

# **Texas Woman's University**

## **Special Education Doctoral Student Handbook**

**Doctoral Program in Special Education  
Department of Teacher Education  
College of Professional Education**

Revised Spring, 2009

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## **Doctoral Program in Special Education: Overview**

## Introduction

The goal of the Ph. D. program in Special Education at Texas Woman's University (TWU) is to provide professional development for adults who desire to enhance their knowledge and skills related to the field of Special Education. The program focuses on outcomes that will prepare graduates to serve as university special education faculty, to become specialists and consultants in the field of Special Education, and to assume leadership roles in a variety of public and private educational settings. Objectives of the program focus on competencies that will prepare graduates in the areas of teaching, research, and service.

The doctoral program in special education is offered under the auspices of the Department of Teacher Education, Programs in Special Education, College of Professional Education. The degree designation on the transcript and diploma reads *Doctor of Philosophy*. Students must meet the requirements of the TWU Graduate School, the College of Professional Education, and the Special Education Program.

The program seeks to graduate individuals who are reflective and culturally sensitive practitioners and leaders in the profession, and who practice within the following Code of Ethics adopted by the Council for Exceptional Children:

### CEC Code of Ethics

Special education professionals:

- are committed to developing the highest educational and quality of life potential of individuals with exceptionalities
- promote and maintain a high level of competence and integrity in practicing their profession
- engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects
- exercise objective professional judgment in the practice of their profession
- strive to advance their knowledge and skills regarding the education of individuals with exceptionalities
- work within the standards and policies of their profession
- seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession
- do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC

**Learning Objectives** The objectives of the doctoral program in special education focus on competencies that will prepare graduates in the areas of teaching, research, and service. The program emphasizes course work built upon accepted and emerging theoretical orientations related to learning disabilities, emotional/behavior disorders, and intellectual disabilities. Graduates typically assume positions in higher education, federal

agencies, or in state and local education agencies. The program is based on the following learning objectives:

### **Minimal Learning Objectives for TWU Doctoral Students**

#### **Foundations**

- Demonstrate knowledge of law and policy as it relates to learners with exceptionalities.
- Demonstrate knowledge of the historical development of special education and its relationship to regular education.
- Demonstrate knowledge of the learning and social/emotional needs of individuals with exceptionalities, and evidence based best practices for addressing those needs.
- Demonstrate knowledge of the cultural and linguistic differences in learners with exceptionalities, and how those differences impact educational practices.
- Demonstrate knowledge of the role of technology in helping students gain access to learning.
- Demonstrate knowledge of program funding and services for special populations in relationship to societal values.

#### **Teaching**

- Articulate a philosophy of special education for learners with exceptionalities
- Demonstrate skills in teaching pre-service university courses.
- Demonstrate skills in conducting in-service professional development sessions to upgrade knowledge and skills of the participants.
- Demonstrate skills in evaluating educational programs for special populations of students.
- Demonstrate skills in, and a commitment to, life-long learning by continually engaging in the process of self-evaluation and renewal.
- Demonstrate the ability to be a reflective, culturally sensitive practitioner and leader in the profession of education and practice with the CEC Code of Ethics.

#### **Research**

- Demonstrate skills in critically analyzing, synthesizing, and applying extant research and literature to increase knowledge and understanding of mankind.
- Demonstrate skills in identifying issues and trends in general and special education and analyze the existing or potential impact on learners with exceptionalities.
- Demonstrate independent research through implementation of all aspects of the research process.
- Demonstrate skills in identifying appropriate mechanisms for disseminating the results of research findings.
- Demonstrate skills in scholarship such as writing for publication in peer-refereed journals or presenting papers at scholarly meetings or conferences.

#### **Service**

- Demonstrate service to the profession by membership and participation in local, state, and/or national professional organizations.

### **The Federated Doctoral Degree**

TWU partners with the University of North Texas (UNT) to provide a federated doctoral degree. Under this partnership agreement, students in specified degree programs may enroll at their home institution for graduate courses offered by the other university. To be eligible for cross registration, students must be admitted to a degree program or be working on a certification plan at the home institution.

TWU graduate students who have been admitted to a jointly offered degree program and who wish to enroll for graduate courses offered by the University of North Texas (UNT) should first secure their major adviser's approval of registration for a specific course or courses. After the advisors approval, students will contact the Federation of North Texas Liaison designee in the TWU Graduate School to assist with registration procedures.

The registration procedure described above is available only to graduate students admitted to one of the degree programs jointly offered by the federation, and applies to graduate courses only. Again, doctoral students should always contact their advisor for approval of an appropriate course to be completed at UNT. Graduate advisors and their areas of expertise are as follows:

#### **Graduate Advisors in Special Education**

<b>Ron Fritsch, Ed.D</b>	<b>Emotional/Behavior Disorders Teacher Education</b>	<b>SH 119 940-898-2278</b>
<b>Lloyd Kinnison, Ed.D</b>	<b>Intellectual and Developmental Disabilities Assessment Teacher Education</b>	<b>SH 110 940-898-2281</b>
<b>Jane Pemberton, Ph.D</b>	<b>Learning Disabilities Emotional Behavioral Disorders Assessment Inclusion Strategies Co-Teaching</b>	<b>SH 114 940-898-2273</b>
<b>Joyce Rademacher, Ph.D</b>	<b>Learning Disabilities Inclusive Teaching Learning Strategies Instruction</b>	<b>SH 113 940-898-2272</b>
<b>Tammy Stephens, Ph.D</b>	<b>Learning Disabilities Assessment Response to Intervention</b>	<b>SH 112 940-898-2287</b>
<b>Michael Wiebe, Ph.D</b>	<b>Emotional/Behavior Disorders Assessment Teacher Education</b>	<b>SH 111 940-898-2280</b>

#### **Admission to the TWU Doctoral Program in Special Education**

Admission to the doctoral program in special education takes into consideration several critical factors deemed important for success in graduate studies. No single factor determines an individual's eligibility for admission. Each applicant must first apply to and meet the general requirements of either the TWU Graduate School or the Toulouse School of Graduate Studies at UNT. The student should apply to the university that best meets his/her research and career objective interests. Admission to the doctoral program is a two-step process.

The first step for admission to the doctoral program is to apply and be admitted to the TWU Graduate School. The second step is to apply and be admitted to the TWU Doctoral Program. It is recommended that the applicant complete both steps of the admissions process at least six weeks prior to the desired semester of entry. Thus, both steps must be completed by the following semester deadlines:

For Fall Admission:	July 1
For Spring Admission:	November 1
For Summer Admission:	April 1

### **Admission to the TWU Graduate School**

The following documents should be submitted as early as possible to the Office of Student Records Processing located in the TWU Graduate School:

- A completed Application for Graduate Admission. A nonrefundable application fee is required for each new applicant. The Application for Graduate Admission form may be obtained on the website at [www.gradschool@twu.edu](http://www.gradschool@twu.edu).
- Official transcripts from each college or university attended. Copies of transcripts are not accepted.
- Official report of the Graduate Record Examination (GRE). Information concerning the GRE may be obtained at [www.gre.org](http://www.gre.org). Computer-based registration may be obtained by calling 1-800-GRE-CALL. For other GRE information, call 609-771-7670. The TWU institution code is 6826.

**NOTE:** International students should check admission requirements online at [www.twu.edu/admissions/international.asp](http://www.twu.edu/admissions/international.asp) or contact the Office of International Education at 940-898-333.

For additional information regarding admission to graduate studies for international students, contact the admissions office online at [admissions@twu.edu](mailto:admissions@twu.edu) or by phone (toll free) at 1-866-809-6130 or at 940-898-3188.

### **Admission to the TWU Doctoral Program**

Provisional Admission Initial acceptance into the federated doctoral program is provisional and is contingent upon meeting admission standards set by the TWU Special Education Program. Unconditional admission is only granted after students have successfully passed the Special Education Federated Written Admissions Examination. Admission standards for provisional acceptance into the program are as follows:

- A minimum grade point average of 3.0 on the master's degree.
- Submission of GRE scores (Verbal, Quantitative, and, Analytical Writing) is required. There is no required minimum GRE score used for admission into the Graduate Special Education Program. However, most successful applicants to the programs in special education have a Verbal score of 450 or higher, a Quantitative score of 400 or higher, and an Analytical Writing score of 4.0 or better.
- Evidence of three years of successful teaching experience in special education, or related acceptable experience. In the event the student does not meet this requirement, the federated faculty may recommend that the student participate in extensive practicum or internship experiences as part of the doctoral degree requirements. This practicum or internship will be in addition to that required as part of the regular degree program.
- Submission of an Application Packet for the Ph.D. in Special Education. The application packet and directions for completing it are located in Appendix A.

Upon review of the above mentioned information, TWU faculty may also require a personal interview with the applicant before granting provisional admission to the program. Also, if the applicant is deficient in any of the above areas, an appeal may be made to a committee of special education federated faculty. In addition to the listed criteria, the faculty committee may consider the applicant's related work experience, publications, presentations to professional organizations, leadership roles, teaching excellence, awards and other successes that might provide evidence of qualification for doctoral study.

The review process is holistic. Criteria for consideration in selection of Ph. D. students include indicators of academic ability to participate in doctoral-level study, successful background and work experience, attitude toward assuming a role as a doctoral special education student, oral and written communication skills.

Once provisional admission is granted, the program chairperson will assign an advisor to the student. The advisor will assist the student with the selection of courses for the first semester and with the preliminary examination procedure for unconditional admission to the program.

Unconditional Admission Unconditional admission to the doctoral program is contingent upon the following factors:

- Successful completion of the Special Education Federated Written Examination within one year of successfully completing coursework approved for the degree plan.
- A majority approval of the TWU federated faculty.

### **Special Education Federated Written Examination Procedures**

This written examination is a diagnostic and screening instrument that formally assesses the student’s background preparation in special education and the student’s suitability for doctoral studies. It is typically completed during the student’s first year of enrollment in courses approved for the degree plan. The exam is a three-hour written examination to assess the student’s ability to write in a concise and accurate manner. The exam focuses on general trends and issues in special education.

A committee of at least two members of the federated faculty will be selected to read and evaluate the exam. The admissions examination is evaluated on a pass/fail basis. If the examination is failed, the student has an opportunity to retake the examination after remediation procedures at the discretion of the advisory committee. After the student passes the admissions examination, a chairperson is appointed to begin working with the student in identifying the Doctoral Committee and formulating a course of study. The following criteria are used to judge the quality of the admissions examination:

<b>Evaluation Criteria for the Admissions Examination</b>	
<b>Writing Style:</b>	Introduction is stated early with major points of the paper stated. Major points are tied to the topic sentences. A concluding paragraph is provided last. Spelling, punctuation, grammar, sentence structure, vocabulary, and use of paragraphs are for a first draft paper. Ideas and paragraphs are tied to the topic sentences.
<b>Accuracy:</b>	Statements are appropriate to the content of the question. Responses are supported by adequate documentation using APA style. A concluding paragraph is provided last.
<b>Completeness:</b>	Major aspects of questions are addressed in a clear, concise manner. Body of the paper directly addresses the topic area.

### **Doctoral Advisory Committee, Plan of Study, and Mentorships**

#### **Doctoral Advisory Committee**

The doctoral advisory committee is selected and appointed immediately after the student passes the written admissions examination. The student will select a chairperson of the committee to serve as the major advisor for the remaining part of the degree program. The committee is established with a minimum of four members (two from the TWU special education faculty, one from the minor area, and one member from the UNT faculty in special education; the chairperson must be from the TWU special education

faculty). At the discretion of the chair, and consultation with the student, committee members may be changed or added.

The doctoral advisory committee will assist the student in the establishment of a degree program leading to the doctorate, assist in the development of an adequate proposal, and assist in the culminating dissertation. Further, the committee will advise the student in other matters such as the qualifying examinations and the selection of a dissertation topic.

A meeting of the student and the committee will result in the preparation and filing of the "Doctoral Proposal" with the TWU Graduate School. The doctoral advisory committee will be involved in all aspects of the student's dissertation proposal, and dissertation planning and completion.

### **Plan of Study**

General requirements for the Doctoral Degree include:

- 90 hours of course work beyond the Baccalaureate, including 6-12 dissertation hours
- An Entrance Examination
- A Final Examination

A typical program of study includes the following two research tools:

- Tool #1            6 hours of language (Computer Science)  
  
CSCI 5793    Statistical Package I (SSPS)  
CSCI 5893    Statistical Package II
- Tool #2            12 hours of Research Design and Statistics from the following recommended courses and with approval from the student's advisory committee  
  
PSY 62903    Multivariate Statistics  
PSY 6213     Non-parametric Statistics  
KINS 5033    Applied Statistical Principles  
KINS 5043    Statistical Inference  
KINS 61243   Quantitative Research Design  
SOC 5363     Survey Research  
READ 6483   Qualitative Research  
READ 6493   Advanced Qualitative Research

Required core special education courses are as follows:

EDSP 6103    Intellectual and Development Disabilities

- EDSP 6303 Seminar in Emotional/Behavioral Disorders
- EDSP 6403 Seminar in Learning Disabilities
- EDSP 6603 Social Constructs of Disabilities OR
- EDSP 6503 Seminar in Policies and Procedures in Special Education
- EDSP 6913 Doctoral Mentorship (6 Hours)

A cognate or minor field of 12 -16 hours is also required. The minor area is chosen by the student in conjunction with the major professor. The area should be selected in such a way that it complements the professional goals of the student or enhances the student's ability to conduct research in areas of particular interest. Courses from the Master's Degree may be counted in this area.

6 – 12 dissertation hours are included on the degree plan. Only 12 semester hours of dissertation credit are applied to the degree program, even though more dissertation hours may be accumulated. The student is required to enroll for dissertation credit and must maintain continuous enrollment in a minimum of 3 semester hours during each long semester until the dissertation has been accepted by the graduate dean. Dissertation hours include:

- EDSP 6983 Dissertation (During this course, the proposal is developed.)
- EDSP 6993 Dissertation (This includes multiple enrollments until the dissertation is completed and defended.)

Electives or leveling courses may consist of 18-27 semester credit hours. Courses completed from the Master's Degree may be included. The following courses represent student options for electives and/or leveling courses.

- EDSP 5033 Tests and Measurements for the Exceptional Child
- EDSP 5103 Developmental Disabilities
- EDSP 5303 Students with Emotional and Behavior Disorders
- EDSP 5413 Individuals with Learning Disabilities
- EDSP 5423 Methods of Teaching Special Education
- EDSP 5313 School-based Interventions for Students with Emotional/Behavior Disorders
- EDSP 5323 Models and Theories for the Education of Students with Emotional/Behavior Disorders
- EDSP 5433 Language Disorders for Students with Disabilities
- EDSP 5163 Inclusive Educational Programming
- EDSP 5043 Administration and Supervision of Special Education Programs
- EDSP 5833 Clinical Instruction in Psychoeducational Assessment
- EDSP 5843 Clinical Instruction in Intellectual Assessment
- EDSP 5853 Advanced Assessment and Evaluation of Individuals with Disabilities

Federated courses may be taken at the University of North Texas. A minimum of six hours may be selected upon advisor approval. After the advisor's approval, students should contact Erin Thompson, Graduate School Administrative Assistant, and Federation of the North Texas Liaison to assist with registration procedures. Ms. Thompson may be contacted by phone at 950-898-3414 or by email at [kerinthompson@twu.edu](mailto:kerinthompson@twu.edu)

## **Mentorships**

Each doctoral student will complete two semesters of mentorship (EDSP 6913). Mentorships can be two separate scholarly projects or one scholarly project continued over two semesters. The purpose of the mentorship is for students to work closely with one or two faculty members. Mentorships may include a research project with a faculty member, a grant writing project with a faculty member, or co-teaching with a faculty member.

If the student co-teaches, a true co-teaching model will be incorporated so that the student is not responsible for the major portion of the course. It is the student's responsibility to find a faculty mentor and plan an appropriate mentorship. Students are not obligated to do a mentorship with their advisor. It is suggested that the student search for a faculty member who can provide guidance in his/her area or areas of interest. The student will enroll in EDUC 6913 under the faculty mentor's section number.

## **Qualifying Examination, Admission to Candidacy, Dissertation, and Student Responsibility**

### **Qualifying Examination**

The written qualifying examination requires synthesis and application of knowledge acquired during the course of study for the Ph. D. in Special Education. Satisfactory performance in course work does not guarantee successful performance on the qualifying examination. A student may take the examination after the Graduate School has approved the degree plan and the student has completed a majority of the course work on the degree plan. It is the student's responsibility to contact the advisory committee to plan and schedule the qualifying examination.

Based on the student's plan of study, the qualifying examination contains questions related to the field of special education (e.g. intellectual disabilities, learning disabilities, emotional disturbance, policy issues); research tools, and a question related to the minor area of study. The questions will represent the student's specialty area within special education and are prepared and evaluated by the student's advisory committee. The student should check with his or her advisor as to the length of the examination.

At the discretion of the advisory committee, the student may also be asked to complete an oral examination to provide additional evidence of the ability to synthesize and apply knowledge of special education and / or the minor or related field. Also, if a student

does not pass the exam, the qualifying examination can be repeated one time after a lapse of at least four months.

The student's doctoral advisory committee evaluates the qualifying examination on a pass/fail basis. The following criteria are used to judge the quality of the admissions examination.

<b>Evaluation Criteria for Qualifying Examination</b>	
<b>Writing Style:</b>	Introduction is stated early with major points of the paper stated. Major points are tied to topic sentences and concluding paragraph is provided last. Spelling, punctuation, grammar, sentence structure, vocabulary and use of paragraphs as appropriate for a first draft paper. Ideas and paragraphs are tied to the topic sentences.
<b>Accuracy:</b>	Statements are appropriate to the content of the question. Responses are supported by adequate documentation using APA style. A concluding paragraph is provided last.
<b>Completeness:</b>	Major aspects of questions are addressed. For the major area, there is a demonstrated knowledge of major contributors in the field. The most recent research is cited as appropriate for documentation. Body of the paper directly addresses topic area.
<b>Synthesis:</b>	The response(s) demonstrates critical and reflective thinking skills. The response(s) synthesizes current literature across all disciplines as it pertains to the question. The response(s) explores both theoretical and practical implications of research literature.

Once the qualifying examination is passed, the student is admitted to candidacy on recommendation of the advisory committee.

### **Admission to Candidacy**

A recommendation for candidacy is forwarded to the TWU Graduate School by the chair of the advisory committee after the student has passed the qualifying examination. The TWU Graduate School imposes a 10 year time limit for completing the doctoral degree. Students are responsible for completing their dissertation within this timeframe. If there are extenuating circumstances that prevent completion of the dissertation, it is the student's responsibility to request an extension. The student's dissertation committee will approve or deny the request.

### **Dissertation**

Dissertation Research Committee. When students have successfully completed their qualifying examinations and been admitted to candidacy, it is the student's responsibility to select a dissertation research committee. The committee must have at least two TWU special education graduate faculty members and one UNT graduate faculty member. Other members may be selected from graduate faculty. The chair of the committee must

be from the student's area of specialization area. The committee chair typically will assist the student in structuring the committee.

Proposal. After passing the qualifying examination, the student is eligible to present a proposal (prospectus) for dissertation research to the dissertation committee. The approved proposal is forwarded to the TWU Graduate School. The proposal for the committee may be any length; however, the prospectus for the graduate school is limited to 10 pages. At this time, students must enroll in a minimum of 6 hours of dissertation hours: EDSP 6973 & EDSP 6983.

Human Subjects Review. All proposed human subjects research, including proposed dissertation research, is subject to review by the UNT Human Subjects Institutional Review Board (IRB) and cannot take place without institutional approval. All doctoral candidates are required to complete the Application for Approval of Investigation Involving the Use of Subjects form. This application must be completed at the same time as the Dissertation Proposal form.

Oral Defense. When the student and chair of the committee are satisfied that the research is complete and ready for presentation, an oral defense of the dissertation is scheduled. At the oral defense the student will make a formal presentation of the research. Committee members may ask questions. The oral defense is open to interested faculty and students. At the conclusion of the defense, the committee will determine if the student has passed the defense.

### **Student Responsibility**

It is the responsibility of the student to become aware of established benchmarks and timelines for progressing through the program. It is the student's responsibility to keep in continual contact with the advisor and advisory committee. It is the student's responsibility to be familiar with all information in the doctoral handbook and the procedures and requirements of the Graduate School. The student must be aware of admission requirements and graduation requirements. Graduate School requirements and necessary forms can be accessed through the TWU Graduate School at [www.gradschool@twu.edu](http://www.gradschool@twu.edu).

The essay should be 3-5 pages, typed, double-spaced. Please understand that the essay will be reviewed for both content and clarity.

## **APPENDIX A**

## **Application Packet for the Ph.D. in Special Education**

Dear Applicant:

Thank you for your interest in Texas Woman's University Special Education Ph.D. program. In order to be considered for doctoral studies, the following items should be assembled into a packet and sent to the Special Education Doctoral Program Coordinator:

1. The Applicant Data Sheet (See attached Applicant Data Sheet.)
2. A Letter of Intent (See Instructions for Letter of Intent.)
3. Copies of Teaching Certificates (if applicable)
4. A Personal Vita

Three letters of recommendation from professionals in the field are also required. The letters should address your qualifications in regard to: interest in scholarly activities, leadership, initiative, and analytical thinking. (See attached Letter of Recommendation Form.)

Your application packet and outside letters of recommendation should be sent to:

**Special Education Doctoral Program Coordinator  
Texas Woman's University  
Department of Teacher Education  
P.O. Box 425769  
Denton, TX 76204-5769**

**Applicant Data Sheet**

**Name** \_\_\_\_\_

**Social Security Number** \_\_\_\_\_

**Permanent Address** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Home Phone** \_\_\_\_\_

**Work Phone** \_\_\_\_\_

**Cell Phone** \_\_\_\_\_

**Email Address** \_\_\_\_\_

## **Instructions for Letter of Intent and Seeking Recommendations**

### **Letter of Intent**

The purpose of the letter of intent is for you to provide a written reflection regarding your professional experiences and goals. This information will determine if there is a potential match between our program and your professional needs.

The letter should be 3-5 pages, typed, and double-spaced. The letter will be reviewed for both content and clarity. Please include the following information in your letter:

1. Describe your philosophy of special education for exceptional learners.
2. Explain your reasons for pursuing a doctoral degree.
3. Describe your experiences with individuals with disabilities or students who are gifted. This may include your experiences with disabilities in inclusive settings as well as support settings.
4. List and describe your personal strengths that would provide insight about your ability to do doctoral work.
5. List and describe your professional experiences that would provide insight into your ability to complete doctoral work. This may include grant writing, curriculum development, special projects, presentations for professional audiences, and/or leadership roles and responsibilities related to the profession.
6. Describe your research interests and why that research interests you.
7. Describe why you believe you can contribute to the field of special education.

### **Seeking Recommendations**

Please ask a minimum of *three* individuals to recommend you for the TWU Special Education Ph.D. program who view you as having potential to succeed in the program. References should have knowledge of your *academic ability, work experience* and *communication skills*. You will ask these individuals to provide information on the Recommendation Form for the Ph.D. in Special Education form contained on the following page. Each person who serves as a reference should mail the recommendation to the TWU address included at the bottom of the form.

**Ph. D. in Special Education Recommendation Form**  
**Texas Woman's University**

Applicant's Name \_\_\_\_\_

**Directions:** The person named above is applying for admission to the Texas Woman's University Special Education Ph.D. program. Please rate the applicant in the areas on the rating scale to the best of your knowledge. You are also encouraged to attach additional information in the form of a letter. Thank you.

Your Name \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone: work \_\_\_\_\_ home \_\_\_\_\_ cell \_\_\_\_\_

email \_\_\_\_\_

Please respond to the following questions:

1. How long have you known the applicant?
2. How well do you know the applicant? (casually, fairly well, very well)
3. In what capacity have you known the applicant?
4. Please rate your knowledge of the applicant's skills according to the following scale:

1 = weak   2 = fair   3 = good   4 = strong   NA =not applicable   NK= not known

a.	higher level thinking	1	2	3	4	NA	NK
b.	problem solving	1	2	3	4	NA	NK
c.	organization	1	2	3	4	NA	NK
d.	analytical reasoning	1	2	3	4	NA	NK
e.	working cooperatively	1	2	3	4	NA	NK
f.	dependability	1	2	3	4	NA	NK
g.	initiative	1	2	3	4	NA	NK
h.	synthesizing information	1	2	3	4	NA	NK
i.	oral communication	1	2	3	4	NA	NK
j.	written communication	1	2	3	4	NA	NK
k.	interest in special education	1	2	3	4	NA	NK



