

Texas Southern University College of Education Scholarship Form Dean Lillian B. Poats, EdD

UNDERGRADUATE AND GRADUATE SCHOLARSHIP NOMINATION FORM

The Texas Southern University College of Education will issue a scholarship award to the deserving undergraduate and graduate students who have been accepted in the College to Education. Accordingly Texas Southern University faculty members are requested to nominate students meeting the following criteria.

Undergraduate Students:

- 1. Submit an essay
- 2. Most current transcript
- 3. Enroll in at least 12 hours per semester a minimum of 48 hours completed and has been admitted in the Educator Preparation Program/last 30 hours non-teaching tracks
- 4. GPA of 3.5 or above, cumulative or by semester
- 5. Upon awarding of the scholarship, the individual will provide a minimum of ten hours per week of service learning in the College of Education.

Graduate Students:

- 1. Submit an essay
- 2. Most current transcript
- 3. Enroll in at least 6 hours per semester and has already completed 21 hours.
- 4. GPA of 3.7 or above
- 5. Upon awarding of the scholarship, the individual will provide a minimum of six hours per hours of service learning in the College of Education.

Applicant's Name:
Applicant's Classification: Department:
Name of Person Completing the Form:
Signature: Date:
Instructions: As a faculty member, you have nominated the person named above for a scholarship in the College of Education. We are asking you to complete and return this Reference Rating Form, along with the nomination form. You may also wish to attach a letter of recommendation.
Please return the completed forms to:
College of Education
Scholarship and Emergency Needs Committee
College of Education B011
I have known the applicant as:
an undergraduate graduate student
other (Specify)
I have known the applicant for a period of years and/or months.
I have served as the applicant's advisor teacher in one class
department chair teacher in two or more classes
other (specify)
Directions: Score each applicant according to the degree that he/she exhibits the behavior or characteristic indicated. The scale is established with a continuum of 5 to 1 as follows:
① = Strongly disagree
② = Disagree
③= No Opinion
4 = Agree
S = Strongly Agree

1 2 3 4 5	Has demonstrated academic ability (ability to work in a self-directed and self-
	sufficient manner).
1 2 3 4 5	Has an effective writing skill with appropriate form and substance (ability to
	communicate effectively in writing).
1 2 3 4 5	Has effective verbal skills and presents ideas clearly, logically, and convincingly
	(ability to communicate in speech).
1 2 3 4 5	Is conscientiousness and consistently submits assignments that demonstrate
	effective planning (responsible and thorough in accomplishing work in a timely
	manner).
1 2 3 4 5	Has collegial relationship with superiors (ability to relate positively with superiors
	and establish meaningful relationships).
1 2 3 4 5	Have productive peer relationships (ability to interact positively with peers and
	establish mutually beneficial relationship).
1 2 3 4 5	Has demonstrated potential for success. (ability to examine issues carefully before
	judgment, distinguishing relevant from extraneous material).

Scoring Rubric

Component 1: Academic Performance (2-6 points) Subtotal:

Part A: Grade Point Average

	Level I (2 points)	Level II (4 points)	Level III (6 points)
GPA	3.5 – 3.6	3.7 – 3.8	3.8 – 4.0

Component 2: Satisfactory Progress (0-6 points)	Subtotal:	/6
Part B: Credit Hours		
Applicant has taken at least 48 hours with a 3.8 – 4.0 GPA (6 points)		
Applicant has taken at least 48 hours with a 3.7 – 3.8 GPA (4 points)		
Applicant has taken at least 48 hours with a 3.5 – 3.6 GPA (2 points)		
Applicant has taken at least 48 hours with less than a 3.5 GPA (0 points)		

Component 3: Satisfactory Prog Part C: Admission in Teacher Prepa		Subtotal:	=
Applicant has been admitted t	to teacher preparation program (3 potential to teacher preparation program (
Component 4: Student Essay (0-		Subtotal:	/50
Part D: Read the student's essay and Level I	d assign a point value that most clo Level II	osely matches the criteria b Level III	elow:
0-5 Points	6-20 Points	21-50 Points	
 Unclear or inconclusive evidence of student's educational goals Fails to establish, develop and support ideas Fails to stay within the 250 words limit Essay contains more than one misspelling Essay contains more than one grammatical error 	 Identifies educational goals Establishes and develops a general support of ideas Fails to stay within the 250 words limit Essay contains one misspelling Essay contains one obvious grammatical error 	 Clearly identifies educational goals Addresses and deventhe ideas clearly, providing support is statements Stays within the 25 words limit Essay contains no misspellings Essay contains no obvious grammatic errors 	for 0
Component 4: Rating Form Level I: 7 points Level I	I: 8-24 points Level II: 25-35	points Subtotal: Total Points	/35

Please comment on the student's academic ability, consuccess	scientiousness, and potential for
Signature of Nominator	——————————————————————————————————————

Please Return forms to
Texas Southern University
College of Education
Office of Student Affairs B011
3100 Cleburne
Houston, Texas 77004

Note: Nominee should not be a member of the nominator or family or friend of the nominator