Teacher Education
College of Education
UNIVERSITY OF SOUTH CAROLINA

Noyce Scholarship Application Packet 2026-2027

APPLICATION DEADLINE: Friday April 10, 2026
TENTATIVE INTERVIEW DATES: April 20-24, 2026

APPLICATION PROCEDURE

To apply for the Noyce Scholarship program, you must complete the following steps:

Step 1: Complete the application.

Step 2: Write a 200–500 word personal statement describing your educational and career goals.

Step 3: Include a current résumé that details your education, work experience, honors and awards, extracurricular events and community activities, and employment.

Step 4: Provide unofficial copies of education transcripts from the last two years.

Step 5: Provide contact information for two people who can serve as references for your character, academic ability, and/or success as a future teacher.

Step 6: Complete an interview. (This will be scheduled upon receipt of application and will be online)

Send your completed application, personal statement, résumé, transcripts and letters of recommendation to:

Noyce Scholarship Program
University of South Carolina
c/o Mrs. Kathy Henson
Instruction & Teacher Education (ITE)
Wardlaw 028
820 S. Main St.
Columbia, SC 29208
OR
Email at khenson@sc.edu

SELECTION CRITERIA

To apply for the program in 2026-2027, you must meet the following requirements:

- Enrolled at the University of South Carolina.
- Majoring in a field of science, engineering sciences, or mathematics (i.e., STEM majors).
- Selected an academic major that will serve as a teaching specialization in Biology, Chemistry, Physics, Geoscience, Earth Science, or Mathematics.
- A minimum GPA of 3.0.
- Be a junior or senior in the 2026-2027 school year (We will also accept applications from M.T. students).

You must also:

- Pursue an academic major in a STEM field as described above (e.g., biology, chemistry, statistics, mathematics, physics, or earth science) that will serve as their teaching specialization in grades 9 through 12.
- Teach middle or high school for a minimum of two years for each year of scholarship support in a "high-need" school in the United States. Scholarship monies must be returned if the Noyce Scholar does not complete the teaching requirement.
- Attend full time and complete your bachelor's degree and Masters of Teaching (MT)
- Complete the USC Noyce Scholarship agreement.
- Be a U.S. citizen or permanent resident alien.

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Applicant Name (please print): _____ Date:_____

I am applying to enter the Noyce Scholarship Program in (specify **semester** and **year**): _____

REQUIRED DOCUMENTS:	Verified By Scholarship Committee
1. Fully completed application form (this form) including this cover page	
2. Statement of Interest not to exceed two typed pages (200-500 words)	
3. Current résumé	
4. Unofficial copies of all college transcripts	
5. Information on two references	
6. Completed and Signed Robert Noyce Scholarship Agreement	
7. Completed FAFSA	
8. Interview	

There is an evaluation component to the National Science Foundation funded fellowship for which you are applying. As part of the scholarship program, you will be required to participate in annual interviews and surveys related to your progress and preparation during your undergraduate and graduate program. Additionally, for two years following graduation, you will be required to allow observations of your classroom, and complete some surveys and interviews on your development as a teacher. The information that is gathered will be used to evaluate the benefits of the scholarship program as well as the recruitment, preparation, and retention of high school mathematics and science teachers for high need high schools. The results of the program may be published or presented at professional meetings, but your identity will not be revealed.

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PERSONAL INFORMATION

Full Name _____ Male/ Female Date of Birth_____

Address _____ City, State _____ Zip _____

Phone (____)_____- _____ Alternate Phone (____)_____- _____

Email _____ VIP ID_____ BANNER ID:_____

Please indicate the following:

- ☐ US Citizen
- ☐ Permanent Resident

Please check the appropriate box:

- ☐ I am not a transfer student.
- ☐ I am a transfer student. (Please circle): Midlands Tech Orangeburg Calhoun Tech Other: _____

OPTIONAL: Please indicate which of the following categories you identify with. You may check more than one.

☐ Alaskan Native (Eskimo or Aleut)	☐ Black or African American	☐ White
☐ American Indian	☐ Hispanic or Latino	☐ Other __
☐ Asian	☐ Native Pacific Islander	☐ Decline to State

EDUCATION

Cumulative GPA to Date: _____

Actual/Expected date of entry to credential program (MT): _____

Cumulative Credit Hours: _____

Expected completion date of credential program: _____

Credential Area: (CIRCLE ONE)

Biology	Chemistry	Geosciences	Mathematics	Physics

Institutions attended Degree program (e.g. Biology, BS) Degree completion date

_____

_____

PROPOSED SCHEDULE

Please include a *tentative course* schedule for the indicated academic year.

Fall 2026	Spring 2027

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PERSONAL NARRATIVE

Please attach your personal narrative describing 1) why you want to teach science or mathematics 2) your personal and professional qualifications, including experiences working with K-12 students 3) your commitment to working in a high need school, and 4) how a Noyce scholarship would contribute to your professional development.

TRANSCRIPTS

Include a copy of your unofficial transcripts from the previous two years.

RECOMMENDATIONS

List information for two references that we may contact about your character, academic ability or potential success as a future teacher

Name of recommender Institution Relation to you Phone number/email

_____

_____

I acknowledge that the above information is correct to the best of my knowledge. I authorize the Noyce Selection Committee to view my academic records in order to verify and fully assess my qualifications.

Signature: _____ Date: _____

In order for your scholarship application to be considered, you are requested to complete the attached recruitment survey and fill in the demographic information requested.

Directions: Read the following statements and rate your answers according to the given scale. Respond to each item based on what you believe as a classroom teacher. There are no right or wrong answers. Circle your answer on the following answer sheet. This survey and the next survey are strictly for research purposes and will not affect scholarship recipient decisions so please respond honestly.

Use the scale below when responding to each item:

0	1	2	3	4	5
Strongly Disagree	**Moderately Disagree**	**Slightly Disagree**	**Slightly Agree**	**Moderately Agree**	**Strongly Agree**

1. The amount a student can learn is primarily related to family background.
2. If students are not disciplined at home, they aren't likely to accept any discipline.
3. When I really try, I can get through to most difficult students.
4. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
5. If parents would do more for their children, I could do more as a teacher.
6. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.
7. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.
8. If one of my students could not do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
9. If I really try hard, I can get through to even the most difficult or unmotivated students.
10. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

Adapted from Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal, 93,* 335-372.

Answers: Circle your answers to each question below.

1.	0	1	2	3	4	5
2.	0	1	2	3	4	5
3.	0	1	2	3	4	5
4.	0	1	2	3	4	5
5.	0	1	2	3	4	5
6.	0	1	2	3	4	5
7.	0	1	2	3	4	5
8.	0	1	2	3	4	5
9.	0	1	2	3	4	5
10.	0	1	2	3	4	5

Directions: Read the following statements and rate your answers according to the following scale. Respond to each item based on what you believe. There are no right or wrong answers. When you see "mathematics/science" in the statements below—replace with the one that fits your area of study. Circle your answer on the following answer sheet.

Use the scale below when responding to each item:

0	1	2	3	4	5
Strongly Disagree	**Moderately Disagree**	**Slightly Disagree**	**Slightly Agree**	**Moderately Agree**	**Strongly Agree**

11. When a student does better than usual in mathematics/science, it is often because the teacher exerted a little extra effort.

12. I will continually find better ways to teach mathematics/science.

13. Even teachers with good mathematics/science teaching abilities cannot help some kids learn mathematics.

14. When the mathematics/science grades of students improve, it is often due to their teacher having found a more effective teaching approach.

15. I know how to teach mathematics/science concepts effectively.

16. I will not be very effective in monitoring mathematics/science activities.

17. If students are underachieving in mathematics/science, it is most likely due to ineffective mathematics/science teaching.

18. I will generally teach mathematics/science ineffectively.

19. The inadequacy of a student's mathematics/science background can be overcome by good teaching.

20. When a low-achieving child progresses in mathematics/science, it is usually due to extra attention given by the teacher.

21. I understand mathematics/science concepts well enough to be effective in teaching high school mathematics/science.

22. The teacher is generally responsible for the achievement of students in mathematics/science.

23. Students' achievement in mathematics/science is directly related to their teacher's effectiveness in teaching.

24. If parents comment that their child is showing more interest in mathematics/science at school, it is probably due to the performance of the child's teacher.

25. I will find it difficult to use manipulatives to explain to students why mathematics/science works.

26. I will typically be able to answer students' mathematics/science questions.

27. I wonder if I will have the necessary skills to teach mathematics/science.

28. Given a choice, I will not invite the principal to evaluate my mathematics/science teaching.

29. When a student has difficulty understanding a mathematics/science concept, I will usually be at a loss as to how to help the student understand it better.

30. When teaching mathematics/science, I will usually welcome student questions.

31. I do not know what to do to turn students on to mathematics/science.

32. Increased effort in mathematics/science teaching produces little change in some students' mathematics/science achievement.

Answers: Circle your answers below.

11.	0	1	2	3	4	5
12.	0	1	2	3	4	5
13.	0	1	2	3	4	5
14.	0	1	2	3	4	5
15.	0	1	2	3	4	5
16.	0	1	2	3	4	5
17.	0	1	2	3	4	5
18.	0	1	2	3	4	5
19.	0	1	2	3	4	5
20.	0	1	2	3	4	5
21.	0	1	2	3	4	5
22.	0	1	2	3	4	5
23.	0	1	2	3	4	5
24.	0	1	2	3	4	5
25.	0	1	2	3	4	5
26.	0	1	2	3	4	5

27.	0	1	2	3	4	5
28.	0	1	2	3	4	5
29.	0	1	2	3	4	5
30.	0	1	2	3	4	5
31.	0	1	2	3	4	5
32.	0	1	2	3	4	5

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ROBERT NOYCE

USC Science and Mathematics Teacher Initiative (USC-SMTI)
Robert Noyce Scholarship Agreement

"The Robert Noyce Teacher Scholarship Program seeks to encourage talented science, technology, engineering, and mathematics majors (STEM) and professionals to become K-12 STEM teachers. This program responds to the critical need for highly effective K12 STEM teachers by recruiting and preparing talented undergraduate STEM majors and STEM professionals to pursue teaching careers in elementary and secondary schools, especially in high-need local educational agencies. The program seeks to encourage institutions of higher education to develop and sustain a culture where undergraduate STEM majors, especially those of the highest achievement and ability, are encouraged and supported when they express a desire to pursue K-12 STEM teaching careers." (NSF -16-559)

USC Scholarship Requirements:

- *Recipients of Noyce scholarships must be US citizens, nationals, or permanent resident aliens.*
- *Recipients must be in process of pursuing a baccalaureate degree in science, mathematics, or engineering.*

USC Service Requirements:

- *Recipients must complete the Educational Cognate as an undergraduate. All Master of Teaching (MT) candidates must have completed EDFI 300, EDPY 401, EDSE 502, and EDSE 500 before the end of your senior year. A companion scholarship 1-credit course (EDSE 310, 410) must also be taken each year. (https://www.sc.edu/study/colleges_schools/education/study/secondary/mt_applications.php)*
- *Recipients must commit to a two year induction program as well as serving two years for every one year of Noyce funding as a mathematics or science teacher in a high need school within 8 years of receiving certification (within 4 years for MAT students). NSF defines a high need school using section 201 of the Higher Education Act of 1965 (20 U.S.C. 1021):*

The term "high need local education agency" means a local educational agency that serves an elementary or secondary school located in an area in which there is at least one of the following:

a. *a high percentage of individuals from families with incomes below the poverty line;*

b. *a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or*

c. *a high teacher turnover rate.*

Financial Payback Provisions:

As a condition of acceptance of a scholarship/stipend/fellowship, the recipient agrees to provide the institution with annual certification of employment and up-to-date contact information as well as to participate in activities conducted as part of institution project-level and NSF program-level evaluation. In addition, the scholarship/stipend may revert to a loan, meaning that the recipient will be required to repay all or a portion of the scholarship/stipend, if the recipient: 1. fails to maintain an acceptable level of academic standing in the program in which the individual is enrolled; 2. is dismissed from the program or institution for disciplinary reasons; 3. withdraws from the program before the completion of such program; 4. declares that the individual does not intend to fulfill the teaching service commitment; or 5.

fails to fulfill the teaching service commitment. If such circumstances occur before the completion of one year of the teaching service commitment under any track, the total amount of scholarship or stipend received by the individual must be repaid. If the circumstance described occurs after the completion of one year of the teaching service commitment, the amount to be repaid will be as follows:

***MT students:** Failure to satisfy the academic requirements of the program or to complete the service requirement will result in recipient's forfeiture of the scholarship award with repayments pro-rated accordingly to reflect partial service completed. The formula used to calculate the repayment will be*

$$A = F[(2-s)/2]$$

where "A" is the amount USC is entitled to recover; "F" is the sum of the total amount paid to the recipient; "2" is the number of years of service obligation; and "s" is the number of years or fraction of years of such obligation served.

***MAT students**: Failure to satisfy the academic requirements of the program or to complete the service requirement will result in recipient's forfeiture of the scholarship award with repayments for a stipend recipient (MAT) equal to one-half of the total amount of stipend received by the individual.*

***MT/MAT students**: Except as noted below in "Conditions for Waiver and Cancellation" any amount that USC is entitled to recover is due within 30 days of the date on which USC is entitled to recover such amount. After such time, interest will accrue on the outstanding obligation.*

***Conditions of Waiver and Cancellation**:*

- *USC may waive the repayment obligation, in whole or in part, if it is determined that fulfillment of the service obligation*

  (1) would be impossible due to disability of the recipient,

  (2) would result in extreme hardship to the recipient, or

  (3) is determined to not be in the best interest of the school district.

  The recipient must initiate requests for waivers of repayment obligations with a certified letter detailing the reasons why a waiver should be given. Additional documentation may be requested. Decisions on waivers of repayment obligations will require a majority vote by the Principal Investigators of the Noyce grant and the recipient's faculty advisor(s) during the student teaching and/or induction year of teaching. Dr. Jan Yow, the Principal Investigator of the grant, or a designee, will respond in writing to requests for waivers by certified mail within 14 days of a request for waiver of repayment obligation.

- *USC will cancel any repayment obligation in the event of the death of the recipient.*

Annual Report of Employment-Change of Address and/or Name:

- *Recipients will submit to the Noyce Project Director:*

  (1) copies of letters of employment and signed letters by the principal of completion of teaching responsibilities at the end of the academic year.

  (2) any changes of name, postal address, or e-mail address during the period of the service obligation

Program Evaluation:

- *There is an evaluation component to the National Science Foundation funded fellowship for which you are applying. As part of the scholarship program, you will be required to participate in annual interviews and surveys related to your progress and preparation during your undergraduate and graduate program. Additionally, for two years following graduation, you will be required to allow observations of your classroom, and complete some surveys and interviews on your development as a teacher. The information that is gathered will be used to evaluate the benefits of the scholarship program as well as the recruitment, preparation, and retention of high school mathematics and science teachers for high need high schools. The results of the program and evaluation may be published or presented at professional meetings, but your identity will not be revealed.*

I understand and agree to the conditions of the Noyce Scholarship award as presented in this document.

*Signature:*_____*Date:* _____

Printed Name: _____