
**Reference Form for Applicant for
Doctor of Education in Curriculum and Instruction
University of Houston-Clear Lake**

Name of Applicant _____
(Type or print) Last Name First Name Middle Name

To The Applicant: This form will be used in the admissions process, and therefore, must be included with your application materials. This form must be signed by the evaluator and sealed in an envelope with the evaluator's signature and the date written across the sealed flap. Reference Forms that are open or unsealed do not satisfy the requirement for confidential recommendation. This form must be accessible to you if you enroll in the program (see the Family Educational Rights and Privacy Act of 1974). We request, but do not require, that you waive your right of access in order to facilitate a completely candid appraisal. If you choose to waive your right of access, please sign immediately below.

SIGNATURE OF APPLICANT _____

To The Evaluator: We solicit your candid appraisal of this applicant. However, you should be aware that if the applicant's signature does not appear above, and if he or she enters the program, the applicant could ask to review the information you provided.

In order to expedite processing of the many applications received by the program each year, we require applicants to enclose the Reference Forms as part of their application materials for admission. *The form must be signed by the evaluator and sealed in an envelope with the evaluator's signature and the date written across the sealed flap.* Please feel free to use another page if you need additional space.

We feel a deep sense of responsibility to the public and to the education profession to be reasonably certain that our students are academically well qualified, that they possess a reputation for truth and honesty, and that they have the commitment to successfully complete the rigorous program of doctoral study. Therefore, we rely, in part, on the information you give us in making the final admission decision.

Please know that we are exceedingly grateful for your assistance in evaluating this applicant.

How long have you known this applicant? _____

In what capacity? _____

Do you believe that the applicant has the necessary ability to complete a rigorous program of doctoral studies in Curriculum and Instruction?

decidedly

probably

doubtfully

no

What do you perceive as strengths in this individual? Focus on those variables you consider important to be successful in doctoral studies (e. g., written and oral communication, analytical skills, independence of thought, initiative, leadership). Feel free to add additional pages, if necessary.

What do you perceive as weaknesses in this individual? Focus on those variables you consider important to be successful in doctoral studies (e. g., written and oral communication, analytical skills, independence of thought, initiative, leadership). Feel free to add additional pages, if necessary.

Do you know of any special circumstances that should be considered in evaluating the likelihood of the applicant's success in doctoral studies?

Please evaluate the applicant in the following skills/traits/abilities by checking the appropriate responses.

| | Exceptional (Top 5%) | Outstanding (6% - 10%) | Good (11% - 20%) | Average (21% - 50%) | Below Average (Below 50%) | Not Applicable |
|-------------------------------|--------------------------|---------------------------|--------------------------|--------------------------|------------------------------|--------------------------|
| 1. Analytical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Oral Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Independence of Thought | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Judgment Ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Initiative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Dependability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

