

University of Houston-Clear Lake · College of Education

Educational Leadership Letter of Intent and Rubric

Please provide a letter of intent for pursuing the Doctoral Program in Educational Leadership at UHCL. Respond to the following prompts as the structure of your letter.

Paragraph 1 - Why do you wish to pursue an educational leadership graduate degree.?

Paragraph 2 - What are your career goals and how will this graduate degree help accomplish long-term goals?

Paragraph 3 - What are your research interests as they relate to education?

Paragraph 4 - What are your scholarly and professional accomplishments as they relate to your educational leadership?

Paragraph 5 - How does your prior work experience relate to your interest in educational leadership?

Your letter will be evaluated based on the following criteria, you must receive a minimum score of 7, with no rating in the Below Expectations column, to be considered for admission.

Letter of Intent Rubric

CRITERIA	Exceeds Expectations 2 points	Meets Expectations 1 point	Below Expectations 0 points
Rationale to pursue an educational leadership graduate degree.	The rationale goes from general ideas to specific conclusions. The appropriate content is covered in depth. The rationale summarizes the content piece thoroughly.	Not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.	The rationale appears to have no direction; is disjointed. Major sections of pertinent content have been omitted.
Career goals and how will this graduate degree help accomplish long-term goals	The rationale goes from general ideas to specific conclusions. The appropriate content is covered in depth. The rationale	Not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are	The rationale appears to have no direction; is disjointed. Major sections of pertinent

	summarizes the content piece thoroughly.	included, but not covered in as much depth, or as explicit, as expected.	content have been omitted.
Research interests as they relate to education	The rationale goes from general ideas to specific conclusions. The appropriate content is covered in depth. The rationale summarizes the content piece thoroughly.	Not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.	The rationale appears to have no direction; is disjointed. Major sections of pertinent content have been omitted.
Scholarly and professional accomplishments as they relate to educational leadership	The rationale goes from general ideas to specific conclusions. The appropriate content is covered in depth. The rationale summarizes the content piece thoroughly.	Not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.	The rationale appears to have no direction; is disjointed. Major sections of pertinent content have been omitted.
Prior work experience related to educational leadership	The rationale goes from general ideas to specific conclusions. The appropriate content is covered in depth. The rationale summarizes the content piece thoroughly.	Not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.	The rationale appears to have no direction; is disjointed. Major sections of pertinent content have been omitted.
Logic & Organization	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating	Does not develop ideas cogently; uneven and ineffective overall organization; unfocused or no

	introduction and conclusion.	most ideas together, good introduction and conclusion.	introduction and/or conclusion.
Format	Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essentially error-free in terms of spelling and grammar.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread. Presence of a few errors is not distracting.	Writing contains frequent spelling and grammar errors which interfere with comprehension. Errors are seriously distracting.

Adapted from The University of Scranton Kania School of Management Assessment Council (<http://academic.scranton.edu/department/assessment/ksom/>)