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>). Add a new record in the “Tracking Project” 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 with a **Level 3 or higher Travel Advisory Level** must seek an [exemption](http://www.uc.edu/international/study-abroad/applying-to-study-abroad/travel-restrictions---exemptions.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.***

**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: **David Holtzclaw**

Title of Experience: **Connecting with Music**

[Competency/Competencies](https://www.uc.edu/honors/about/competencies.html): **Global Studies**

Expected Start Date: **January 5, 2020**

Expected End Date: **May 2020**

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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/honors/about/vision.html)   *I lost my connection to music a while ago. I have continued to listen more and more to music as the years have gone on, but I used to be viscerally connected to the sound of music. I played violin when I was younger, and this helped me develop a special affinity for not only the art and sound of music, but also the technicalities and the genius behind the composers of old and new. I also made time to simply sit and listen to music. This would be meditative for me and would clear my mind of ailments and serve as a mental and emotional health tool. Now, this has changed. I find myself listening to music to keep out ambient noise that could be distracting to me while I work. I just hear the sounds now and, because of this, I feel as if a piece of my life has been taken from me. I have grown personally throughout my first semester despite this, and for the spring, I want to accelerate this growth by taking back this lost part of my life*  *Personal growth is crucial to morph from a high school student to a global citizen scholar. The maturation can come along from various avenues, but music provides an excellent road to follow. Music is everywhere and far reaching, and through the experience I’ve outlined, I will be pursuing music created globally today and great masterpieces written long ago. The notes and rhythms will connect my ears to theirs, and studying this connection and its effect on me will spark my development to being a global citizen scholar.*  Advisor Revisions/Feedback |

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| **Abstract**  **Section must include:**   * Brief description of the experience and explanation 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   *This experience involves attending the many concerts performed by the Cincinnati Symphony Orchestra (CSO), Cincinnati Pops Orchestra (Pops), and the other professional music groups in Cincinnati. Simply attending the concerts themselves, though, is only part of the experience. Knowing the history behind the piece, the composer and his or her story, and its relevance in the culture of past and present create a concert going experience that is more than just listening to some nice melodies and harmonies. In order to maximize this knowledge, I plan to discuss the material regularly with an advisor and interview one of the performers or conductors of the Cincinnati area. The time dedicated to research, concert going, and discussion will exceed the 75-hour requirement, for I will begin the experience by completing preliminary research into music history, and then going to a concert takes 4 hours on average with a minimum of 4 hours of accompanying research and discussion per performance. This would dictate that, at most, I’d need to attend approximately 10 of the concerts throughout the spring semester, depending on research time.*  *The only risks involved surround the travel to the performances. These will be mitigated by safe transportation practices.*  Advisor Revisions/Feedback: |

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| **Advisor**  **Section must include:**   * Experience advisor name and contact information * Description of why advisor was selected * Specific plans to engage with advisor   *Note: Advisor(s) should have knowledge or 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 experience advisors.*  *My advisor is Stephanie Nash (snash@lakesidechurch.org). She is heavily involved in Cincinnati music. She is a singer and assistant conductor of the Vocal Arts Ensemble which is Cincinnati’s professional choir, the conductor of the Northern Kentucky Community Chorus and Kol Rinah at Isaac M. Wise Temple, and the Area 5 Ohio State Chair for the Handbell Musicians of America among other musical responsibilities. In addition to all of the above, she is the Director of Music at Lakeside Presbyterian Church. I attend Lakeside Presbyterian Church, and through my years of active participation in the music and sound programs, I have come to know her well.*  *Stephanie is vibrantly passionate about all sorts of music, encouraging all to explore and witness the beauty of notes in whatever way they can. She has recommended me to attend the many different types of performances that Cincinnati has to offer, including CCM performances, plays at the Aronoff Center, and, particularly because I play the violin, performances at Music Hall. Her enthusiasm for music is just one factor in my selection, but Stephanie is also incredibly connected with Cincinnati performers and musicians. Her years of conducting and singing has allowed her to meet the musicians and those that perform with Cincinnati groups. She knows many personally and will often discuss the music they perform with them. In addition to her energy and connections, Stephanie is especially intelligent. Her diverse music background and interest coupled with her history in music education has allowed her to accrue a lot of information about music theory. This breadth of knowledge surrounding music, from theory to history to modern composers and performers, is valuable.*  *The plan for engagement is as follows:*  *For concert going, I will decide what performance I am going to attend. When this decision is made, I will do some preliminary research into the music itself, its composer, and the performance history. Then, prior to the concert, I will converse via email or phone call with Stephanie discussing the music and my research on it. Following the performance, I will write a short description of how I felt regarding the music, if I was moved, etc.*  *Furthermore, I plan to have in-person conversations when possible with Stephanie to discuss past performances I attended and future ones I am interested in, as well as the information relevant to my research. These conversations will be geared more personally to my experience and what I gained from my experience, rather than strictly technical. Also, since Stephanie has connections to people in the CSO, the Cincinnati Chamber Orchestra, and the major choral conductors in Cincinnati, I plan to arrange a meeting/interview with one of them to discuss concerts and music in general.*  *All of my research and notes/reflections regarding my conversations will all be documented in order to build my knowledge base and to allow me to remember details of my experiences when personally reflecting.*    Advisor Revisions/Feedback: |

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| **Goals Related to Competency/Competencies:**  **Section must include:**   * Two specific and measurable **experience** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining the intended results/outcomes/achievements * Two specific **personal** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining how you hope to grow as a result of this experience * Examples of activities and explanation of how each will assist in the progress toward the goals   *My two experience goals are the following:*   1. *Attend ten professional music concerts without duplicating music so that I am exposed to many cultures and musical tastes.* 2. *Connect and communicate with music professionals and enthusiasts so I can also learn and develop via the stories of these people rather than simply through technical analysis.*   *My two personal goals are the following:*   1. *Encourage others to go to a concert with me so that they may be exposed to the culture of a different time and place* 2. *Realize how music and its history and people have affected my understanding of myself in order to better understand how it affects others.*   *Experience Goal 1 is progressed by simply attending the concerts with some preliminary research to ensure that the music isn’t duplicated from past performances.*  *Experience Goal 2 will develop after I have acquired some knowledge about the music and people surrounding it. From this gained knowledge, I will connect to amateurs and hobbyists first before setting up and preparing for a meeting with a professional.*  *Personal Goal 1 will be showcased in my effort to share my current experience and how I think it has benefited me; the only way I can persuade someone to attend a performance with me is to communicate my experiences effectively.*  *Personal Goal 2 will be realized by effectively reflecting upon my past and this experience while also trying to branch out and hear other people’s stories about the impact music has had on their lives.*  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.*  *While I will find more academic resources as I conduct about the specific composers and music pieces, the following are two academic resources to get me started.*  *Story of Music by Howard Goodall (both a book and documentary series)*  *This resource will help give me a comprehensive understanding of primarily Western classical music history. Not only will this be useful in basing my initial feelings about future music, it will help me identify themes and music periods in order to connect the times surrounding the music to the music itself easier.*  *Keeping Score by Michael Tilson Thomas with the San Francisco Symphony (documentary and video series)*  *This resource provides a television series, website, videos, and a radio series that all highlight composers and specific pieces. This will provide a model for me to base my future research off of, and, since some of the artists and pieces are famous and world-acclaimed, it will give me a head start or some great background information for music and concerts in the future.*  *Both of these sources will aid me in beginning my research and reflective journeys. The background in music history will help me ensure, before deciding to attend, that the concerts have varied music. It will also provide me with more information to base potential conversations with professionals and enthusiasts. Finally, by digesting successful stories that describe music, its details, and the people surrounding it all, I will be able to mimic some of the techniques in my own depictions.*  Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List questions you plan to ask yourself to gauge your growth related to your goals as well as understanding of the selected competency/competencies   *The on-going reflection should help you process the experience and progress toward the goals you have identified.*  *Note: A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  *My on-going reflection will be journaling. I express myself best through language, and since I will already be bringing a journal to take notes regarding the musical performances and conversations I have, this seems to be the most logical choice. I plan to discuss the following questions in my reflections:*   1. *What was my initial perception of the music and composer?* 2. *How did I feel about the music going into concert?* 3. *How was the concert?* 4. *How did I feel about the music directly after the concert?* 5. *How did my research affect my concert-going experience?* 6. *Why was learning about the music important?* 7. *Why was the research and concert going process worth my time?* 8. *How will I take what I learned an apply it in the future?*   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 competency/competencies * A specific audience and why the audience was selected   *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 plan to share my experiences by spoken, written, and online word through my church. Since I am active in my church community already, I have a large yet specific audience of people who would be interested in watching my progress through this project and eager to learn more for themselves. We have had other youth write recurring blog reflections discussing their faith-based experiences in the past, and I would like to pursue a similar avenue. Also, because my advisor Stephanie is the Director of Music at my church, sharing my experience through that community would have a greater impact and showcase how other members could pursue a similar experience to grow themselves.*  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](http://www.uc.edu/honors/students/grants.html)) * If you are engaged in an **unpaid internship or research**, please indicate the number of weeks and hours per week you plan to participate   *A budget is not applicable for this experience.*  Advisor Revisions/Feedback: |

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**Basic Information**

Full Name: Magdelana G Kelley

Title of Experience: CECH Tribunal President

[Competency/Competencies](https://www.uc.edu/honors/about/competencies.html): Community Engagement, Leadership

Expected Start Date: 04/6/2019

Expected End Date: 04/10/2020

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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/honors/about/vision.html)   Last year I had a small role on the CECH Tribunal exec team as “Tribunal Assistant.” This mainly included assisting other exec members with their initiatives and learning the ropes. During this time, I learned a great deal of how Tribunal worked and saw the need for community within CECH. My goal was to obtain a position on the exec team with more responsibilities, so I could lead others in facilitating community and culture. This experience is important to me because it’s a big step in achieving this goal. CECH has a diverse community of learners. Due to the vast differences in each major and each individual student, it can be challenging to find common ground. I want to provide opportunities to bring people together so these relationships can be built. Meanwhile, I want to take advantage of CECH’s diversity and use this as a base for a diverse culture in all aspects.  Last year I reflected on what being a global citizen scholar meant to me. My mission is:  I am driven by my passionate beliefs in community, service, and religion. I pursue these passions by utilizing my core strengths of responsibility, developer, and belief. I plan to live out these values through opportunities where I am giving and learning to achieve cultural and spiritual reflection that impacts the community. To do so, I will seek opportunities to make organizational changes and improve the process. When I face challenges or obstacles along the way, I will remember to surround myself with friends who support my mission and seek spiritual guidance.  This experience will allow me to act upon my passion for community, while providing opportunities for me to be a developer. I’m actively making organizational changes in how Tribunal is run and motivating my teammates to reach their full potential as a leader. I saw a need to community and culture within CECH and this experience allows me to build and facilitate the growth of these things. As I go through this experience and grow as a leader, I’m also taking a major step toward becoming a global citizen scholar.  Advisor Revisions/Feedback |

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| **Abstract**  **Section must include:**   * Brief description of the experience and explanation 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   As CECH Tribunal president I will design the way Tribunal is run this year, as well as lead the exec team in all initiatives. This includes, but is not limited to setting goals, deciding meeting times and community outreach events, service learning, managing the exec team, hosting the Golden Apple Awards Luncheon, and an empathy conference. To meet the 75+ hours requirement I have broken it down as follows: 10 hours completing SAB trainings + planning the year's structure over the summer, a total of 30 hours for exec meetings (1 hour/week for the year), a total of 20 hours towards community events, 10 hours meeting with our advisor to plan + make progress on initiatives, and 10 hours dedicated to 1-1 meetings with each exec. member.  Advisor Revisions/Feedback: |

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| **Advisor**  **Section must include:**   * Experience advisor name and contact information * Description of why advisor was selected * Specific plans to engage with advisor   *Note: Advisor(s) should have knowledge or 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 experience advisors.*  The CECH Tribunal advisor is Greg Hollon, Program Director for the Dean’s Office. His email address and office phone number are: [hollone@ucmail.uc.edu](mailto:hollone@ucmail.uc.edu) and +1 (513) 556 3386. Greg’s office can be located in suite 336 in the Teacher’s Dyer Complex.  Greg is the advisor for CECH Tribunal because of his unique position as Program Director. He is the ultimate resource in terms of connections within CECH. In order for Tribunal to be successful the exec team needs assistance in all areas. For example, marketing and collaborating within CECH. Greg is able to connect exec members to faculty in marketing, as well as the Dean’s Office. Lastly, when planning events for the students of CECH, Tribunal exec needs to run things past Greg to insure it fits the CECH schedule.  I worked with Greg over the summer via email to plan the structure of Tribunal for the 2019-2020 academic year. In addition to this, I also email him weekly to plan and work through current initiatives. Greg also attends the weekly exec meetings to assist other exec members in their initiatives and give insight. His goal is to provide the resources necessary for Tribunal to be successful.  Advisor Revisions/Feedback: |

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| **Goals Related to Competency/Competencies:**  **Section must include:**   * Two specific and measurable **experience** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining the intended results/outcomes/achievements * Two specific **personal** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining how you hope to grow as a result of this experience * Examples of activities and explanation of how each will assist in the progress toward the goals   I hope to gain support of the Dean’s Office by the beginning of Spring semester. I want to build a strong relationship between Tribunal and the Dean’s Office, so we may collaborate and work together in the future. This will further allow me to reach the goal of having 200+ students at each community event Tribunal puts on. Having the Dean’s support means access to more resources and reaching the entire college. This relates to the Community Engagement competency. The overall goal for Tribunal this year is to facilitate a diverse community of learners. Gaining support from the Dean’s Office means expanding the community from students to all faculty members. Also, having 200+ students attend each event means there’s 200+ relationships being made, and the community is expanding.  One of my personal goals for Tribunal this year is to form relationships with each of my exec teammates. Last year on Tribunal exec I never got to know my teammates. We only worked on Tribunal things. This year, my goal is to meet up with each exec member at least once outside of Tribunal. I hope to do this by elections for the 2020-2021 academic year. Each exec team member is involved with another organization on campus. My plan is to attend an event put on by the other organization they’re involved in. This way, I get to learn more about their interests. My second personal goal is to have created a format/system that I can pass on to the next exec team. Tribunal can be whatever the current exec team wants, but it’s nice to have a starting place. I was given very little to go on for this year, and so I want to leave behind a flexible structure for the next president. Both of these goals relate to the Leadership competency. A good leader knows their teammates. They build relationships and show they care about the individual. This fosters an effective work ethic among the team. It also makes the whole experience more personal. Having a format/system to leave behind with ultimately reflect the success of my leadership as Tribunal president. Organization is key to leadership. If I find at the end of the year that my structure was effective, I’ll pass it on to the next exec team. It will act as a portfolio of my leadership skills—capturing all the work I’ve done and how it’s helped.  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.*   1. *How to Keep Going When You Don’t Know What’s Next* by Darius Foroux (The Medium)   Foroux, Darius. “How to Keep Going When You Don't Know What's Next.” *Medium*, Forge, 15 Aug. 2019, https://forge.medium.com/how-to-keep-going-if-you-dont-know-what-s-next-9cb8346885f7.   1. *5 Choices You’ll Regret Forever* by Dr. Travis Bradberry   BradberryInfluencerFollowCoauthor, Travis, and Travis BradberryInfluencerCoauthor. “5 Choices You'll Regret Forever.” *LinkedIn*, 16 Sept. 2015, <https://www.linkedin.com/pulse/worst-decisions-youll-never-make-dr-travis-bradberry/>.   1. *How to Be a Leader — For Someone Who Hasn’t Been A Leader Before* by Tim Denning   Denning, Tim. “How To Be A Leader - For Someone Who Hasn't Been A Leader Before.” *Medium*, The Startup, 4 Mar. 2019, <https://medium.com/swlh/how-to-be-a-leader-for-someone-who-hasnt-been-a-leader-before-930696bb86c5>.   1. *How Great Leaders Inspire Action* by TED   Sinek, Simon. “How Great Leaders Inspire Action.” *TED*, Sept. 2009, <https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare>.  Each of these resources will assist me in my leadership development. They stand as motivation, advice, and provide clarity. After reading/watching these resources I am reminded why I’m doing what I’m doing. I’m also reminded that it’s okay to fail as a leader and that growth is attainable. They’ll help me reach my goals by communicating the importance of collaboration, motivation, and the responsibility behind my choices.  Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List questions you plan to ask yourself to gauge your growth related to your goals as well as understanding of the selected competency/competencies   *The on-going reflection should help you process the experience and progress toward the goals you have identified.*  *Note: A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  Each week I submit progress reports to Internal Holdover Senator, Joanna Rebitski. In addition to these I will keep a journal of weekly reflections. In these reflections I keep track of progress made by each individual exec member and their initiative, what I need to do to assist them, my own progress in regard to my initiatives, and any feedback I’ve received from my team. I’ll ask myself: What were my goals for the previous week? Did I meet them? What are my goals for this week? Then I will make a game plan and schedule to keep myself accountable.  I will also rewrite my four goals for this experience and the competencies they relate to. By writing this each week, I will be reminded of the “why” behind my Tribunal experience. In addition to this, I will ask myself: What steps have you made toward reaching \_\_\_\_\_\_\_ goal? What further steps can you make to get closer to achieving your goal? The project you’re currently working on, does it reflect the competencies you’re focusing on?  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 competency/competencies * A specific audience and why the audience was selected   *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.* *Consider signing up for the* [*Global Citizen Scholar Showcase*](http://www.uc.edu/honors/students/uhppride/impactforum.html) *as a method of sharing.*  I will update my Learning Portfolio throughout this experience. I’ve shared my portfolio with friends and family, this way, they can stay updated on my college activities. In addition to this, I will share what I’ve learned with my exec team. Hopefully this will inspire each of them to reflect on their own leadership experience thus far. I will also share my progress and reflections with my advisor, Greg. This way he can easily see the progress being made and know his efforts are effective.  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](http://www.uc.edu/honors/students/grants.html))   *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: |

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* 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 with a **Level 3 or higher Travel Advisory Level** must seek an [exemption](http://www.uc.edu/international/study-abroad/applying-to-study-abroad/travel-restrictions---exemptions.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.***

**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: **Jillian Ketz**

Title of Experience: **National Youth Leadership Training**

[Competency/Competencies](https://www.uc.edu/honors/about/competencies.html): **Leadership and Community**

Expected Start Date: **November 16, 2019**

Expected End Date: **June 20, 2020**

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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/honors/about/vision.html)   I have worked for this training program through Scouts BSA since 2017. My first year on staff, I immediately fell in love with the course and its staff. It actually turned out to be my deciding factor when I was choosing a university. If I had gone any farther than Cincinnati, I would not be able to come home to participate. This course teaches the principles of servant leadership, team development, conflict resolution, and communication skills to 13-17 year old scouts. Having the opportunity to teach these skills to younger scouts has helped me learn what means to be a good leader and has allowed me to practice those skills and grow as a person and as a leader. In terms of becoming a global citizen scholar, the purpose of this course is to improve upon the leadership skills of both the participants and the staff members. Having the opportunity to form a staff and run the course for my local council will allow me to grow as a leader while doing something I care for deeply and also improve the scouting experiences for youth and adults in my council.  Advisor Revisions/Feedback |

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| **Abstract**  **Section must include:**   * Brief description of the experience and explanation 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   This experience will consist of four, weekend-long development sessions that will occur once a month leading up to a weekend for setting up the course right before the week-long program begins. After the program is completed, there is one full day of tear-down. During each development weekend, I will accomplish approximately 25 hours of work through presentations, meetings, and cleaning. I will also obtain another 25 hours during set-up, also through meetings, cleaning, and other tasks to prepare the camp for participants. During the week of course, I will be completing an average of 18 hours of work per day for four days, plus one 9-hour session on the day of the participants' arrival. For tear-down, I will complete 4 more hours through supervising cleaning crews around camp. This experience, in total, will award me approximately 210 hours of community service.  Most dangers for this experience will be caused by weather and lack of sleep. The cabins at the camp are climate controlled and I have the proper equipment to handle cold weather and rain. There are also emergency protocols set in place for extreme weather. In terms of sleep, taking charge of the course is a very time-consuming role. In order to ensure I keep myself physically capable of doing my job, I will do as much preparation as I can before the week of course so I do not have to spend many nights up late finalizing plans and presentations.  Itinerary:  Nov. 15, 2019:  12:35pm: Board Baron's Bus at UC  5:55pm: Arrive at Greyhound station in Akron, OH  Nov. 16,2019:  8:00am-4:00pm: NYLT Staff Reunion and Interviews at Camp Butler in Peninsula, OH  Nov. 17, 2019:  4:00pm: Board Baron's Bus in Akron  Nov. 18, 2019:  12:00am: Arrive at UC  Feb. 7, 2020:  12:35pm: Board Baron's Bus at UC  6:00pm: Arrive in Akron, get in Uber  6:30pm: Arrive at Camp Butler in Peninsula, OH  Feb. 9, 2020:  10:00am: Leave Camp Butler  4:00pm: Board Baron's Bus in Akron  Feb. 10, 2020:  12:00am: Arrive at UC  March 13, 2020:  12:35pm: Board Baron's Bus at UC  6:00pm: Arrive in Akron and get in Uber  6:30pm: Arrive at Camp Butler in Peninsula, OH  March 15, 2020:  10:00am: Leave Camp Butler  April 3, 2020:  12:35pm: Board Baron's Bus at UC  6:00pm: Arrive in Akron, get in Uber  6:30pm: Arrive at Camp Butler  April 5, 2020:  10:00am: Leave Camp Butler  4:00pm: Board Baron's Bus in Akron  April 6, 2020:  12:00am: Arrive in UC  May 8, 2020:  5:30pm: Arrive at Camp Butler  May 9, 2020:  10:00am: Leave Camp Butler  June 12, 2020:  10:00am: Arrive at Camp Butler  June 20, 2019:  12:00pm: Leave Camp Butler  Advisor Revisions/Feedback: |

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| **Advisor**  **Section must include:**   * Experience advisor name and contact information * Description of why advisor was selected * Specific plans to engage with advisor   *Note: Advisor(s) should have knowledge or 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 experience advisors.*  Eddie Raines  (330)958-3888  [eraines1@kent.edu](mailto:eraines1@kent.edu)  I have chosen Eddie because he was my mentor on my journey to earning my position as the Senior Patrol Leader, he was the last person to be the Senior Patrol Leader, and currently holds the official staff position that acts as a guide for the people in the position. He knows the course front to back, and also is very familiar with how being the SPL works. I will meet with Eddie every development weekend and communicate with him regularly through calls or texts. I will also rely on him for critiquing my presentation skills.  Advisor Revisions/Feedback: |

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| **Goals Related to Competency/Competencies:**  **Section must include:**   * Two specific and measurable **experience** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining the intended results/outcomes/achievements * Two specific **personal** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining how you hope to grow as a result of this experience * Examples of activities and explanation of how each will assist in the progress toward the goals   Experience Goals:   * Leadership: Set stricter precedents for forms and fees in order to keep the course organized and running smoothly with few hitches caused by staff members without the proper medical forms. This precedent should stand strong for this and following years.   + We have added strict due dates for medical forms in the job application, it is mentioned in every email, and will be mentioned in every interview. Prospective staff members have also been warned that they will be asked to leave camp until they can provide the proper paperwork if they do not have it on the due date. This will be measured by marking off each staff member as they turn in their forms. * Community: Promote unity throughout my staff to make it feel like there is one large course rather than two troops within one course.   + In order to achieve this, my partner and I will organize multiple team bonding games throughout the four development weekends. We will measure this goal by giving a sort of "pop quiz" by asking someone for a fun fact about a random staff member.   Personal Goals:   * Leadership: I aim to overcome my presentation anxiety in order to set the best example possible for my staff.   + In order to achieve this, I will spend more time practicing my presentations out loud so I can perfect my note cards and ensure that I know and live the information and skills I will be teaching. I will also come up with some sort of ritual to help me stay calm if I start to feel anxious before or while presenting. * Community: I would like to create a comfortable, welcoming environment for my staff.   + I have noticed in previous years that the staff members, especially the younger ones, do not feel like they can voice their concerns to the senior staff members or the adults. I aim to encourage openness and emphasize that the senior staff is here to help. In order to achieve this, I will practice being open myself so my staff can relate to me easier. This will help them feel more comfortable around me. I will also stress the importance of speaking up during presentations about more serious topics.     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.*  National Youth Leadership Training Syllabus  This resource contains all of the presentations, regulations, schedules, and other information about the program. By reading and rereading the syllabus, I will be better prepared to present, handle problems, and meet the goals of the course. It is filled with tips on how to be an effective listener and leader. Learning every detail of the course will assist in my goal of being a better presenter through offering the best knowledge base of the presentation subjects. It will also assist with my abilities to interact with my staff so they can trust me to handle conflicts.  *It’s Your Ship: Management Techniques from the Best Damn Ship in the Navy* by Captain D. Michael Abrashoff  This book is a compilation of experiences and leadership tips from Captain D. Michael Abrashoff, who commanded the U.S.S. Benfold from June 1997 to February 1999. He focuses on the importance of bettering oneself before being able to better a staff or crew. The chapters in his book that specifically correlate with my goals are titled “Communicate Purpose and Meaning”, “Go Beyond Standard Procedure”, “Create a Climate of Trust”, and “Generate Unity”. These sections will guide me on my journey towards being a better presenter, enforcing more efficient rules and processes, and creating healthy relationships between staff members.  Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List questions you plan to ask yourself to gauge your growth related to your goals as well as understanding of the selected competency/competencies   *The on-going reflection should help you process the experience and progress toward the goals you have identified.*  *Note: A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  For my ongoing reflection, I will keep notes throughout each of the development weekends about things I notice from my interactions with my staff as well as my staff’s interactions with each other. I will also write a journal following each weekend with detailed explanations of the occurences. I will also utilize the “Start, Stop, Continue” tool from my senior staff, experience advisor, and the adults in order to learn more about what I can do to grow as a leader.  Questions:   * What did I do this weekend that seemed to get a good reaction? * Were there any behaviors that did not go over well with either the youth or adults? * How much did I communicate with the guides? Support staff? Senior staff? Adults? * What were the main points of my SSC (if applicable)? * Were there any things that changed columns in my SSC or stopped showing up altogether? * Do I regret any statements or decisions that I made? * Did I put the needs of my staff before my own?   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 competency/competencies * A specific audience and why the audience was selected   *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 will be acting as a mentor to my chosen senior staff throughout the development weekends, pre- and post-weekend meetings, and course week. By sitting down and having private meetings with them, I will be effectively sharing my experiences and knowledge to the next generations of Senior Patrol Leaders in order to facilitate their growth and ensure that the future of the course will be in good hands.  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](http://www.uc.edu/honors/students/grants.html)) * If you are engaged in an **unpaid internship or research**, please indicate the number of weeks and hours per week you plan to participate   Bus Tickets:  <https://baronsbus.com/bus-tickets/>  One Round Trip, between UC and Akron, OH: $90  x 4 Round Trips: $360  Staff Fees:  <https://247scouting.com/forms/form.php?OrgKey=BSA433&id=1095>  Covers costs of t-shirts, renting camp space, food: $40  Total Cost:  $400  Advisor Revisions/Feedback: |

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>). Add a new record in the “Tracking Project” 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 with a **Level 3 or higher Travel Advisory Level** must seek an [exemption](http://www.uc.edu/international/study-abroad/applying-to-study-abroad/travel-restrictions---exemptions.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.***

**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: David James Mulligan III

Title of Experience: Serve Beyond Cincinnati – Spring Break 2020

[Competency/Competencies](https://www.uc.edu/honors/about/competencies.html): Community Engagement, Creativity

Expected Start Date: March 15th, 2019

Expected End Date: March 22nd, 2019

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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/honors/about/vision.html)   *Engineering has given me a diverse skill set that includes designing, building, and working as a team. I have seen several news stories about people who could need assistance in terms of their living situations, and I think my skills could benefit them greatly. I would really like to use my abilities to help those who are less fortunate.*  *This trip will help me progress toward becoming a Global Citizen Scholar by combining my passions for engineering and community service. I have never volunteered for something related to my major, and I strongly believe that this experience could urge me toward a career where I am using my education for the benefit of others; in doing so, I will accomplish two of UHP’s visions – enhancing my talents and prioritizing global responsibility.*  Advisor Revisions/Feedback |

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| **Abstract**  **Section must include:**   * Brief description of the experience and explanation 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   *For an entire week over Spring Break, I will be helping The Fuller Center of Greater NYC with their mission: “To match the financial opportunities and volunteer interest with the needs of those seeking simple, decent places to live.” Essentially, I will be working with other volunteers to improve the living situations of those in Westchester County and NYC. We will work approximately 8-10 hours per day on these projects, and partake in at least 15 hours of social activities throughout the week; including travel and miscellaneous time, this will put my time commitment well above the 75-hour requirement.*  *A potential risk during this project is injury due to manual labor. To avoid this, I will refrain from lifting heavy loads by myself, and be sure to rest during my scheduled breaks. I will also make sure to travel with a friend at all times, since I am unfamiliar with the area.*  *Timeline:*  *3/15 – Fly from Cincinnati to Westchester County*  *3/16-3/21 – Work on various projects during the day, social activities in the evening*  *3/22 – Fly from Westchester County to Cincinnati*  Advisor Revisions/Feedback: |

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| **Advisor**  **Section must include:**   * Experience advisor name and contact information * Description of why advisor was selected * Specific plans to engage with advisor   *Note: Advisor(s) should have knowledge or 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 experience advisors.*  *I was not able to get an advisor’s contact information before the January 5th submission deadline, so here is all the information I have so far:*  *My direct supervisor will be the leader of Serve Beyond Cincinnati, Madison Link; however, she cannot be an experience advisor because she is an undergraduate student. Madison has informed me that I will use a representative at the Fuller Center in New York as my advisor. She does not have any specific names or contact information at this time, but plans to hear from them during the first week of spring semester.*  *The representative will be someone who has led previous community service projects through the Fuller Center, so they will have the experience and knowledge to monitor my progress. Once I am connected with this representative, I will have a conversation with them regarding my goals for the experience. I will then check in with them 2-3 times during the week-long trip to discuss how I am meeting these goals. At the end of the trip, I will share my journal and pictures with them, and decide whether I have successfully completed all the goals and experience requirements.*  Advisor Revisions/Feedback: |

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| **Goals Related to Competency/Competencies:**  **Section must include:**   * Two specific and measurable **experience** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining the intended results/outcomes/achievements * Two specific **personal** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining how you hope to grow as a result of this experience * Examples of activities and explanation of how each will assist in the progress toward the goals   *Experience Goals:*   1. *Complete at least 40 hours of community engagement through volunteering at The Fuller Center.* 2. *Have a conversation with 2-3 families that we are helping, to see the full effect of our service on these people.*   *Personal Goals:*   1. *Make at least 1 new friend in the Serve Beyond Cincinnati group during our trip.* 2. *Take the lead on 1 project, to improve my leadership skills and give me confidence for future service trips.*   *Activities:*   1. *We are taking a day trip to NYC, where I can socialize with other group members and make friends.* 2. *Some projects include construction and use of building tools, both of which I am comfortable with. I can take the lead and assist others with these projects.* 3. *I will use breaks and mealtimes to reach out to members of the community, so I can learn more about them and their situations.*   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.*  *“The Big Green Apple: Your Guide to Eco-Friendly Living in New York City” by Benjamin Jervey*   * *Since I have never been to NYC and the surrounding area, this book will help me understand how people typically live in this city. I can use that to more confidently work on improving these living situations.*   *“Interview with Jim Killoran, President of the Fuller Center for Housing of Greater New York City” (Video by FullerCenter)*   * *In this interview, the Fuller Center President talks about the organization’s mission and basic principles. If I can more clearly understand these principles, I will be a more effective volunteer on the trip.*   Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List questions you plan to ask yourself to gauge your growth related to your goals as well as understanding of the selected competency/competencies   *The on-going reflection should help you process the experience and progress toward the goals you have identified.*  *Note: A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  *To maintain an on-going reflection, I will write in a journal at the end of each workday. It will include the tasks I accomplished that day, projects that still need to be finished, and any personal interactions from which I have benefitted. To complete my reflection, I will consider the following questions:*   * *What specific tasks have I accomplished today?* * *Did I interact with anyone new? If so, what did I take away from the conversation?* * *How did I express creativity in my work today?* * *How can I be a more effective worker tomorrow?*   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 competency/competencies * A specific audience and why the audience was selected   *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.*  *A specific audience that I would like to reach is my church congregation. I have a large church at home, filled with members who are always looking for ways to help out in the community. Some of the work is local, but I know people who have traveled to Louisiana, Texas, Alaska, or even overseas for volunteer work. I think New York has a lot of opportunities for community service, so bringing this to the attention of hundreds of willing volunteers could be mutually beneficial.*  *To actively share what I learned, I will take lots of pictures during the trip. Afterwards, I will combine these pictures with reflections from both my journal and learning portfolio to make a PowerPoint presentation. My dad is a deacon at the church, so I would be able to access our projector during end-of-service announcements. I will explain the trip, present what I learned, and provide contact information for those who may want to participate. If I get enough interest, I may be able to start a group of my own. Either way, I am confident that this presentation will encourage my selected audience to help out in any way possible.*  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](http://www.uc.edu/honors/students/grants.html))   *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.*  *The cost of this trip is $400 per person, paid to Serve Beyond Cincinnati. This covers flights, housing, transportation, and most food in New York. I am responsible for my own food before and during our two flights, as well as miscellaneous expenses. Assuming I spend about $100 on food and use $50 for spending money, I expect to pay approximately $550 for the entire experience.*  *Budget information can be found here:* <https://campuslink.uc.edu/organization/serve-beyond-cincinnati>  Advisor Revisions/Feedback: |