

# University of San Francisco Academic Immersion General Scholarship Guideline.

Thank you for your interest in applying for an Academic Immersions scholarship. Each year, thanks to our gracious donors, we are able to give out grants and scholarships to students that show passion, and who without financial assistance, would not be able to participate in the Immersions. The Global Immersion's office is committed to helping students achieve their goal experiencing a global education.

Given the number of applications we receive and the limited amount of funding we have, we need your assistance in helping us understand the impact studying abroad will have on your academic, professional, and personal goals. A complete application should include all of the following. Incomplete applications will not be reviewed or considered for funding. A complete application will be reviewed by the Immersion's committee but it does not guarantee the distribution of funds.

## **APPLICATION PROCESS**

- Students complete an online application.
- Within the application, students upload their answer to the following essay prompt: In 300 words or less, please explain how you meet the criteria for this scholarship and why you would like to be considered (see description below).

## **Statement of Purpose and Need**

This is a well-composed essay in 300 words or less that explains in detail **how** an academic immersion will impact you academically, professionally, and personally AND **why** you should be awarded financial assistance. Please abstain of saying that "you need money to travel", as it is not enough; instead, help the review committee understand why you do by:

- Explaining **how** the specific academic immersion program you have chosen matches/enhances your academic, professional, and personal goals. To do this successfully, you have to know enough about the study program and be able to explain how it relates to specific, past or future experiences in your life. Remember that reviewers do not know you or your experiences and that they are not asking for you to tell them that global education is beneficial (reviewers already know this); instead, they want to know why **YOU** will benefit and more importantly **HOW** you will do so. Again, the more specific and tangible your essay and examples are, the better.
- Make clear **why** your application should be funded. Please know that reviewers receive more applications than they can fund, so anything you can do to help them see and

understand your specific circumstances as they relate to the specific trip you hope to undertake will help them make a decision. Because reviewers do not know you, you need to provide specific reasons and tangible examples to help them understand your need for financial assistance. Reviewers understand that all students can benefit from financial support, but they can only primarily fund those who will be unable to travel without financial assistance.

## Scholarship Rubric:

Below we provide general characteristics of three types of essays, so that you have a better sense of how essays are scored. Please know that this list is not comprehensive; just illustrative and that reviewers might consider other factors.

### High-ranked statements:

- Demonstrate that the writer can speak clearly about their academic, professional, and personal goals and link them directly to the immersion program.
- Demonstrate that the writer has researched the specific immersion program.
- Persuade: they are able to show **why** the writer needs financial support and **how** the immersion program helps the writer achieve academic, professional, and personal goals.
- Show that the writer has put time and effort into composing it. For example, the essay is well-organized; the essay provides tangible examples that a reader can follow.
- Are engaging, interesting, and easy to read narrative for the reviewers.
- Follow basic principles of good writing, including but not limited to having a clear point per paragraph, being well-organized and free of grammatical errors.

### Mid-ranked statements:

- Include examples of **what** the writer is saying, but they are not always tangible or specific. Conclusions are often provided, but the reader is not given enough evidence to reach the same conclusions.
- Discuss academic, professional, and personal goals, but do so in general terms or perhaps focus on only one area (e.g. professional goals) and not all three.
- Show that the writer knows the location of the program and perhaps general ideas associated with it; in this type of essay the writer often expresses an interest in the new country, but very few details are provided regarding how the specifics of the program enriches the writer's goals.
- Show that the writer has put some time and effort into composing it. For instance, there might be a general theme or point per paragraph; the essay will be reasonably clear.
- They might be persuasive, but lack evidence.
- Relatively easy to read but ease of reading is dependent on the reader; or the essay might not be engaging, or interesting.
- Follow basic principles of good writing, including but not limited to having a clear point per paragraph, being well-organized and limited typos and grammatical errors, although at times, there might be variation.

**Low-ranked statements:**

- Rely on generalizations, cliches, and unsupported statements. For example, “ I have always dreamed of seeing the world”, “Traveling abroad is a life changing opportunity”. All of these statements share the following: they are conclusions without evidence of why, they are not customized since they said nothing about the writer him/herself, they are broad and generic. They do not help the review committee decide why to fund a particular student.
- Show lack of knowledge of the specific program the student is applying to, often making broad references to the country instead.
- Focus on personal benefits of study abroad and/or only make general references to goals.
- State the obvious; for instance, that the writer needs financial assistance but they do not often explain why or do so in general terms. These statements might also say that immersions are beneficial but fail to provide evidence of why this is the case for them.
- Do not make a case for why funding should be provided. Instead, they repeat that the writer needs financial assistance-- “telling vs. showing.”
- Are poorly organized and often have many grammatical or spelling errors.