

ATTACHMENT A

(Rev: 2/27/2004)

(To the applicant: Make three copies and attach one copy of this page to each one of the three "Recommendations for Graduate School" forms. Such a narrative must accompany each recommendation for it to be considered complete.)

Information to those completing professional recommendations:

The information (the "check marks") you provide on the pre-printed "Recommendation for Graduate School" is helpful. However, the members of the Admission Committee and this applicant need more of your valuable insight.

We consider your recommendation a crucial factor in our decision to recommend admission. We need your explanations to understand all the information about this applicant with suggests the very strong likelihood of success in doctoral study in education administration. Therefore, please use additional pages to offer specific examples or evidence supporting each of the ratings you have made. What you say in your additional comments may well be the decisive factor in our decision!

Example #1 (not "the" only, but a valuable example):

"Applicant has applied for acceptance in the doctoral program at the University of Louisville. I support his/her application without reservation and urge your careful consideration. My observation of the Applicant's qualifications is drawn from the 12-month period of our working relationship when he/she reported to me as [position].

Applicant demonstrated a keen intelligence and tenacity in his/her performance, fulfilling and enlarging his/her role in a position, which had only recently been established. He/she developed fruitful working relationships of great credibility with both the print and broadcast media and quickly become regarded as an authority of his/her field. He/she earned the respect of the Board of Directors as he/she guided their public presentations on behalf of the agency. He/she demonstrated outstanding planning skills by undertaking two new ventures: the development of a new government affairs committee to enhance legislative efforts, and the start-up of a profit-generating unit within the agency. He/she used considerable organizational skills in planning and implementing [the agency's new department] and has utilized his/her skills to coordinate volunteer groups, keep them on tasks, and reach quick achievement of objectives.

Applicant's career goals demand the attainment of the doctorate. Because his/her background is far different from that which many candidates will bring to the program, his/her participation will prove to be stimulating to peers and professors alike. He/she will be a splendid student and colleague."

Example #2 (just another possibility):

"I believe the Applicant can be successful in the doctoral program because he/she is highly motivated and once he/she sets out to accomplish something it gets done. He/she completed his/her master's degree while working full-time. His/her writing is good enough at this point, but it will improve the more he/she writes. He/she is creative in his/her verbal and written expression and "thinks" about what he/she reads and hears. Applicant will assert his/herself appropriately but only after receiving all the necessary information to make a sound suggestion or comment. I think he/she can bring something to the program. He/she is a mature individual who will persevere and be a splendid student and colleague."