Self-Designed Experience Proposal

**Guidelines**

* **Timeline**: Submit proposals and revisions to the UHP database by the 5th of each month. Proposals should be submitted one month prior to the expected start date of the experience. International travel experiences require at least two months’ notice.
* **Format**: Maintain the proposal format (e.g. headers, layout). Do not delete boxes.
* **Submission process**: Access the UHP Database (<https://webapps.uc.edu/uchonorsstudent>). Create a new project in the “Self-Designed Experiences” tab and upload your proposal document as an attachment (Word documents only – no PDFs).

***Note regarding Financial Aid and Honors Grants****: All proposals with a grant request are reviewed in collaboration with the Office of Student Financial Aid. There is no guarantee of grant funding nor of a specific grant amount. Honors grant awards are typically 20% or less of the approved budget. The quality of your proposal can also impact a grant award. Honors grants are posted to students' accounts as scholarships and can affect an individual student’s financial aid. Some students may not be eligible to receive a grant due to their financial aid status. If awarded an honors grant, students acknowledge full awareness of possible financial aid implications.*

**Independent International Travel**

If you are proposing travel independent of UC faculty, staff or a UC student group, you must submit your self-designed proposal by the following deadlines:

* October 5 – winter break experiences
* January 5 – spring break experiences
* March 5 – May/June experiences
* April 5 – July/August experiences
* June 5 – fall experiences

All independent, international honors experiences require a completed Worldwide Honors Experience application through UC International. UC International will verify successful completion of the application before an experience can be approved. Additionally, the [Student Travel Policy](https://www.uc.edu/content/dam/uc/af/financialpolicies/Docs/Student%20Travel%20Policy.pdf) restricts UC-sponsored travel to countries under a [U.S. Department of State Travel Advisory](http://travel.state.gov/content/passports/english/alertswarnings.html). Those who wish to visit a country or area within a country with a **Level 3 or higher Travel Advisory Level** must seek an [exemption](https://www.uc.edu/campus-life/study-abroad/apply/restrictions.html) through UC International. Students traveling without a faculty or staff leader must individually request an exemption. ***We cannot allow you to count this travel as an honors experience nor can we give you a grant without an approved exemption.*** See more information on the UHP [international travel](https://www.uc.edu/campus-life/honors/students/experiences/international-travel.html) page.

**ACKNOWLEDGEMENT AND ASSUMPTION OF RISK**

*Assumption of Risks: The honors experience and related experiential learning as described below may contain certain inherent risks that cannot not be eliminated. Aware of the risks, dangers, and hazards known and unknown to me, I agree individually, and on behalf of my heirs, successors, assigns and personal representatives, to* ***ASSUME AND ACCEPT ALL THE RISKS, DANGERS, HAZARDS, AND RESPONSIBILITIES*** *resulting in or arising from my participation in the experience.*

*Your e-signature, which will be completed in the UHP database prior to proposal submission, confirms that you acknowledge that you have read the entire proposal, that you understand its terms, that you have had the time and opportunity to read and ask questions regarding the proposal, you are fully aware of possible financial aid and tuition implications, and that you have signed it knowingly and voluntarily.*

**Basic Information**

Full Name: Julia Leenellett

Title of Experience: Teach For America Fellowship

Focus Area: **Impact**, Innovation or **Inclusion** ([Next Lives Here](https://www.uc.edu/about/strategic-direction.html)/[Guiding Principles](https://www.uc.edu/about/equity-inclusion/about/guiding-principles.html))

Expected Start Date: January 30, 2023

Expected End Date: May 12, 2023

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| **Personal Connection**  **Section must include:**   * Explanation of why this experience matters to you * Explanation of how this experience will help you progress toward becoming a [global citizen scholar](https://www.uc.edu/campus-life/honors/about.html)   For years, my dream job was to be a teacher – I even received a toy teaching set for Christmas one year which I then used to (torture?) teach my sister everything I’d learned. I first fell in love with teaching because being an older sister involves teaching my younger siblings about life and explaining how our parents would punish us if we were bad. So, I was fascinated when a Teach for America representative pitched this fellowship. I love the teaching aspect of this fellowship along with working towards giving equitable education to children regardless of their race or income level. This fellowship will allow me to mainly work with children who are like me – a racial minority.  Looking into this organization, I know that this fellowship aligns with who I am as a person: a sister, a person of color, someone who loves teaching, and someone who’s passionate about educational justice. In this way, I’ve acknowledged myself, come into the information sessions ready to learn more about the opportunity I have, became more compassionate towards those who face educational inequality, and became motivated to be a part of the solution. This process has helped me become closer to a global citizen scholar by just practicing making intentional, informed choices, and this fellowship will allow me to help solve one of the world’s problems: educational inequity.  Advisor Revisions/Feedback |

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| **Abstract**  **Section must include:**   * Description of the experience and breakdown of how you will reach the 75+ hours requirement * Description of risks (if any) inherent in this experience and safety precautions you will take * Itinerary, including locations and dates, for any travel experience   In this fellowship I’ll be working with 1-3 students in either elementary school or middle school to help them feel like they belong and enhance their learning in English or math. I’ll meet with students 3 or more times a week online for 10-12 weeks over spring semester during school hours.  Teach for America expects us to be working about 5 hours a week (this gives me 60 hours).  Weeks 1-2: 5 hours of learning and training  Weeks 3-12: 5 hours total with 3 hours working directly with students and 2 hours learning and preparing for learning sessions and meeting with my veteran educator  I’ll be keeping an ongoing blog I’ll update weekly to reflect on my fellowship experience. I expect this to take me 10 hours throughout the experience.  I’ll spend 2 hours researching teaching methods and time management skills.  I’ll spend 5 hours coordinating, forming, and presenting my learning.  Advisor Revisions/Feedback: |

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| **Experience Mentor:**  **Section must include:**   * Experience mentor name and contact information * Description of why mentor was selected * Specific plans to engage with mentor   *Note: Experience Mentor(s) should have knowledge/expertise in an area related to the experience and be able to help you craft your experience goals. Honors advisors, undergraduate students, and family members cannot be mentors.*  Teach for America provides its students with a school-based veteran educator. We engage with this mentor for the first 2 weeks and then meet with them once every other week until the fellowship is over. Once I get accepted and pick the sessions I’ll be engaging with students, I’ll be able to get the contact info for this mentor.  Advisor Revisions/Feedback: |

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| **Goals Related to Focus Area:**  **Section must include four (4) goals:**   * Experience Goals: two (2) specific goals related to chosen focus area(s) outlining the intended results/outcomes/achievements * Personal Goals: two (2) specific goals related to chosen focus area(s) outlining how you hope to grow as a result of this experience * List the activities that will help you progress towards your goals and how each relates to your experience   *Note: These goals should adhere to the SMART format. Please check out this* [*SMART goal video overview*](https://www.youtube.com/watch?v=1-SvuFIQjK8&ab_channel=DecisionSkills) *on YouTube for more details.*  Experience goals:   1. I want to create a welcoming environment throughout my fellowship by engaging with my students every session: greeting them when they enter the meeting, creating a playlist of their favorite songs to play while we work, and meeting with them one on one if challenges occur.  * Ask my mentor the best ways to engage with students in an online platform because when I engage students’ interests, I’ll be able to create a more welcoming environment. * Creating a playlist to get students more interested and feel more at home while in our session,  1. I want my students to learn as much as they can while in a session with me. I’ll be sure to minimize their and my outside distractions while they learn and change my teaching style if I see that what I’m doing isn’t working. I’ll be sure to reflect on my teaching style’s effectiveness so I know when I need to make this change.  * Call out students who are off task. * Take purposeful breaks if the group needs one. * Reflect on teaching style each week to notice when intentional changes need to be made.   Personal goals:   1. I want to learn how to become at managing my time so that I can become a better leader. I’ll do this by watching/reading 3 articles/videos that suggest different ways to manage my workload and implementing these tips into my fellowship.  * Reading articles/watching videos will help make more informed choices that will make me a better leader.  1. I want to learn how to become a better teacher by actively teaching and reflecting on the teaching every week throughout the fellowship, and by asking my mentor what I could be doing better and implementing those suggestions.  * Gaining teaching experience will help me know in future situations what works well and what doesn’t. This will help me become a better teacher. * Asking a mentor for help and using their feedback will also help me become a better teacher.   Advisor Revisions/Feedback: |

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| **Academic Resources Connected to the Goals**  **Section must include:**   * Two to three academic resources connected to your goals * Title and author of each resource * Description of how resources will help make progress toward the goals   *Note: Academic resources are professional/academic works that can be used to assist your understanding of the topic. Some examples are books, research journals, documentaries, or videos.*   * [Teaching Methods for Inspiring the Students of the Future](https://youtu.be/UCFg9bcW7Bk) by Joe Ruhl will help me learn about different types of teaching styles. This will help me initially pick out which methods I want to implement. This resource also gives me other options to implement if the one I chose doesn’t work out. * [Making Time Management Work for You: Crash Course Business – Soft Skills #10](https://youtu.be/2Si7ah_h32s) by Rebecca Upton will provide me with a variety of ways I can improve my time management skills. I can then implement these tips which will help me become a better leader.   Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List 3-5 open-ended questions that you plan to ask yourself throughout your experience to gauge your growth, be aligned with your four goals, and demonstrate understanding of your selected focus area(s).   *Note: The on-going reflection should help you process the experience and progress toward the goals you have identified. Not every question will be applicable every time you reflect. Reflection questions can be related to specific goals; they do not need to be applicable to your entire experience. A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  Method: blog!  Questions:   1. What have I learned this week? 2. What struggles have I encountered? 3. What questions do I have for my mentor? 4. How effective is my teaching style?   Advisor Revisions/Feedback: |

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| **Sharing Your Learning**  **Section must include:**   * At least one method to actively share what you learned focused on growth connected to focus area(s) * A specific audience and why the audience was selected   *Note: While social media can be an effective platform for sharing, only posting on your learning portfolio or social media account(s) does not reach a targeted audience.*  I can reach out to Teneisha Dyer, Greg Humber, and Jason Carter to see if I can have a presentation, flyer, or blurb to be sent out to those in the College of Education, Criminal Justice, Human Services, and Information Technology about this experience. This college focuses on teaching and creating positive social change by addressing real world challenges like education inequity.  I can also reach out to Hannah Williamson to share my experience with her and put me into contact with the UC’s academic coaches who have already had teaching experience and would probably be interested in becoming a Teach for America Fellow.  Advisor Revisions/Feedback: |

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| **Budget (if applicable)**  **Section must include:**   * Itemized budget of expenditures with sources to justify estimates (review information on [Honors Grants](https://www.uc.edu/campus-life/honors/students/grants.html))   *Note: The UHP no longer provides honors grants for unpaid research or internships. You can still complete these as honors experiences, but cannot receive a grant.*  *Enter budget information in this space.*  Advisor Revisions/Feedback: |