 12-13-2007, 11:18:59

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

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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
NORTHWESTERN UNIVERSITY	EVANSTON, IL	Unknown, Other / Applied Math/Biomedical Engineering	09-2004 06-2008	BS / SB	06-2008
UNIV OF CAPE TOWN	CAPE TOWN, South Africa	Biomedical Engineering / Study Abroad	03-2007 06-2007		

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: 12-2007 Scores: verbal 480 quantitative 800 analytic ?

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; Russian; secondary school English

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

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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. Mary Silber		Northwestern Univ.
Prof. Malcolm MacIver		Northwestern Univ.
Prof. Matthew Glucksberg		Northwestern Univ.

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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:

coauthoring a research paper that is in progress of being finalized...

[Optimal movement in the prey capture behavior of weakly electric fish]

22 Your extracurricular activities and accomplishments:

Ultimate Frisbee Team

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

Research assistant for Sielc Inc.

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

Studied abroad in South Africa with Global Health Technologies program.

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: 12-13-2007

To be completed by all applicants except as noted

DOC

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)
252-1	Honors Calculus	H.P.Greenspan Calculus: An Introduction to Applied Mathematics	04/05	4.0
251-2	Honors Calculus [Vector Calc]	H.P.Greenspan Calculus: An Introduction to Applied Mathematics	04/05	4.0
206-4	Honors Engineering Analyssis IV [Diff. Eqns]		04/05	4.0
311-1	Methods in Applied Math	W.E. Olmstead: Differential Equaitons in Applied Mathematics	05/06	4.0
311-2	Methods in Applied Math	[Optimal moveW.E. Olmstead: Differential Equaitons in Apment in the prey capture behavior of	05/06	4.0
311-3	Methods in Applied Math	J.W.Brown: Complex Variables and Applications	05/06	3.7
421-1	Models in Applied Math		06/07	4.0
346-0	Modeling and Computation		06/07	4.0
495-0	Topics Applied Math [Modeling neurosignals]		06/07	4.0
202-0	Probability	J.L.Devore: Probability and Statistics for Engineering and the Sciences	07/08	
303-0	Statistics	J.L.Devore: Probability and Statistics for Engineering and the Sciences	07/08	
334-0	Linear Algebra		07/08	
322-0	Modeling in Applied Math [Chaos theory]		07/08	
	SCIENCES			

ADDITIONAL COURSES

Please list below other college/university courses you have taken. Group courses by subject area (science, math, engineering, humanities, social sciences, etc.). You may also use this section for any courses that you could not fit in the section above.

Course no. (if applicable)	Course name	Principal textbook used (author and title)	Year in which course was taken	Official course grade (if applicable)
210-1	Organic Chemistry	Wade: Organic Chemistry	04/05	3.3
210-2	Organic Chemistry	Wade: Organic Chemistry	04/05	3.3
210-3	Organic Chemistry	Wade: Organic Chemistry	04/05	2.3
210-1	Genetics/Evolution Biology	Purves: Life: Science of Biology; Griffiths: Intro. to Genetic Analysis	05/06	3
210-2	Biochemistry/Molecular Biology	Lodish: Molecular Cell Biology; Principles of Biochemistry	05/06	3.3
210-3	Cell Biology/Physiology	Alberts: Essential Cell Biology; Silverthorn: Human Physiology	05/06	3.3
135-3	General Physics	Halliday: Fundamentals of Physics	04/05	4.0
	GENERAL ENGINEERING			
206-1	Honors Engineering Analysis [MATLAB programming]/ Linear	Lay: Linear Algebra	04/05	4.0
206-2	Honors Engineering Analysis [Mechanics]		04/05	4.0
206-3	Honors Engineering Analysis		04/05	4.0
202-0	Intoduction to Electrical Engineering		05/06	4.0
201-0	Introduction to Material Sciences	Callister: Materials Science and Engineering: An Introduction	05/06	4.0
106-1	Engineering Design/Communication 1 [Design course]		04/05	4.0
106-2	Engineering Design?Communication 2 [Design course]		04/05	3.3
	BIOMEDICAL ENGINEERING			
301-0	Systems Physiology [Neuro]	Purves: Neuroscience	06/07	3.7
302-0	Systems Physiology [Cardio]	Lilly: Pathophysiology of Heart Disease	05/06	3.0
270-0	Intro to Fluid Mechanics	B.R.Munson: Fundamental of Fluid Mechanics	05/06	4.0
271-0	Intro to Biomechanics	Ozkaya: Fundamentals of Biomechanics	06/07	3.7
250-0	Biothermodynamics		06/07	4.0
371-0	Mechanics of Biological Tissue		06/07	4.0
390-0	Biomedical Engineering Design		06/07	
308-0	Biomedical Engineering Lab		07/08	
390-0	Introduction to Dynamic Systems	D.C.Karnopp: System Dynamics: Modeling and Simulation of Mechatronic Systems	07/08	
344-0	Biological Performance of Materials		07/08	
365-0	Artificial Replacement of Limbs		07/08	
346-0	Tissue Engineering		07/08	
366-0	Biomechanics of Movement		07/08	

Northwestern University
633 Clark Street
Evanston, IL 60208
United States

OFFICIAL TRANSCRIPT

Confidential

Print Date : 2007-11-26

- - - - - Test Credits - - - - -

Test Credits Applied Toward School of Engineering Program

2004 Fall

Course		Description	Attempted	Earned	Grade	Points
CHEM	101-0	General Chem	1.00	1.00	T	
CHEM	102-0	Gen Inorg Chem	1.00	1.00	T	
CHEM	103-0	Gen Phys Chem	1.00	1.00	T	
ECON	201-0	Intro Macroecon	1.00	1.00	T	
HISTORY	2US	US History Credit	1.00	1.00	T	
HISTORY	2US	US History Credit	1.00	1.00	T	
MATH	214-1	Calculus	1.00	1.00	T	
MATH	214-2	Integral Calc	1.00	1.00	T	
PHYSICS	135-1	General Physics	1.00	1.00	T	
PHYSICS	135-2	General Physics	1.00	1.00	T	
POLI_SCI	2XX	Poli Sci 2XX	1.00	1.00	T	
Test Trans GPA:		0.000 Transfer Totals :	0.00	11.00		0.000

- - - - - Transfer Credits - - - - -

Transfer Credit from UNIVERSITY OF CAPE TOWN
Applied Toward School of Engineering Program

2007 Spring

Course		Description	Attempted	Earned	Grade	Points
BMD_ENG	3XX	Biomed Eng 3XX	1.00	1.00	T	
BMD_ENG	3XX	Biomed Eng 3XX	1.00	1.00	T	
BMD_ENG	390-0	Biom Engg Design	1.00	1.00	T	
GEN_CRED	1XX	Gen Credit 1XX	1.00	1.00	T	
Course Trans GPA:		0.000 Transfer Totals :	0.00	4.00		0.000

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

2004 Fall (2004-09-22 to 2004-12-10)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Undeclared Major

Course		Description	Attempted	Earned	Grade	Points
CHEM	209-1	Advanced Conceptual Workshop		0.00	S	
CHEM	210-1	Organic Chem	1.00	1.00	B+	3.300
ES_APPM	252-1	Honors Calc/Engg	1.00	1.00	A	4.000
GEN_CMN	102-0	Public Speaking	1.00	1.00	A	4.000
GEN_ENG	206-1	Hon. Eng. Analysis	1.00	1.00	A	4.000
TERM GPA :		3.825 TERM TOTALS :	4.00	4.00		15.300
CUM GPA :		3.825 CUM TOTALS :	4.00	15.00		15.300

2005 Winter (2005-01-03 to 2005-03-18)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Undeclared Major

Course		Description	Attempted	Earned	Grade	Points
CHEM	210-2	Organic Chem	1.00	1.00	B+	3.300
ENGLISH	106-1	Writ Spec Contxt	0.50	0.50	A	2.000
ES_APPM	252-2	Honors Calc/Engg	1.00	1.00	A	4.000
GEN_ENG	206-2	Hon. Eng. Analysis	1.00	1.00	A	4.000
IDEA	106-1	Engg Design/Comm	0.50	0.50	A	2.000
TERM GPA :		3.825 TERM TOTALS :	4.00	4.00		15.300
CUM GPA :		3.825 CUM TOTALS :	8.00	19.00		30.600

2005 Spring (2005-03-29 to 2005-06-10)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Undeclared Major

Course		Description	Attempted	Earned	Grade	Points
CHEM	210-3	Organic Chem	1.00	1.00	C+	2.300
ENGLISH	106-2	Writ Spec Contxt	0.50	0.50	B+	1.650
GEN_ENG	206-3	Hon. Eng. Analysis	1.00	1.00	A	4.000
GEN_ENG	206-4	Honors Engineering Analysis IV	1.00	1.00	A	4.000
IDEA	106-2	Eng Dsign/Comm	0.50	0.50	B+	1.650
PHYSICS	135-3	General Physics	1.00	1.00	A	4.000
TERM GPA :		3.520 TERM TOTALS :	5.00	5.00		17.600
CUM GPA :		3.708 CUM TOTALS :	13.00	24.00		48.200

2005 Fall (2005-09-20 to 2005-12-09)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
BIOL_SCI	210-1	Gnetcs/Evol Bio	1.00	1.00	B	3.000
ECON	260-0	Acctg & Bus Fin	1.00	1.00	A	4.000
ES_APPM	311-1	Meth Appld Math	1.00	1.00	A	4.000
SLAVIC	359-1	Russian Prose	1.00	1.00	A	4.000
TERM GPA :		3.750 TERM TOTALS :	4.00	4.00		15.000
CUM GPA :		3.718 CUM TOTALS :	17.00	28.00		63.200

2006 Winter (2006-01-03 to 2006-03-17)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
BIOL_SCI	210-2	Biochem/Mol Bio	1.00	1.00	B+	3.300
BMD_ENG	302-0	Sys Physiology	1.00	1.00	B	3.000
ECE	202-0	Intro to EE	1.00	1.00	A	4.000
ES_APPM	311-2	Meth Appld Math	1.00	1.00	A	4.000
TERM GPA :		3.575 TERM TOTALS :	4.00	4.00		14.300
CUM GPA :		3.690 CUM TOTALS :	21.00	32.00		77.500

2006 Spring (2006-03-27 to 2006-06-09)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
BIOL_SCI	210-3	Cell Bio/Physiol	1.00	1.00	B+	3.300
BMD_ENG	270-0	Int Bme Flu Mech	1.00	1.00	A	4.000
ES_APPM	311-3	Meth Appld Math	1.00	1.00	A-	3.700
MAT_SCI	201-0	Materls Propties	1.00	1.00	A	4.000
TERM GPA :		3.750 TERM TOTALS :	4.00	4.00		15.000
CUM GPA :		3.700 CUM TOTALS :	25.00	36.00		92.500

2006 Fall (2006-09-19 to 2006-12-08)

Program : School of Engineering

Northwestern University
633 Clark Street
Evanston, IL 60208
United States

OFFICIAL TRANSCRIPT

Name :
Student ID:

Confidential

Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
BMD_ENG	271-0	Intro to Biomechanics	1.00	1.00	A-	3.700
BMD_ENG	301-0	Systems Physio	1.00	1.00	A-	3.700
ENGLISH	270-2	American Lit Trad	1.00	1.00	B+	3.300
ES_APPM	421-1	Models Appl Math	1.00	1.00	A	4.000
TERM GPA :	3.675	TERM TOTALS :	4.00	4.00		14.700
CUM GPA :	3.697	CUM TOTALS :	29.00	40.00		107.200

2007 Winter (2007-01-03 to 2007-03-16)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
AAL	190-0	Intro to Xhosa	0.33	0.33	A	1.320
BMD_ENG	250-0	Biothermodynamics	1.00	1.00	A	4.000
BMD_ENG	371-0	Mech Biol Tissue	1.00	1.00	A	4.000
ES_APPM	346-0	Modeling/Computation	1.00	1.00	A	4.000
ES_APPM	495-0	Topics Appl Math	1.00	1.00	A	4.000
TERM GPA :	4.000	TERM TOTALS :	4.33	4.33		17.320
CUM GPA :	3.736	CUM TOTALS :	33.33	44.33		124.520

2007 Spring (2007-03-26 to 2007-06-08)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
GEN_LA	354-0	St Abrd Affiliated			0.00 K	
UNIVERSITY OF CAPE TOWN						
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00		0.000
CUM GPA :	3.736	CUM TOTALS :	33.33	48.33		124.520

2007 Fall (2007-09-25 to 2007-12-14)

Program : School of Engineering
Plan : Biomedical Engineering Major
Program : School of Engineering
Plan : Applied Mathematics Major

Course		Description	Attempted	Earned	Grade	Points
BMD_ENG	308-0	Biomed Engg Lab	1.00			
IEMS	202-0	Probability	1.00			
MECH_ENG	390-0	Intro Dyn Syst	1.00			
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00		0.000
CUM GPA :	3.736	CUM TOTALS :	33.33	48.33		124.520

Undergraduate Career Totals

CUM GPA :	3.736	CUM TOTALS :	33.33	48.33		124.520

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

Foreign Language Proficiency:
Two year proficiency in Russian established by examination.

- - - - - **End of Transcript** - - - - -

NORTHWESTERN UNIVERSITY • Office of the Registrar

EXPLANATORY LEGEND PRINTED ON BACK BROWN STAINS INDICATE UNAUTHORIZED ALTERATIONS

Patrick F. Martin
University Registrar

NORTHWESTERN UNIVERSITY

Evanston - Chicago, Illinois

EXPLANATORY NOTES

EVANSTON CAMPUS

The Office of the Registrar, Evanston, Illinois issues transcripts of records for the following Schools in the University.

Arts and Sciences	Journalism
Dental	Management
Education and Social Policy	Music
Engineering & Applied Science	Speech/Communication
Graduate Nursing School	The Graduate School

CHICAGO CAMPUS

The offices of the Schools listed below are located at 303-357 East Chicago Avenue, Chicago, Illinois. The Office of the Dean of the School concerned issues transcripts of records for these Schools of the University:

Law	School of Continuing Studies (Evening Divisions)
Medicine	

TRANSFER CREDIT

Grades for work transferred from another institution are not recorded. If such grades are needed, the student must request a transcript directly from the institution concerned.

EXPLANATION OF GRADES AND GRADE POINTS

I. Beginning September 1982 - Undergraduate

Grade Points		Grade	Grade Points		Grade
4	= A	Excellent	2.3	= C+	
3.7	= A-		2	= C	Satisfactory
3.3	= B+		1.7	= C-	
3	= B	Good	1	= D	Poor but passing
2.7	= B-		0	= F	Fail

II. September 1947 – 1982. Beginning 1982 – Graduate

Grade Points		Grade
4	= A	Excellent
3	= B	Good
2	= C	Satisfactory
1	= D	Poor but Passing (not used for students in the Graduate School)
0	= F	Fail (or dropped without permission)

III. June 1926 – August 1947

Grade Points		Grade	Grade Points		Grade
7	= A	Superior	1	= D	Poor, barely passing
6	= A-		0	= E	Condition, removable by
5	= B	Good			a "second examination"
4	= B-				to a grade not higher
3	= C	Fair			than D (discontinued
2	= C-				September
					1945)
			0	= F	Failure, no credit

IV. Previous to June 1927

Grade Points		Grade	Grade Points		Grade
3	= A	Superior	0	= E	Condition, removable by
2	= B	Good			"second examination"
1	= C	Fair	0	= F	Failure, no credit
-1	= D	Poor			

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on purple SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

NORTHWESTERN UNIVERSITY • NORTHWESTERN UNIVERSITY •
NORTHWESTERN UNIVERSITY • NORTHWESTERN UNIVERSITY •

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071167 SCRIP-SAFE® Security Products, Inc. Cincinnati, OH• U.S. Patent 5,171,040

TRANSCRIPT NOTATIONS AND ABBREVIATIONS

HP High Pass
K Indicates work in progress°
LP Low Pass
N No grade, no credit°
P Pass with credit°
R For Doctoral students only
S Satisfactory (non-credit course)
T Full academic credit for Spring Quarter 1969-70. After 1970, transfer grade
U Unsatisfactory (non-credit course)
V Visitor (auditor)
W Withdrew - with permission
X Absent from final examination°°
Y Incomplete - Additional work required°°
Z Dropped without permission - counts as "F" (discontinued September 1962)
P N Grade Option added to present grading system September 1967.
° Neither K, T, P, or N is included in either the quarterly or the cumulative grade point average.
°° Previous to September 1962, a provisional grade was requested in cases of incomplete and/or absent from final examination. In such cases the provisional grade was used in computing the quarterly average. If no provisional grade was reported, grade "C" was used in computing the quarterly average. Both the quarterly and cumulative average, as well as hours and grade points were changed as soon as a final grade was reported.
Inc. Incomplete
Abs. Absent from examination; grade subject to make-up examination
Drp. Course dropped with permission, no penalty if work to date of dropping was C or better.
D.W.P. Dropped with permission; F grade
Prov. Provisional grade
Cr. Work completed satisfactorily
Aud. Auditor

COLLEGE CREDIT

I. Beginning September 1969 - on a course system - "1" denotes one course. For the purpose of transfer credit, one course during the academic year should be considered to be the equivalent of **four quarter hours or 2 2/3 semester hours.**
The Summer Session combines the course offerings of the School of Continuing Studies (semester system) and the Evanston Campus (quarter system). For purposes of transfer credit, courses taken during the Summer Session should be considered to be the equivalent of four quarter hours or three semester hours. Beginning Fall 2005, the School of Continuing Studies converted to the quarter system calendar. Therefore, courses taken during the summer session 2006 and forward should be considered to be the equivalent of four quarter hours or 2 2/3 semester hours.

II. September 1942 to August 1969 - on quarter system (exception - during World War II 1942-45, Navy V-12 Program was on trimester system)
A quarter hour (or a semester hour) was the work done in a fifty-minute lecture or recitation once a week for a quarter (or a semester), or a laboratory for a minimum of two hours a week for a quarter (or a semester); 2 semester hours equal 3 quarter (or term) hours.

III. Previous to September 1942 - on semester system (exception - year 1918 - 19 on term system same as a quarter system).
A minimum of 180 quarter hours (or 120 semester hours) was required for graduation.

STATUS OF UNDERGRADUATES

In good standing. This indicates student is entitled to honorable dismissal in every sense of the word and may continue his course in Northwestern University at any time. No separate letter of honorable dismissal is issued by this institution.

Academic Dismissal. A student, whether on probation or not, may be dismissed for academic deficiency whenever the faculty committee decides that such action is indicated by a record of poor scholarship. A student may be re-admitted at the discretion of the faculty committee.

COURSE NUMBERING SYSTEM

100 level Courses primarily for freshmen and sophomores usually without college prerequisite.
200 level Courses primarily for sophomores and juniors usually with the prerequisite of a 100 level course in the same or a related department.
300 level Courses primarily for upperclassmen and graduates, often with the prerequisites of a 100 and/or 200 level course in the same or a related department.
400 level Courses or seminars primarily for graduates, in which the major part of the work is not research.
500 level Courses for graduates only; seminars in which the work is primarily research, or special research by the individual student under faculty direction.

DEGREES AWARDED

School of Management
Master of Business Administration
Master of Management: Effective September 2000, by official University action, recognized as Master of Business Administration.
Master of Manufacturing Management (Joint Program with the School of Engineering)
Bachelor of Business Administration (Chicago Campus - discontinued June 1972)
Bachelor of Science in Business Administration (Evanston Campus - discontinued June 1970)

College of Arts and Sciences
Bachelor of Arts
Bachelor of Arts (classical language required, 1859-1948)
Bachelor of Arts Honors Degree (1934-1948)
Bachelor of Arts, Special Program in "The Liberal Arts," classical language no longer required (1949-1954)
Bachelor of Science (1876-1954)
Bachelor of Science Honors Degree (1934-1948)

School of Education and Social Policy
Master of Science in Education (Prior to 1935)
Master of Science in Education and Social Policy (Formerly Master of Science in Education)
Master of Science in Learning and Organizational Change
Bachelor of Science in Education and Social Policy (Formerly Bachelor of Science in Education)

School of Journalism
Master of Science
Master of Science in Advertising
Master of Science in Journalism
Bachelor of Science in Journalism

School of Music
Doctor of Music
Master of Music
Master of Sacred Music
Certificate in Performance
Bachelor of Arts in Music
Bachelor of Music
Bachelor of Music Education (discontinued 1985)

School of Communication (formerly School of Speech)
Doctor of Audiology
Master of Science in Communication (1986 - present)
Master of Science in Speech (1924-1935)
Bachelor of Arts in Communication
Bachelor of Science in Communication
Bachelor of Science in Speech

School of Engineering and Applied Science
Master of Biotechnology
Master of Engineering Management
Master of Information Technology: Effective December 2005, by official University action, recognized as Master of Science in Information Technology
Master of Manufacturing Engineering
Master of Project Management: Effective December 2005, by official University action, recognized as Master of Science in Project Management
Master of Science in Computer Information Systems
Master of Science in Information Technology
Master of Science in Project Management
Master of Urban and Regional Planning
Bachelor of Science
Bachelor of Science in Applied Mathematics
Bachelor of Science in Biomedical Engineering
Bachelor of Science in Chemical Engineering
Bachelor of Science in Civil Engineering
Bachelor of Science in Computer Engineering
Bachelor of Science in Computer Science
Bachelor of Science in Electrical Engineering
Bachelor of Science in Environmental Engineering
Bachelor of Science in Industrial Engineering
Bachelor of Science in Manufacturing and Design Engineering
Bachelor of Science in Manufacturing Engineering
Bachelor of Science in Materials Science and Engineering
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Medical Engineering
Bachelor of Science in Nuclear Engineering

Graduate School
Doctor of Education (1941 - 1966)
Doctor of Philosophy
Master of Arts
Master of Arts in Teaching (1961-1981)
Master of Fine Arts
Master of Science

School of Medicine - Department of Physical Therapy
Doctor of Physical Therapy
Master of Physical Therapy

University Senate
Senate - Bachelor of Science - Senate
A degree awarded June 1944 - June 1949, on recommendation of the University Senate, to men registered in any one of the undergraduate schools of the University who completed the required 180 quarter hours, but who were unable to meet all specific degree requirements because their college course had been interrupted by World War II.

NORTHWESTERN UNIVERSITY

UNIVERSITY OF CAPE TOWN

Sizanani

Collaboration in Biomedical Engineering and Healthcare Technology Management

incorporated in the

"Global Healthcare Technologies" Engineering Program

Spring Quarter 2007
(March 28th – June 8th)

STUDENT TRANSCRIPT

Confidential

Course Title	Credits	Contact Hours	Grade
Healthcare in Resource-Poor Environments	1.5	45	A-
Healthcare Technology Assessment and Planning	1	30	B+
Healthcare Technology Innovation and Design	1	30	A-
Race, Culture and Identity in South Africa	0.5	15	A-

Prof. Sue Kidson PhD
Head: Department of Human Biology UCT

Mladen Poluta
Director: HTM Programme UCT

Issued: July 5th 2007

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).

Health is an aspect of life that cannot be ignored by anyone; people have to deal with a variety of health problems, and medicine is the science that allows us to remedy many of them. As such, if one wants to make a significant difference in the lives of others while getting fulfillment from the work that this entails, the field of improved medical healthcare delivery is an ideal choice. For many this means medical school, public health, or the administrative aspects of the field, but I have always enjoyed the analytical side of medicine. In my undergraduate study of applied mathematics and engineering I have been exposed to less obvious facets of medicine, and with the decision to focus on biomedical engineering I have been able the combine my own analytical interests with the general study of medicine. With the aim to expand on my specific research interests, I think the MIT and Harvard medical engineering and medical physics program would be a great fit for me.

The fact that I enjoyed math and science [and I seemed somewhat good at them] led me to begin studying engineering. Later, I realized that I was actually drawn to the mode of thinking and analysis required for an engineer, such as the logical yet creative approaches to problem solving that call upon all of one's resources and simultaneously leave frustration and desire for more. My first realization of this came in an applied math course at Northwestern University in which the professor asked how many of his students intended to major in applied mathematics; when no one replied, he said that he would try to convert at least a few of us. As it turns out, I was one of the students he managed to convert, and I have been appreciative of that ever since. Applied mathematics has given me the basics that all fields of engineering rely upon and allowed me to recognize the intricacies of various engineering techniques. My specific interest in the connection between applied math and engineering lies in the modeling of real systems with mathematical models to analyze and answer questions pertaining to those systems. I explore this in my current research into fish behavior, and I would like to pursue it further in research focusing on human physiological systems.

The decision to enter the biomedical field of engineering was not a surprising one for me, but it involved a few bumps along the way. Medicine is a career that my family has encouraged me to pursue all my life, but having been surrounded by medical discussions growing up, I have often wondered if my enthusiasm for the subject was independent of my family's work and interest. But before long at university I realized that most of my academically related conversations with peers naturally focused on healthcare delivery. Several classes on subtopics in the field struck me as uninteresting at first glance but gradually became more engaging as we explored their applications to medicine. My study abroad trip to South Africa was the turning point that led me towards research in biomedical engineering: there, the clinic and hospital visits showed me not only the progress biomedical engineering has made in healthcare delivery, but also ways in which it can still improve the lives of people around the world. It is on this goal that I would like to focus my work.

I believe that my previous and current research experiences have helped develop in me the qualities that will serve me well in the future. My determination [or perhaps stubbornness] keeps me exploring new approaches to a problem until all options are exhausted. I also tend to set high goals for myself, and although I am occasionally frustrated with no recourse at hand, I generally find this to be a rewarding quality. Organization is another attribute that I do not undervalue; the demands of engineering classes are substantial, but due to my time management skills, I have [almost] never had to stay up all night to finish an assignment or prepare for an exam. Over the past few years, I have come to know through personal reflection my strengths and weaknesses [for instance I am not very good at statistics], and I do not hesitate to speak to my professors and TAs about my projects.

My biomedical engineering concentration at Northwestern University is biomechanics, and I have been exposed to a number of other areas of research through my modeling courses. In addition to modeling mechanical systems, I have done work on models of electrical signal transduction in neurons, and although this has not been my focus, I find it very exciting. Looking forward, I am hoping to continue in the field of biomedical engineering and concentrate on research that would

12-13-2007

Signature Date

Address in full

Statement of Objectives (Cont.)

coincide with my interest in human physiological modeling. I believe that the MEMP program would be a great place for me to refine my interest in the fields of engineering and medicine. I am hoping the range of research opportunities within the two universities will allow me to explore many facets of engineering in the medical field; I would not have to limit myself in the course of research and be able to draw from work being done within many different areas and specializations. Further, I think the program's coursework layout will effectively complement the courses I intend to take in the last two quarters at my current institution. Direct patient care with pre-clinical coursework will add a very engaging perspective to my understanding of biomedical engineering, while the engineering courses will continue strengthening my physical science background.

My main goal in the near future is to challenge myself in the field where I can have the most impact and help the greatest number of people. Through the events and my studies of the past four years I have determined that biomedical engineering is the field that will allow me to do this. Undertaking graduate level work at the MIT and Harvard medical engineering and medical physics program will be an excellent step for my growth as a researcher and as an individual. While I do not expect this pursuit to be easy, with my educational background and my personal qualities, I believe I will be able to perform well in the graduate level courses and make significant contributions to the lab in which I find myself.

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: Mary Silber Title Professor

Address Dept. of Engineering Sciences & Applied Math. Evanston IL 60208 USA

email m-silber@northwestern.edu Date 11-30-2007

School or company Northwestern University Telephone number 8474918782

In what capacity do you know the applicant? advisor, student in course, research assistant

How long have you known the applicant? 2.5 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) 1st in small class in applied math.

(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.

Please see attached letter of reference.

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

I do not know if English is Confidential language, but he speaks/writes as if it is. I know that he has some Russian background, so it is possible that his first language was Russian.

Evaluator's signature Mary Silber 11-30-2007

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.

McCormick Robert R. McCormick School of Engineering and Applied Science
Northwestern University
Technological Institute
2145 Sheridan Road
Evanston, Illinois 60208-3125

Department of Engineering Sciences and Applied Mathematics

Phone 847-491-3345
Fax 847-491-2178

NORTHWESTERN UNIVERSITY

November 26, 2007

Dear Colleague,

I am writing to strongly recommend Confidential for admission to your graduate program related to biomedical research. Con is a student who is ideally suited for advanced graduate study.

I have served as Confidential's applied mathematics major advisor for the past 2.5 years; in this capacity we meet at least once per quarter. Con is scheduled to graduate in the spring of 2008, a double major in Applied Mathematics and Biomedical Engineering. Con is both a self-directed and a mature student, and so it has been effortless, although still rewarding, to advise him. In addition, I was Con's instructor for his *Complex Variables* course (ESAM 311-3), which he took at the end of his sophomore year. Con is also an undergraduate research assistant working with me and Professor Malcolm MacIver of Northwestern's mechanical and biomedical engineering departments on a problem related to optimal control and fish locomotion. It is largely on the basis of this last interaction with Con that I can so strongly recommend him for graduate study. He is not only a very smart and capable student, but he is one that is suited to pursuing research because of his scientific curiosity and his intellectual drive.

During the spring of his sophomore year Con was one of three sophomores who took my *Complex Variables* course. The other students in this advanced undergraduate course were primarily graduate students. Complex variables is the third course in a year long sequence in *Methods of Applied Mathematics*. Our engineering and applied mathematics students find complex variables to be a fairly abstract applied mathematics course; they must first learn the mathematical foundations and calculus of complex-valued functions before they can move on to any familiar areas of application. The course requires a level of mathematical sophistication very few sophomores have gained. Con received an A- in my course. For a sophomore to be able to do this well in the complex variables course is unusual. I enjoyed having Con in class; he does not draw a lot of attention to himself, yet he is engaged and he asks good questions. He is a serious student, with an excellent mathematical mind, and is someone who loves problem solving. I expect he has the makings to be a highly effective researcher. Con will not give up on a problem once it gets his attention.

Starting in the summer of 2007 Con joined a research effort I have with Prof. MacIver, who is an expert on sensing and locomotion of weakly electric fish. (I have a graduate student and a postdoc who have been working along with us on this project.) This interdisciplinary research problem is related to optimal control and fish locomotion. I expect our paper, currently in preparation, to be submitted for publication by the end

of 2007, and Con will be a co-author. Specifically, our effort has been aimed at a comparison of optimal solutions (according to some cost function) of a highly idealized mechanical 'fish' model with 'true solutions' of the exact problem, namely those obtained as motion-capture data from MacIver's laboratory fish tank. Con 's contributions have related to the matlab-based computer interface that allows us to view the trajectories in a variety of three-dimensional renderings. He has also run the optimization software, and developed some diagnostics for determining the extent to which the laboratory fish bends to realize a particular motion. The latter grew out of Con 's observation that the optimal trajectories are closer to the true trajectories in the instances that the fish does not bend much. Thus, Con not only processed the data for us, but also examined it and came back with his own hypothesis about it, which proved to be an interesting one for us to pursue with our data set. Although the most junior member of our team, Con nonetheless speaks up with ideas and questions at all of our weekly meetings.

In summary, Confidential is a smart, articulate, self-directed, and motivated student, who is easy to talk with and easy to engage in discussions around mathematics and engineering. He has broad intellectual interests and an easy-going personality, and I know, from experience, that he will contribute well to any team effort. I highly recommend Con to your program. He has a lot to offer, and I fully expect him to be successful in this pursuit. If you need any additional information, please do not hesitate to contact me.

Sincerely Yours,

Mary Silber
Professor
Eng. Sciences & Applied Math.
Northwestern University
(847) 491-8782
m-silber@northwestern.edu

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: Malcolm MacIver Title Assistant Professor

Address 922 W Fullerton Ave #2 Chicago IL 60614-2407 United States

email maciver@northwestern.edu Date 12-06-2007

School or company Northwestern University Telephone number 773-793-8523

In what capacity do you know the applicant? Undergraduate Research Advisor

How long have you known the applicant? 6 months

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

- [X] 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?

- [X] 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) In the top ten out of 50 in the BME cohort

(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.

Northwestern University

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

Not applicable.

Evaluator's signature Malcolm MacIver 12-06-2007

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.

McCormick
Robert R. McCormick School of Engineering and Applied Science
Northwestern University
D157 Technological Institute
2145 Sheridan Road
Evanston, Illinois 60208-3111

Malcolm A. MacIver
Assistant Professor
Department of Biomedical Engineering
Department of Mechanical Engineering

maciver@northwestern.edu
Phone 847-491-3540
eFax 847-556-0173
www.neuromech.northwestern.edu

NORTHWESTERN UNIVERSITY

December 6, 2007

Department of Health Sciences and Technology
MIT

Dear HST Application Review Committee Member,

I'm happy to write a letter of recommendation for Confidential, who has applied for entry into your HST graduate program. I am an Assistant Professor with joint appointments in the Biomedical and Mechanical Engineering Departments of Northwestern University. I am primarily involved in the Neural Engineering Program. My area of research is understanding the ways in which the mechanics of the body contribute to adaptive behavior, particularly behaviors which require sensory feedback for successful completion.

Over the past six months, I have met once or twice a week with Con to guide work he has been doing with myself, a faculty member in Applied Math (Mary Silber), and a graduate student and post-doctoral fellow. We have been performing an analysis of the motion of weakly electric fish, a model system for understanding sensory processing in vertebrates, to determine to what extent their movements are mechanically optimal. Our hypothesis was that the observed movements, which another part of the work of my lab is assessing for sensory optimality, are mechanically optimal, and that the basis for the pattern of thrust capability of the body is that the way in which the animal generates thrust is what is necessary to obtain mechanically optimal trajectories. The work is complex, and spans idealized ellipsoidal models for optimal control analysis, and comparison of the optimal control results with empirical results.

Con has been a key person in the work to compare the optimal control results to the empirical results. I have been consistently impressed with his capabilities. Some months after he joined the project, it was evident that his contributions warranted co-authorship on the major paper we are currently writing to report our results. Besides his rapid ability to absorb the needs of a research study and translate these into analysis code to generate the necessary results, Con has also contributed critical assessments of large number of problems that have arisen as we have pursued completion of this project. This is a testament to the quality of his thinking, since most students in his position would not have the confidence in their thought processes to bring up a critical note in the presence of two professors and one postdoc. As one of many examples of his critical thinking skills, he identified two patterns of behavior we hitherto had been aware of in the empirical kinematic data which were leading to disagreement with the optimal control results. One concerned cases where the fish's trunk was bent at the onset of the behavior, and the other is a situation in which, in certain trials, the fish would move quickly initially but then "loiter" as it got close to the prey.

Con would make an excellent student in your program. He is easily among the top three students I've had the pleasure to mentor in my lab, out of a very select group of about 15 undergraduate students. I have no hesitation in giving him the strongest recommendation. Please feel free to contact me should any further details be needed.

Sincerely,

M. MacIver

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: Matthew Glucksberg Title Prof. and Chair

Address BME Dept Evanston IL 60657 USA

email m-glucksberg@northwestern.edu Date 12-16-2007

School or company Northwestern University Telephone number 8474917121

In what capacity do you know the applicant? Teacher

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	☐ 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) 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.

He is an independent and thoughtful person, and quite creative by nature. His grades are very good, and he has demonstrated the ability to lead by example. He is quick to volunteer for community service activities and shows true concern for his fellow man. Technically he possesses both impressive analytical skills and a sharp intuition about problems in mechanics.

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

He speaks as a native english speaker, but I believe his first language is Russian.

Evaluator's signature Matthew Glucksberg 12-16-2007

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.

I am pleased to offer my recommendation for Confidential to your program. I know Con primarily from our Global Healthcare Technology program at the University of Cape Town. In ths program a dozen or more undergraduates and graduate students take courses in helath care technology management and in biomedical engineering design for the developing world. Con's group worked with a local hospital bed manufacturing company to develop more robust inexpensive beds for the primary care clinics in South Africa. Con is by nature a quiet observer and this quality served him well as he and his group explored the stresses that beds are exposed to in a variety of clinics throughout the western cape, and especially in the townships surrounding Cape Town. Con's keen observations and his contributions to the redesign of key components of the basic model of hospital bed proved to be of great value to the company. Con is a solid engineer and a good student who will do well in any graduate program.

ETS. GRE.

GRADUATE INSTITUTION REPORT OF SCORES

SCHOOL CODE: 3514
DEPT. CODE: 5199

LAST NAME:
FIRST NAME:
ADDRESS:

Confidential

HSX

BIRTH DATE MO DAY YR	SOCIAL SECURITY NUMBER	SEX	MOST RECENTLY REPORTED TEST DATE	MOST RECENTLY REPORTED REGISTRATION NUMBER	PRINT DATE
Con		M	12/07	5824677	12/19/07

INSTITUTION CODE & NAME	DEPARTMENT CODE & NAME
3514 MASSACHUSETTS INST TECH	5199 COPY FOR ANY DEPARTMENT NOT LISTED

GENERAL TEST

TEST DATE	VERBAL		QUANTITATIVE		ANALYTICAL WRITING		ANALYTICAL	
MMYY	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW
12/07	480	55	800	94	5.5	88		

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