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: **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: |