

April 27, 2018, University Curriculum Committee Meeting

The Experiential Learning Subcommittee approved the requests to include the following courses in the Experiential Learning Implementation Plans and on the Experiential Learning Transcript for the following schools and colleges:

Franklin College of Arts and Sciences

- CSCI 4960, Faculty-Mentored Research in Computer Science

School of Law

- JURI 3200S, Law and Social Justice: Strategic Advocacy

The Experiential Learning Subcommittee approved the requests to include the following non-credit activities on the Experiential Learning Transcript:

Office of Instruction

- Undergraduate Admissions Intern

Office of International Education

- Event Planning Intern
- Graphic Design Intern
- Public Relations Intern

Division of Student Affairs

- Competitive Sports Program Assistant
- EcoReps
- UGA Miracle Executive Board

CSCI 4960, Faculty Mentored Research in Computer Science

EXPERIENTIAL LEARNING:

Faculty Mentored Research. Experiential Learning Justification: Under the guidance of Computer Science faculty, students will be engaged in a semester-long research project. They will work either individually or with other undergraduate students, graduate students, and postdocs. Faculty will evaluate students in the course and mentor them throughout the semester. With the mentorship of a faculty supervisor, the student applies an understanding of the discipline to identify gaps or unanswered questions and applies skills, methods, techniques learned in the classroom to his/her research project. An individual student or team of students will define the research question, the research methods, or in some cases both aspects of a project. The student understands how his/her part of the project contributes to a larger initiative. This may be accomplished through a thorough literature review of the research area. At the end of the semester, the student will reflect on their experience, interpret both processes and outcomes of research, and be able to articulate what he/she has learned and can identify how failures or successes may shape further research questions or goals. Students are required to submit a paper or a report on their findings, they will also acquire experience in scientific writing. To fulfill the requirements of the course, students will also be required to present their findings to a panel of faculty members or to present their research in the form of a poster at our annual CS Research Day.

COURSE DESCRIPTION: Content will vary in response to the interests, needs, and capability of the students and faculty involved. Individual, guided study in computer science.

GRADING SYSTEM: A-F (Traditional)

CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS: Variable 1 to 4

REPEAT POLICY: Course cannot be repeated for credit

REQUIRED PREREQUISITES: Permission of department

PRIMARY DELIVERY MECHANISM: Directed Study

COURSE WILL BE OFFERED: Every Year - Fall Spring Summer

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:

Experiential Learning Outcomes:

Research: Demonstrate and describe how systematic and in-depth inquiry into a problem contributes to the discovery or interpretation of knowledge significant to their field of study.

TOPICAL OUTLINE

The topics will vary according to student interest and faculty expertise.

JURI 3200S, Law and Social Justice: Strategic Advocacy

EXPERIENTIAL LEARNING:

EL Justification:

1. Ownership: Students will identify issues of social justice and learn how the law can be used by both lawyers and non-lawyers to advocate for change.
2. Challenge: Students will develop original and/or creative responses to law-based or legal-related needs of organizations and service providers who serve the public or in the public sphere.
3. Challenge: Students will develop strategies for designing and implementing creative advocacy on law-based or legal-related issues facing those with limited or no access to traditional legal representation.
4. Self or social awareness: Students will develop and demonstrate skills in reflective writing; to wit, the students will reflect on the processes by which they identified issues and developed their responses to those issues, as well as reflect on the provision and receipt of oral contributions and feedback. Additionally, this course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the projects(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of overall instructional time.

COURSE DESCRIPTION: Through readings, various media, and classroom discussions, students will learn about social justice in the legal context. Students will compose a reflective journal writing and a written project/class presentation proposing a creative social justice response to a real-world community need or issue identified by faculty and the students.

GRADING SYSTEM: A-F (Traditional)

CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS: 3

REPEAT POLICY: Course cannot be repeated for credit

PRIMARY DELIVERY MECHANISM: Lecture

COURSE WILL BE OFFERED: Every Year - Scheduling unknown

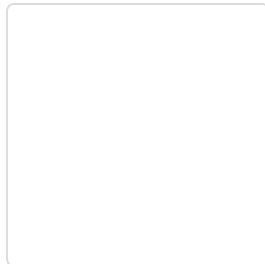
COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES: By the end of this course, students will have developed a knowledge base to:

- Identify issues of social justice and develop strategies for advocacy
- Understand how the law can be utilized as change agent
- Implement advocacy for those with limited or no access to legal representation

- Understand how to develop responses for law-based or legal-related needs of public organizations.

TOPICAL OUTLINE

This course aims to teach students how to identify issues of social justice in their communities and how the law can be used to advocate for change on behalf of groups and organizations who serve the public as well as on behalf of individuals who do not traditionally have access to representation. Students together with faculty will identify topics and/or organizations where law-based or legal-related concerns would benefit from social justice advocacy. Students will then collaborate on designing creative, strategic plans to address the identified concerns. Students will also participate in reflective journaling and classroom discussions.



Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Internship (/elt/category/3) / Undergraduate Admissions Intern

➤ Approvals	Actions
1st Approval	Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375) or Karen Saunders (/user/1289807)

➤ About	✎ Update (/elt/group/update/42556)
Group	Undergraduate Admissions Intern
Activity Type	Non-course
Description	<p>The Undergraduate Admissions student internship program is geared toward exposing UGA students to higher education by providing them with first-hand experiences in special event planning, student recruitment, scholarship selection, marketing campaigns and admissions office duties.</p> <p>This internship will allow students to gain skills such as public speaking, interpersonal communication, event planning, phone etiquettes and soft skills. This goal will be achieved through a combination of project-based experiences, professional development programming, and formal mentorship from experienced university admissions and enrollment management staff. Students completing this program will be well-positioned for career opportunities in the public and private sector ranging from higher education, politics, business and public administration.</p>
Submitted By	Karen Saunders (/user/1289807) on March 16, 2018

Activity Director	Kelly Bird (/user/1289807)
Activity Director Email	kabird@uga.edu
Activity Director Phone	706-542-2112
Primary Location	
Secondary Location	

➤ ELT Default Fields
✎ Update (/elt/group/update/default/42556)

Attribute Codes	
College	Office of Instruction
Department	Undergraduate Admissions
Program Length	Semester
Program Term	Spring 2018
Program Start Date	January 4, 2018
Program End Date	April 26, 2018
Minimum Hours	250
Is this activity limited to a certain number of students?	Yes
Maximum Number of Students	4

Minimum Number of Students	1
Is this activity limited to certain category/ies of students?	Yes
If limited, please describe	We encourage students from all majors, colleges, and schools to apply. While there is no minimum class standing, we strongly encourage applications from students who are rising second or third-year students to allow for one full academic year.

➤ ELT Custom Fields

✎ Update (/elt/group/update/custom/42556)

Engagement Student interns are actively engaged in the recruitment, admissions, and enrollment processes. Students will work approximately 15-20 hours per week for each semester (estimating 250-340 hours per semester).

- Traveling to area high schools and college fairs
- Serving as ambassadors during campus recruitment events
- Planning and executing meetings for high school counselors
- Coordinating and executing prospective student recruitment events
- Assisting in the coordination of scholarship applications
- Developing multimedia presentations for visitors
- Working with the Georgia Recruitment Team (the office's student volunteer corps)
- Assisting admissions counselors with various projects

Mentorship Weekly meetings are held to discuss projects, plans, and progress. The student and internship supervisor work in close proximity and regularly communicate. The supervisor assesses the students' work weekly and throughout the semester. The interns will also be assigned a project supervisor (UGA Admissions staff) for projects, and meet with that person at least once every two weeks if not weekly for the duration of that project. A formal evaluation and review is conducted at the end of the internship.

Challenge

The projects each intern will complete will provide tangible, transferrable experience across a broad range of functional areas. During the summer semester, interns go through a thorough training session almost identical to the training a new admissions staff member undergoes. The on-the job training takes place over two to three weeks and includes meeting with staff members on day to day functions of the office, special projects and the operations of the admissions process.

The interns are educated and trained on resources and tools used in the Undergraduate Admissions Office. Some sessions in the training include: how to use Technolutions, Slate (CRM software), FERPA and handling sensitive information, understanding the admissions process and enrollment cycle. After the training is complete, interns will shadow Admissions staff for at least 2 weeks before they meet with prospective students, parents or school officials visiting our office during walk-in hours, when they work at the UGA Visitor Center, on-campus events and off-campus recruitment events (i.e. high school visits, college fairs and special programs).

The interns are also tasked to work on projects that allow them to conduct research and learn more about higher education. We match our interns with projects based on their skill set and with projects that align with their career path. These projects allow the interns to gain and develop new knowledge and skills that can easily be transferable.

The interns are also challenged in handling difficult conversations about the admissions process with prospective students and their families. In many cases, these situations challenge the interns to have thoughtful conversations even when the prospective student or the prospective family is not receptive to the information being given. These daily conversations happen in a one-on setting and in a group presentation setting, where the group can exceed 100 people.

Ownership	<p>The projects interns complete allow for practice in exercising independent judgment and developing professional autonomy. Interns have the opportunity to think through and solve problems on their own, but will have their supervisor admissions staff providing guidance and support, and answering questions when needed.</p> <p>Each intern is responsible for completing both long- and short- term projects with the assistance of admissions staff. These projects include: data analysis and presentation; communications and public speaking such as, assisting with social media efforts, content creation for student marketing (emails, etc.) and speaking to groups of more than 100 people; event planning; and resource development.</p>
Self or Social Awareness	<p>Interns reflect and share on their experiences throughout their internship with their supervisor and mentor, as well as with fellow interns. At the end of the experience, interns will complete a self-evaluation and share their results with their supervisor. Their supervisor also completes an evaluation and will review this with them. During this session, interns are encouraged to reflect and talk through their experiences in the office, their time and project management skills, and how they have further developed their skillsets through their time in the admissions internship program.</p> <p>Interns are also exposed to prospective students from various backgrounds. This allows the interns to grow in their social awareness of those in the community. Some of these instances including working on events specifically tailored to K-12 students, first generation students, international students, underrepresented students, out-of-state students, and students who identify as homeless.</p>

➤ Documents

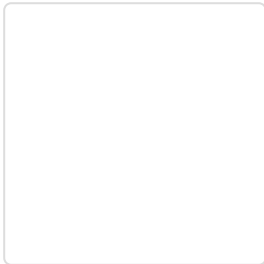
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➤ EL Details



Data updated!



Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Internship (/elt/category/3) / Event Planning Intern - OIE

> Approvals

Actions

1st Approval Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375) or Karen Saunders (/user/1289807)

> About

[✎ Update \(/elt/group/update/42555\)](/elt/group/update/42555)

Group Event Planning Intern - OIE

Activity Type Non-course

Description The Event Interns will be responsible for planning, implementing and coordinating and follow up for all events for Office of International Education. They will liaise with clients and the community and represent OIE to increase our presence on campus and promote our study abroad opportunities. The ideal candidate is an upper level undergraduate student enrolled in Marketing, Advertising, Public Relations, Communications or a related major. Strong communication, organization, and project management skills are highly desired. Knowledge and proficiency with Adobe Creative Suite and Microsoft Office and Excel are a plus. This is a highly creative, fast paced and rewarding position. Interns in this position must be able to think quickly and have sound judgement.

Submitted By Karen Saunders (/user/1289807) on March 12, 2018

Activity Director Kaija Lazda (/user/1289807)


Activity Director Email kzl18601@uga.edu

Activity Director Phone 706-542-4640

Primary Location

**Secondary
Location**

➤ **ELT Default Fields**

 [Update \(/elt/group/update/default/42555\)](/elt/group/update/default/42555)

Attribute Codes

College Office of International Education

Department

Program Length Semester

Program Term Spring 2018

Program Start Date January 8, 2018

Program End Date April 25, 2018

Minimum Hours 150

Is this activity limited to a certain number of students? Yes

Maximum Number of Students 2

Minimum Number of Students 1

Is this activity limited to certain category/ies of students? Yes

If limited, please describe Sophomore, Junior or Senior majoring in Marketing, Advertising, Public Relations, Communications or a related major.

➤ **ELT Custom Fields**

 [Update \(/elt/group/update/custom/42555\)](/elt/group/update/custom/42555)

Engagement The Events Interns will work 10 hours per week per semester minimum 150 per semester. Their internship responsibilities will include assisting with the planning and implementation of events from start to finish. The intern will identify objectives for events and determine requirements necessary to accomplish the objective and further the reach of our study abroad programs.

Mentorship

Kaija Lazda, Education Abroad Advisor, responsible for Education Abroad's events, social media and PR will serve as the Event Planning Internship supervisor and will meet with the Event Planning Interns weekly to discuss projects and provide further skill development. At the beginning and end of each semester, Kaija will provide expectations and feedback. A semester report will be required of the student interns at the conclusion of each semester as part of their reflection, growth and resume-building, during this final evaluation, interns will also be guided on content to be included in their professional portfolio.

Challenge

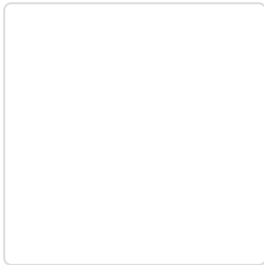
At the start of the semester, the Event Planning Interns will go through a multi-day orientation and training session. The interns will be educated and trained on resources and tools used by OIE such as Excel and reservations software. Projects and events allow for both individual and collaborative work with other Education Abroad Advisors, PR Interns, Graphic Design Interns and OIE staff. The interns will work on projects, plan events, and conduct research, benchmarking, analyze analytics. This intern will collect and analyze data to access traffic, measure engagement, and track and manage budgets. They will become familiar with the workings of Education Abroad, and use Event Planning Intern resources to understand the guidelines of their position. Interns in this positions regularly work with outside vendors/clients and listen to their needs as they relate to OIE. The intern will also work with and reach out to community partners to solicit "giveaways" for events. Excellent customer service and communication skills are needed in this position as they represent OIE in these meetings. OIE has several events throughout the year. The two largest are during the Fall semester and include the OIE Open House and one of the Study Abroad Fairs. The Fall Fair is a 2 day event with over 2,500 students and 100+ vendors. The fair also includes a schedule of facilitated workshops for faculty and staff.

Ownership

The projects and events the interns plan and implement, will allow for practice in exercising independent judgment and developing professional autonomy. The interns will think through and solve problems on their own, but will have their supervisor providing guidance and support, and answering questions when needed. The interns receive feedback and support for each project and every stage of an event, however understand that they are responsible for all stages of an event from planning, on-site execution, and follow up to analyze event objectives and improve on future events. Interns are responsible for their work and must meet internal and external deadlines. The intern in this position is part of an interdisciplinary team that includes OIE staff, PR intern, and Graphic Design intern. Together they plan and identify strategies to further the reach of OIE. Each team member has a different priority and must work independently on their part to meet the team timelines for their deliverables. Through this team work the interns see all sides of what is needed in able to meet objectives set by OIE for the year.

Self or Social Awareness

The Event Planning Interns will reflect on their experiences throughout their internship with their supervisor. Each semester, the Event Planning interns will complete a self-evaluation and share their results with their supervisor. Their supervisor also completes an evaluation and will review this with them at the end of each semester in a one-hour session. During this session, the Event Planning interns will reflect and talk through their experiences in the office, their time and project and event management skills, and how they have further developed their skillsets through their time in the internship program.



Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Internship (/elt/category/3) / Graphic Design Intern - OIE

➤ Approvals

Actions

1st Approval

Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375) or Karen Saunders (/user/1289807)

➤ About

 Update (/elt/group/update/42554)

Group Graphic Design Intern - OIE

Activity Type Non-course

Description The Graphic Design Intern will be responsible for supporting Education Abroad in creating digital and print media related to the promotion of the Office of International Education to increase our presence on campus and awareness of our study abroad opportunities. The ideal candidate is an upper level undergraduate student enrolled in graphic design. Strong design and writing skills are highly desired. Knowledge and proficiency with Adobe Creative Suite and Microsoft Office are a plus. This is a highly creative, fast paced, and rewarding position.

Submitted By Karen Saunders (/user/1289807) on March 12, 2018

Activity Director Kaija Lazda (/user/1289807)

Activity Director Email kzl18601@uga.edu

Activity Director Phone 706-542-4640

Primary Location

Secondary Location

➤ ELT Default Fields

 [Update \(/elt/group/update/default/42554\)](/elt/group/update/default/42554)

Attribute Codes

College Office of International Education

Department

Program Length Semester

Program Term Spring 2018

Program Start Date January 8, 2018

Program End Date April 25, 2018

Minimum Hours 150

Is this activity limited to a certain number of students? Yes

Maximum Number of Students 2

Minimum Number of Students 1

Is this activity limited to certain category/ies of students? Yes

If limited, please describe Sophomore, Junior or Senior majoring in Graphic Design.

➤ ELT Custom Fields

 [Update \(/elt/group/update/custom/42554\)](/elt/group/update/custom/42554)

Engagement The Graphic Design Intern will work 10 hours per week per semester minimum 150 hours per semester. Their internship responsibilities will include assisting with the creation of digital and print media in addition to assisting with the overall marketing efforts of the Office of International Education.

Mentorship

Kaija Lazda, Education Abroad Advisor, responsible for Education Abroad's social media and PR will serve as the Graphic Design Internship supervisor and will meet with the Graphic Design Intern weekly to discuss projects and provide further skill development. At the beginning and end of each semester, Kaija will provide expectations and feedback. A semester report will be required of the student intern at the conclusion of each semester as part of their reflection, growth and resume-building, during this final evaluation, intern will also be guided on their best pieces of media created during the internship to be included in their professional portfolio.

Challenge

At the start of the semester, the Graphic Design intern will go through a multi-day orientation and training session. The intern will be educated and trained on resources and tools OIE offers, social media scheduling tools (Hootsuite, Facebook native scheduling tool) and design platforms (Canva, InDesign, PhotoShop, etc.) Projects allow for both individual and collaborative work with other Education Abroad Advisors, PR Intern, and student staff. This position writes copy and develops graphics for print material, digital, and social media (i.e. brochures, handouts, videos, etc.) that further the reach and maintain the image and identity of OIE and its units. The student is required to take knowledge from the classroom and apply it to real world projects. OIE has several events throughout the year. The two largest are during the Fall semester and include the OIE Open House and one of the Study Abroad Fairs. The Fall Fair is a 2 day event with over 2,500 students and 100+ vendors. The fair also includes a schedule of facilitated workshops for faculty and staff.

Ownership

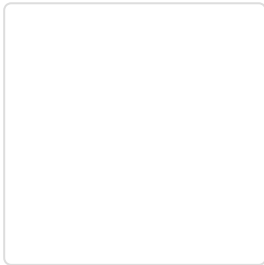
The projects the intern will complete allow for practice in exercising independent judgment and developing professional autonomy. The intern will think through and solve problems on their own, but will have their supervisor providing guidance and support, and answering questions when needed. The intern receive feedback and support for each project, however understand that they are responsible for creating the work and meeting deadlines. The intern in this position is part of an interdisciplinary team that includes OIE staff, PR intern, and Event Planning intern. Together they plan and identify strategies to further the reach of OIE. Each team member has a different priority and must work independently on their part to meet the team timelines for their deliverables. Through this team work the interns see all sides of what is needed in able to meet objectives set by OIE for the year.

Self or Social Awareness

The student creates any number of projects (advertisements, signage, and branding materials, etc.) that are used for outside audiences including UGA students, staff, and faculty or the broader community. The student works closely with the mentor and is able to reflect on completed work, and is continually receiving feedback on current projects. The Graphic Design Intern will reflect on their experience throughout their internship with their supervisor. Each semester, the Graphic Design intern will complete a self-evaluation and share their results with their supervisor. Their supervisor also completes an evaluation and will review this with them at the end of each semester in a one-hour session. During this session, the Graphic Design intern will reflect and talk through their experiences in the office, their time and project management skills, and how they have further developed their skillsets through their time in the internship program.

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Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Internship (/elt/category/3) / Public Relations Intern - OIE

➤ Approvals

Actions

1st Approval

Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375) or Karen Saunders (/user/1289807)

➤ About

 Update (/elt/group/update/42553)

Group Public Relations Intern - OIE

Activity Type Non-course

Description The Public Relations Interns will be responsible for coordinating and maintaining Education Abroad's social media, and will also create digital and print media related to the functions of the Office of International Education to increase our presence on campus and promote our study abroad opportunities. The ideal candidate is an upper level undergraduate student enrolled in Marketing, Advertising, Public Relations, Communications or a related major. Strong design and writing skills are highly desired. Knowledge and proficiency with Adobe Creative Suite and Microsoft Office are a plus. This is a highly creative, fast paced and rewarding position.

Submitted By Karen Saunders (/user/1289807) on March 12, 2018

Activity Director Kaija Lazda (/user/1289807)

Activity Director Email kzl18601@uga.edu

Activity Director Phone 706 542-4640

Primary Location

Secondary Location

➤ ELT Default Fields

 [Update \(/elt/group/update/default/42553\)](/elt/group/update/default/42553)

Attribute Codes

College Office of International Education

Department

Program Length Semester

Program Term Spring 2018

Program Start Date January 8, 2018

Program End Date April 25, 2018

Minimum Hours 150

Is this activity limited to a certain number of students? Yes


Maximum Number of Students 3

Minimum Number of Students 1

Is this activity limited to certain category/ies of students? Yes

If limited, please describe Sophomore, Junior or Senior majoring in Marketing, Advertising, Public Relations, Communications or a related major.

➤ ELT Custom Fields

 [Update \(/elt/group/update/custom/42553\)](/elt/group/update/custom/42553)

Engagement The Public Relations Interns will work 10 hours per week per semester minimum 150 hours a semester . Their internship responsibilities will include assisting with social media marketing techniques to increase visibility of our study abroad programs, website and social media platforms, assist in the implementation of a social media content strategy and calendar, generate helpful content for posting to all social media platforms, experiment with new and alternative ways to leverage social media activities, monitor trends in social media tools and applications, benchmark with other Education Abroad Offices across the country, and track and measure the impact of social media campaigns on the overall marketing efforts of the Office of International Education.

Mentorship

Kaija Lazda, Education Abroad Advisor, responsible for Education Abroad's social media and PR will serve as the Public Relations Internship supervisor and will meet with the Public Relations Interns weekly to discuss projects and provide further skill development. At the beginning and end of each semester, Kaija will provide expectations and feedback. A semester report will be required of the student interns at the conclusion of each semester as part of their reflection, growth and resume-building, during this final evaluation, interns will also be guided on their best pieces of content to be included in their professional portfolio.

Challenge

At the start of the semester, the Public Relations interns will go through a multi-day orientation and training session. The interns will be educated and trained on resources and tools OIE offers, social media scheduling tools (Hootsuite, Facebook native scheduling tool) and design platforms (Canva, InDesign, etc.) Projects allow for both individual and collaborative work with other Education Abroad Advisors, Residential Center PR Interns, and student staff. The interns will work on projects and will conduct research, benchmarking, analyze analytics and learn more about the topic of their project. They will become familiar with the workings of Education Abroad, and use the PR Intern manual to understand the guidelines of their position. OIE has several events throughout the year. The two largest are during the Fall semester and include the OIE Open House and one of the Study Abroad Fairs. The Fall Fair is a 2 day event with over 2,500 students and 100+ vendors. The fair also includes a schedule of facilitated workshops for faculty and staff.

Ownership

The projects the interns will complete allow for practice in exercising independent judgment and developing professional autonomy. The interns will think through and solve problems on their own, but will have their supervisor providing guidance and support, and answering questions when needed. The interns receive feedback and support for each project, however understand that they are responsible for creating the work and meeting deadlines. The interns in this position is part of an interdisciplinary team that includes OIE staff, Event Planning intern, and Graphic Design intern. Together they plan and identify strategies to further the reach of OIE. Each team member has a different priority and must work independently on their part to meet the team timelines for their deliverables. Through this team work the interns see all sides of what is needed in able to meet objectives set by OIE for the year.

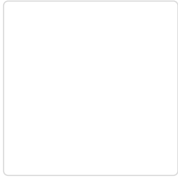
Self or Social Awareness

The Public Relations Interns will reflect on their experiences throughout their internship with their supervisor. Each semester, the Public Relations interns will complete a self-evaluation and share their results with their supervisor. Their supervisor also completes an evaluation and will review this with them at the end of each semester in a one-hour session. During this session, the Public Relations interns will reflect and talk through their experiences in the office, their time and project management skills, and how they have further developed their skillsets through their time in the internship program.

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> EL Details



Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Internship (/elt/category/3) / Competitive Sports Program Assistant

➤ Approvals Actions	
1st Approval	Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375) or Karen Saunders (/user/1289807)

➤ About  Update (/elt/group/update/42552)	
Group	Competitive Sports Program Assistant
Activity Type	Non-course
Description	<p>Competitive Sports Program Assistants are undergraduate students who work in an administrative capacity and help run the Competitive Sports Program. Program Assistants oversee assigned club sports and intramural sports. They process club sport compliance paperwork, manage UGA's intramural sports teams, and meet with club sports teams and leaders monthly. Competitive Sports Program Assistants serve as the primary resource for both club and intramural sports leadership and participants to reach out to with questions, comments and concerns.</p> <p>The Club Sports Program at the University of Georgia, administered by Recreational Sports, is comprised of 40 unique clubs. Each Club Sport team is designed to serve individual interests in different sports and recreational activities. Our clubs are instructional, recreational and/or competitive in nature and are strictly voluntary. Club sports are student-initiated, student-led organizations officially registered with the University. Several clubs are competitive and compete against other schools and universities, and in some cases against varsity teams, at the state, regional and national level. The philosophy of the Intramural Sports program at The University of Georgia is to make participation in sports a meaningful part of a total education and to help produce a mentally integrated and socially adjusted individual by all-around participation in competitive and recreational activities.</p>
Submitted By	Erin Ciarimboli (/user/1261541) on March 5, 2018
Activity Director	Michael Husted (/user/1261541)
Activity Director Email	hustedm@uga.edu
Activity Director Phone	706.542.5060
Primary Location	
Secondary Location	

➤ ELT Default Fields  Update (/elt/group/update/default/42552)	
Attribute Codes	
College	Student Affairs
Department	Recreational Sports
Program Length	Semester
Program Term	Fall 2018, Summer 2018, Spring 2018
Program Start Date	January 4, 2018
Program End Date	April 30, 2018
Minimum Hours	100
Is this activity limited to a certain number of students?	Yes
Maximum Number of Students	8
Minimum Number of Students	2

Is this activity limited to certain category/ies of students? Yes

If limited, please describe Competitive Sports Program Assistants must have previously worked in the Competitive Sports area, typically as a supervisor, site manager, or official. They then apply for the position and must complete an interview before being hired. They must hold certification in American Red Cross first aid and CPRO with AED. Program Assistants are expected to possess a strong working knowledge and understanding of UGA Recreational Sports policies and procedures, and must be able to gain Recreational Sports Van Driver certification.

ELT Custom Fields

Update (/elt/group/update/custom/42552)

Engagement Competitive Sports Program Assistants work approximately 6-8 hours per week, typically totaling more than 100 hours/semester, in addition to approximately 8 hours of training at the start of their tenure. This training begins with extensive documents that must be reviewed prior to training, covering an introduction to technology and systems, administrative tasks, procedures, and policy. In the training itself, topics covered include how to facilitate meetings with club sports, how to build the highly complex intramural schedule, student employee scheduling, and other topics relevant to the position.

Program Assistants attend meetings, trainings, and special events as required by the Assistant Director. They are trained to hire, train, motivate, and supervise student employees, and participate actively in all student staff trainings for intramural and club sports. They are trained to use the various online software programs used by both club and intramural sports, including WhenToWork scheduling software and the UGA Involvement Network. Finally, they are expected to organize and conduct numerous meetings of officials, officers, and participants in the various competitive sports programs.

Mentorship Participants are actively mentored by three full-time professional staff members and three graduate assistants in the Competitive Sports area of Recreational Sports. Each professional staff member oversees a graduate assistant and two Program Assistants, who work together to form a team (a "pod") that manages 4-6 intramural programs and 14 club sports. They engage in regular and ongoing conversations as professional staff work directly with Program Assistants to ensure that the student is progressing in their professional development and that the Competitive Sports program is meeting its goals. Program Assistants meet formally with their Graduate Assistant supervisor twice a month, but are in touch constantly throughout the workday. They also attend Competitive Sports staff meetings 1-2 times per semester. In addition to regular oral feedback, each Competitive Sports Program Assistant's performance is also evaluated each semester based on his/her job description elements (see attached job description), as well as personal and professional goals. At the conclusion of the student's employment, they complete an exit interview with Recreational Sports staff and review the written evaluation together.

Challenge Competitive Sports Program Assistants are tasked with the oversight and management of various components of both the Intramural Sports and Club Sports programs. They are immersed in the daily operations of the Competitive Sports office of a major university. In this role, they conduct professional meetings, supervise student employees, interact with multiple clients and constituencies, learn time management skills, and must be attuned to all policies and details of their assigned teams and programs. They are expected to serve as a professional staff member at all times, and work collaboratively with full-time staff to facilitate all departmental programs and events.

Program Assistants are tasked with facilitation of all assigned intramural sports programs (typically 4-6 programs with their pod), including planning, marketing, scheduling, and league maintenance. They are also assigned to be the primary Club Sports contact person for various teams at UGA (14 club sports per pod). Through these multi-faceted roles, they gain a comprehensive understanding of the daily operations and administration of both club and intermural sports, gaining transferrable skills directly relevant to careers in the recreational sports field.

Ownership By its nature, the Competitive Sports Program Assistant role facilitates student ownership and independence. Program Assistants are assigned full responsibility for specific intramural sports programs (e.g., tennis, basketball, soccer, etc.) and thus must organize and facilitate all aspects of their assigned programs. These duties include planning, marketing, scheduling, conducting staff and officials trainings and rules clinics, monitoring results and rankings, and preparing reports and forms for their assigned sports. Similarly, Program Assistants serve as the primary Club Sports contact person for assigned teams and are responsible for all associated duties, including policy compliance, officer training, team inventory, rosters, and waivers. For both programs, Program Assistants are expected to prepare ongoing reports and assessments of their programs at the end of each semester.

Additionally, the Program Assistant role cultivates ownership through supervisory responsibilities. Program Assistants assist in the hiring, training, scheduling, supervision, and evaluation of student employees. They are expected to be the on-site point person and manager for many events and/or programs. Additionally, they are expected to provide evening and/or weekend supervision at any of Recreational Sports various sites during Intramural Sports or Club Sports events, including the Rec Sports Complex, Club Sports Complex, and Ramsey Center. Finally, they are expected to work cooperatively with other staff members to plan, organize and supervise departmental special events and projects.

Self or Social Awareness Reflection is ongoing throughout the duration of the Program Assistant experience. The Program Assistant is required to continually reflect and adjust based on interactions with team members, captains, and coaches, intramural and club sports officials, and Ramsey Center professional staff. They meet regularly with their staff supervisor (informally on a daily basis; formally twice a month) in order to ensure that they are meeting professional goals and staff expectations. Each Competitive Sports Program Assistant's performance is evaluated once a semester based on his/her job description elements (see attached job description), as well as personal and professional goals. At the conclusion of the student's employment, they complete an exit interview with Recreational Sports staff and review the written evaluation together.

Documents

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	File Name (/eltgroup/42552?)	Description (/eltgroup/42552?)	Created (/eltgroup/42552?)	
Name (/eltgroup/42552?Document_sort=title)	Document_sort=file_name)	Document_sort=description)	Document_sort=created)	Actions

COMPETITIVE SPORTS

Program Assistant Job Description

Reports to: Graduate Assistants, Senior Coordinators for Competitive Sports, Assistant Director for Competitive Sports and the Associate Director for Programs.

Responsibilities

Intramural Sports:

- Maintain regular office hours
- Assist in hiring, training, scheduling, motivating, supervising and evaluating student employees
- Facilitate assigned intramural sports programs, including planning, marketing, scheduling and daily league maintenance on IMLeagues.
- Organize and conduct staff trainings for assigned intramural sports
- Monitor defaults, forfeits and rankings throughout the season
- Assist in scheduling staff utilizing WhenToWork scheduling software
- Prepare reports and forms for assigned intramural sports
- Continue officiating, supervising and/or site managing
- Provide evening and/or weekend supervision at the Rec Sports Complex, Club Sports Complex and Ramsey Center during Intramural Sports or Club Sports events
- Lead officials meetings for assigned intramural sports
- Conduct assessments of assigned intramural sports
- Provide leadership to Competitive Sports staff

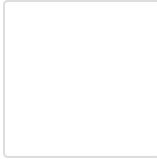
Club Sports:

- Serve as the primary Club Sports contact person for assigned teams
- Ensure the compliance of clubs with Club Sports policies and procedures including collection of all paperwork. Update Administrative Compliance Program totals daily.
- Utilize the UGA Involvement Network to maintain accurate information of assigned clubs including but not limited to individual club waivers, updated rosters, visiting team waivers, coaches waivers, travel forms, fundraising forms, community service forms, officer contact sheets, budget proposals, emergency action plans and CPR/AED and First Aid certifications for club members.
- Lead one on one meetings with assigned clubs
- Prepare reports and forms for Club Sport practices
- Review weekly reports and contact clubs who have concerns
- Assist in Officer Trainings and roundtable discussions
- Assist in weekly Travel Meetings and associated processes
- Maintain, check out and inventory Club Sports equipment and supplies
- Work cooperatively with other staff members to plan, organize and supervise departmental special events and projects
- Fulfill additional departmental duties as assigned

Qualifications

- American Red Cross first aid and CPRO with AED certification required
- Demonstrated communication, organizational, technological and leadership skills
- Currently enrolled at the University of Georgia
- Able to demonstrate a strong working knowledge and understanding of UGA Recreational Sports policies and procedures
- Recreational Sports Van Driver certification

Document Uploaded



Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Leadership (/elt/category/4) / EcoReps

➤ Approvals
Actions

1st Approval Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375)

➤ About
[Update \(/elt/group/update/56065\)](#)

Group EcoReps

Activity Type Non-course

Description EcoReps are passionate, green-minded individuals who are committed to bringing sustainability to University Housing. EcoReps serve as leaders that promote, advocate, and encourage sustainable and environmentally-friendly living in University Housing. EcoReps serve on the hall councils for each community and are responsible for serving as environmental stewards by working with hall councils to make environmentally responsible choices during meetings, programming and everyday residence hall life.

Through their work, EcoReps connect with other student organizations to promote student engagement regarding sustainable initiatives on campus, ensure proper sustainable resources are accessible for University Housing residents, and serve as a central point of contact for sustainable projects or initiatives related to University Housing.

Submitted By Erin Ciarimboli (/user/1261541) on March 26, 2018

Activity Director Christy Tweedy (/user/1261541)

Activity Director Email ctweedy@uga.edu

Activity Director Phone 706-542-4514

Primary Location

Secondary Location

➤ ELT Default Fields
[Update \(/elt/group/update/default/56065\)](#)

Attribute Codes

College Student Affairs

Department University Housing

Program Length Year

Program Term Spring 2018, Fall 2017

Program Start Date August 14, 2017

Program End Date April 30, 2018

Minimum Hours 50

Is this activity limited to a certain number of students? Yes

Maximum Number of Students 13

Minimum Number of Students	13
Is this activity limited to certain category/ies of students?	Yes
If limited, please describe	Students interested in serving as an EcoRep apply to Hall Council and are then selected by students living in the residence halls via an election process.

➤ ELT Custom Fields
✎ Update (/elt/group/update/custom/56065)

Engagement

Student engagement is a minimum of 100 hours (50 hours per semester). This includes:

- Bi-weekly 1-hour group meetings with all EcoReps
- Weekly 1-hour meetings with designated Hall Councils
- Attendance at the Southeastern EcoRep Conference (Spring Semester), lasting from Friday evening to Sunday afternoon
- Overnight retreat with fellow EcoReps (Fall Semester)
- Participation in various service-learning events attendance at field trips, listening to guest lectures or events, and practicing their own public speaking through implementing programs on sustainability topics (both semesters)
- Meeting with mentors within the EcoRep program (Staff Advisor and EcoRep Intern) for one-on-one once a semester.

Mentorship

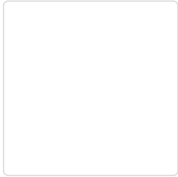
The Sustainability Coordinator for University Housing (a full-time staff member) mentors, trains, and supervises the participants. EcoReps are required to attend a group meeting every other week with other EcoReps members to brainstorm sustainable ideas, learn about sustainability on campus, and engage in professional growth. Feedback is shared in group meetings, one-on-one meetings, email, and the GroupMe messaging app. Informal feedback occurs constantly throughout the two semesters. In one-on-one meetings, students update the advisor on their projects, progress, and concerns relevant to their work in the residence halls. They also receive feedback on their work and discuss productive next steps to move their program forward.

Training occurs in multiple formats. At the fall retreat, the group focuses on teambuilding, communication, and group dynamics. EcoReps also participate in University Housing's "Exec & Rec" retreat and training for all Residence Hall Association (RHA) members, which teaches their members presentation skills, collaboration, and program development (within the University Housing structure), and also introduces students to the resources available for programs. At biweekly EcoRep meetings, the groups learn about and discuss sustainability-related topics, including water, energy, and food waste or campus-specific issues, or alternatively, hear from a speaker or specialist from UGA or from the Athens community.

The Sustainability Coordinator also has an EcoRep Intern, who had previously served as an EcoRep and serves as a student organization peer mentor.

Challenge	<p>Learning Outcomes for each EcoRep:</p> <ol style="list-style-type: none"> 1. Help University Residents better understand sustainability and how it may affect their personal lives. 2. Create a more sustainable campus through social and sustainable experiences. 3. Connect with other student organizations to promote student engagement regarding sustainable initiatives. 4. Ensure proper sustainable resources are accessible for University Housing residents. 5. Become a point of contact for sustainable projects or initiatives related to University Housing. 6. Work with Community Council members to ensure that every program is as sustainable as possible. 7. Plan one specific event that has a green/sustainable topic or theme. <p>Students in the EcoRep program frequently interact with individuals outside the usual classroom when they engage with guest speakers, take field trips into the community, and actively participate in community events. These programs and trips often provide an educational and experiential foundation for the work and programs that EcoReps do in the residence halls. Past field trips have included excursions to the Clarke County Recycling Center, the local landfill, the Sandy Creek Nature Center, and the UGarden. Similarly, they have also invited leaders and representatives of various student groups to attend EcoReps meetings in order to provide information on their cause or services, which, in turn, is used to inform EcoRep programming. For example, Campus Kitchen leaders attended a recent meeting to speak about food waste and the organization's role in addressing Athens-area hunger issues. Representatives from Speak out for Species attended a meeting to speak on ethical eating, plant-based diets, and vegan food alternatives. Following this introduction to these organizations, several EcoReps members have invited SOFS and Campus Kitchen to participate in their hall's programs, applying the information they had learned within their community's context.</p> <p>Students are challenged to develop new skills through the preparation and execution of their sustainability focused programs within the residence halls. EcoReps develop and present their own topics for a residence hall program once a semester. They receive mentoring and support throughout the program development process, engaging in research and collaboration, and reflecting on the result of their program. Through this experience, EcoReps develop their interpersonal communication skills by collaborating with different audiences for the common goal of increased sustainability on campus.</p> <p>The EcoRep program helps students develop strong awareness into the barriers that prevent sustainable behaviors, as well as how social norms can either influence or dismiss sustainable behaviors. As part of their weekly RHA meetings, EcoReps serve as the primary advocates in making hall programs more sustainable. For example, they may advocate for reusable products, encourage use of local ingredients at a food event, or suggest strategies for overall reduction in waste.</p> <p>EcoReps often interact with students who may not share the same environmental values as them. They learn how to effectively build bridges with individuals with differing values and beliefs. In effect, EcoReps serve as active and consistently engaged sustainability ambassadors in their residence hall communities. These skills can be translatable into real world situations as they become leaders with sustainability in mind within their careers and personal lives.</p>
Ownership	<p>Students in the EcoRep program develop ownership through the creation, preparation, and implementation of their sustainability programs within their residence halls. They work independently to craft their program ideas, obtain support through their mentors and collaborations as needed, and the outcome of their sustainability program is the result of their participation. Students receive immediate feedback of their own contribution into their programs. They also contribute by advocating for sustainable practices with other Hall Council events, including actively participating in event planning and ensuring that the group uses reusable items, locally purchased food when possible, and provides adequate recycling and composting options.</p> <p>For example of a specific program, an EcoRep might focus on recycling education for their semester's program. Through this process, they identify the topic in cooperation with RHA, schedule the event and reserve space, develop the program curriculum, obtain necessary materials, advertise the event in their halls, execute the program, and complete an evaluation and wrap up at the program's conclusion. EcoReps also regularly speak at campus events, and will also frequently support their fellow EcoReps at their programs and speaking engagements.</p>
Self or Social Awareness	<p>Reflection is incorporated after an EcoRep completes a program within his or her residence hall. In this assessment, they are asked to fill out a reflection piece about their experience, what they learned through the creation and implementation of their program, and how they could improve. Members also engage in group reflection at the bi-weekly EcoRep meetings. Group discussion at bi-weekly meetings helps strengthen community and provides a safe space where the EcoReps can communicate about their experiences. Reflection is also incorporated in one-on-one meetings with the Sustainability Coordinator each semester. During these one-on-one meetings, the EcoRep verbally describes their reflection of their personal views on sustainability prior to attending UGA. These reflections often include stories of home-life, family relationships, volunteering, community connections, connections or disconnections to the land. The Sustainability Coordinator will also ask about reflections on sustainability during their experience of transitioning to college, taking classes, living in the residence halls, and through their time serving as an EcoRep. The EcoRep will then walk the Sustainability Coordinator through their residence hall and make recommendations on any physical structures that may need altering to enhance student engagement in sustainable behaviors like recycling, energy usage, etc. based on their observations. At the end of the Spring Semester, EcoReps are asked to reflect and provide feedback about the program and their experience via a survey. This assessment offers a chance for students to provide programmatic feedback, but also incorporates multiple structured opportunities for student reflection.</p>

➤ Documents + Add Document (/document/create4eltgroup/56065)




Experiential Learning Submission

Engage Georgia

(/group/7723-Engage-Georgia) (/group/7723-Engage-Georgia) / Experiential Learning (/elt/7723) / Leadership (/elt/category/4) / UGA Miracle Executive Board


➤ Approvals Actions	
1st Approval	Waiting Approval from Josh Podvin (/user/1032424) or Kay Stanton (/user/1250375)

➤ About  Update (/elt/group/update/42557)	
Group	UGA Miracle Executive Board
Activity Type	Non-course
Description	<p>UGA Miracle raises money and awareness for Children's Healthcare of Atlanta (CHOA), our local Children's Miracle Network Hospital. The money raised directly funds the Comprehensive Inpatient Rehabilitation Unit (CIRU) as well as the Aflac Cancer and Blood Disorders Center. Comprised of and run by students, we are the largest entirely student-run organization at the University of Georgia, and one of the largest in the Southeast.</p> <p>As an organization, UGA Miracle hosts numerous events throughout the school year to engage the campus and community for our cause. These events help us spread the word about who we are and what we stand for as we raise money, recruit new members, and interact with our Miracle Families and hospitals.</p> <p>All events and fundraising leads up to Dance Marathon, the capstone event in February. Participants and Miracle families come together for 24 hours of performances, dancing, and activities as we complete our last big fundraising push. At the end of the 24 hours, we celebrate our families as we reveal how much money was raised that season (\$1.26 million in 2018).</p> <p>Students involved with the Executive Board of UGA Miracle take ownership and responsibility for building teams, creating marketing and social media campaigns, planning events and fundraising pushes, facilitating meetings, speaking in front of diverse and large crowds, all while building their leadership capacity and relationship-building and collaboration skills.</p>
Submitted By	Erin Ciarimboli (/user/1261541) on March 22, 2018
Activity Director	Laitin Beecham (/user/1261541)
Activity Director Email	lwb77716@uga.edu
Activity Director Phone	706.542.4612
Primary Location	
Secondary Location	

➤ ELT Default Fields  Update (/elt/group/update/default/42557)	
Attribute Codes	
College	Student Affairs
Department	Greek Life
Program Length	Year
Program Term	Fall 2018, Spring 2017
Program Start Date	March 1, 2018
Program End Date	February 28, 2019
Minimum Hours	140
Is this activity limited to a certain number of students?	Yes
Maximum Number of Students	25

Minimum Number of Students	25
Is this activity limited to certain category/ies of students?	Yes
If limited, please describe	Students must complete an application; after submission, qualified applicants will be invited to interviews and a group processing activity before the full Executive Board membership is determined.

➤ ELT Custom Fields

 [Update \(/elt/group/update/custom/42557\)](#)

Engagement	<p>Engagement includes about 140 hours over eleven months. This includes:</p> <ul style="list-style-type: none"> • 4-5 hours per week, including: <ul style="list-style-type: none"> o 2 hours in Greek Life Office working on assigned tasks o 1 hour facilitating their specific committee's meeting o 2- hour weekly Executive Board meeting • In March - April there are no committee meetings, so commitment time is around four hours/week because training or planning takes up most of the time. • Participation in specific event implementation and committee work, including Dance Marathon
Mentorship	<p>Training and feedback is provided by full-time student affairs staff member and a graduate assistant within the Greek Life Office. They are responsible for organizing and facilitating training focused on multiple learning outcomes (see attached). The staff members also provide regular feedback to Executive Board members during one-on-one meetings, which occur twice a semester. At these meetings, they check-in to talk about committee and planning progress, discuss the Board member's relationship with their Executive Council member (student leadership team), provide a self-assessment of their progress, and receive feedback from the staff member. Prior to this meeting, the staff member also checks in with the Executive Board's specific Council representative to identify specific areas of strength and improvement.</p> <p>All Executive Board members are required to attend a two-hour meeting each Wednesday, where regular training opportunities are offered, focusing on the group's learning outcomes. In April, all Executive Board members attend a weekend retreat, where additional training is provided. The group's training is extensive, but includes identification of core values, practicing of exemplary leadership, StrengthsQuest, ethics, SWOTs, task and time management, and basic Excel work. A detailed Spring 2018 training calendar can be provided upon request.</p>
Challenge	<p>UGA Miracle Executive Board is comprised of 14 positions (25 individuals), each whom holds primary responsibility for a strategic leadership role and committee within the organization. These positions include Greek Relations, Sponsorship, Events, Fundraising, Media, Morale, Underclassmen Programs, Alumni and Parent Relations, Community Partners, Family Relations, Hospital Relations, Merchandise, High School Outreach, and Social Media (see Application and Positions document for more information). Each role is carefully defined by the organization and advisors and relates to the core mission of UGA Miracle. All members attend Executive Board meetings, as well as leading their own committee's meetings. They must also be actively involved in all of UGA Miracle's major events and programs.</p> <p>More generally, all Executive Board members are challenged to think strategically and creatively to overcome boundaries between their tasks, their committees, or other stakeholders in order to have the largest impact on the hospital possible. Students involved are leading freshman through seniors and must be able to engage with each group in a fair and unbiased way. Students are challenged to push themselves out of their comfort zones as they may be required to speak in front of hundreds of other students and groups about UGA Miracle. Students must be able to build bridges between stakeholders including families, the hospital, university administration, and the student participants in order to provide each with the best experience possible. All Executive Board members hold office hours each week in order to work with these constituencies on a regular basis. Students must be able to think creatively and strategically about issues they are facing with their roles in order to overcome them.</p>
Ownership	<p>Once committee meetings start and training is complete in April, students assume responsibility for each of their assigned committee tasks and job responsibilities. Tasks vary by position (see application for description of official positions and responsibilities). For example, all Executive Board members are responsible for tasks such as fundraising; however, the two fundraising chairs are specifically responsible for implementing past fundraising strategies and programs, as well as developing new ideas. These have included letter writing campaigns, canning nights, working concession stands, and other special events. A major part of this position is coming up with innovative ideas and campaigns (such as \$100 Day and President's Day Challenge) to raise money for individual participant totals and for the organization as a whole. Similarly, the Sponsorship chairs work together to develop long-term relationships with local and regional businesses, creating a mutually beneficial relationship. They are responsible for securing corporate and upper-level sponsors and are tasked with the implementation of the Corporate Showcase at the Dance Marathon.</p> <p>In terms of committee responsibilities, Miracle Executive Board members lead weekly meetings in order to provide information, support, and guidance, and to engage committee members in activities while remaining focused on the organization's mission, values, and purpose. They also meet with students individually to address concerns, counsel students on Miracle or University life and decision-making, or provide leadership and emotional advice or support. Thus, throughout the year all Executive Board Members take ownership of their committee of student volunteers, serving as a lynchpin in helping students find a community at UGA.</p> <p>For more information about specific duties and responsibilities of each Executive Board member, please refer to page 2 of the "UGA Miracle 2018-19 Executive Board Application and Positions" document.</p>

Self or Social Awareness

Reflection and feedback are incorporated into fundamental structure of the organization. Every Executive Board member reports to a smaller Executive Council within the Executive Board. Each board member meets with their trained councilperson one-on-one regularly to discuss committee challenges, successes, wants, and needs. Additionally, as Dance Marathon is a fairly massive and all-encompassing project (UGA's largest student philanthropy), students work together to discuss, reflect, and assess the program from year-to-year in order to constantly evolve, improve, and grow the program. Students also meet with the Graduate Advisor, Staff Advisor, or Executive Director at least once a semester in order to discuss their challenges and successes. The conversation with the advisor is kept confidential, and at times, specific action plans or corresponding conversations will occur in order follow-up and keep track of progress. The organization (students and advisor) is also in the process of developing a performance measurement in order to implement a more official and formalized assessment and reflection tool for all Executive Board members in 2018-19.

➤ Documents

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Name (/eltgroup/42557?Document_sort=title)	File Name (/eltgroup/42557? Document_sort=file_name)	Description (/eltgroup/42557? Document_sort=description)	Created (/eltgroup/42557? Document_sort=created)	Actions
UGA Miracle 2018-2019 Executive Board Application and Positions.pdf (https://uga.givepulse.com/document/download?key=bdd4065fc0f020158876b26e71b3fe9d)	UGA Miracle 2018-2019 Executive Board Application and Positions.pdf		3/22/18 4:40pm	✎ (/group/manage/documents/update/1734) 🗑 (/document/delete/17345)
UGA Miracle Learning Outcomes.docx (https://uga.givepulse.com/document/download?key=545f4ae98edc37dd66a8c1c5dd407b74)	UGA Miracle Learning Outcomes.docx		3/22/18 4:40pm	✎ (/group/manage/documents/update/1734) 🗑 (/document/delete/17346)

➤ EL Details

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English ▼

UGA Miracle 2018-2019 Executive Board Application

Thank you for your interest in applying for the UGA Miracle Executive Board. All applications are due by 12:00 PM EST on Monday, March 4th and must be turned in electronically to ugamiracle@gmail.com.

Please note that there are 4 parts to the application process:

- 1) Submit this application and an updated résumé to ugamiracle@gmail.com by 12:00 PM EST on March 4th, 2018. **Please note that no late applications will be accepted.**
- 2) Individuals with exceptional applications will be invited for an interview by 7:00 PM on Sunday, March 4th.
- 3) Interviews will be conducted from March 5th-March 8th.
- 4) Each interviewee will take part in a group activity on Thursday, March 8th at 6:30 PM.

If you have any questions about the application itself or the interview process, please email ugamiracle@gmail.com. Best of luck and thank you again for applying!

Applicant Information		
Last Name	First Name	UGA ID #
Street Address	Apartment #	
City	State	ZIP
Phone	E-mail Address	
Will you be in Athens this Summer? YES NO	If no, will you be available by phone/email regularly? YES NO	
Education		
Major	Minor	Academic Year

Did you serve as an Assistant Chair during the 2017-2018 school year?	YES	NO
Did you serve as a color group captain during the 2017-2018 school year?	YES	NO
Did you serve as a Team Captain during the 2017-2018 school year?	YES	NO

Other relevant Miracle experience: _____

Please list any other involvement/leadership commitments you anticipate for the 2018-2019 year and the time you will spend weekly for each commitment:

- 1)
- 2)
- 3)
- 4)

Executive Board Position Descriptions

**All positions with an asterisk indicate that additional documents such as examples of past work should be submitted with application*

Greek Relations Co-Chair: Foster and grow the relationship between Miracle and Greek Organizations on UGA's campus. Recruit, interview, and select Team Captains from each Greek organization to be the liaisons between UGA Miracle and their individual chapters. Work with the governing councils of Greek Life to coordinate specific events for Greek-affiliated students. The Greek Relations Co-Chairs will also be a liaison between the Greek Community and the Internal Team for major events in any way the Internal Team needs them. (Miracle at Midnight, Tour of Homes, Dance Marathon, etc.)

Alumni and Parent Relations: Responsible for maintaining Miracle's relationship with our members who have graduated through our Miracle Mentorship program, Quarterly Newsletters, Alumni Board, and other alumni focused events. Also be responsible for all communication with alumni including social media, email, the alumni newsletter, etc. and be responsible for the alumni presence at Dance Marathon including their role and a specific corner/ space for them to enjoy DM as alumni. Responsible for reaching out to parents of our Miracle members to inform them how their child is serving our organization and thank them for their support. The Chair would also coordinate the Ricky James Spirit Award nominations, selection, and presentation.

Directors of Underclassmen Programs: Coordinates, plans, and facilitates the Underclassmen Programs throughout the year. Meets weekly with Color Group Captains, assisting with content development and goal-setting.

Community Partners Co-Chair: Solicit in-kind donations for events such as Tour of Homes, Doughnut Dare 5K and Miracle at Midnight. Responsible for acquiring donations of food and drink for Dance Marathon at little or no cost, provides food at any events before Dance Marathon, and arranges percentage nights at local restaurants and businesses.

Sponsorship Co-Chair: The Sponsorship Co-chair creates lasting relationships with local and regional businesses and use these relationships to create beneficial exchanges for both parties. The Sponsorship

Co-chair will be responsible for securing corporate and upper level year-long sponsors. Additionally, they will be responsible for the hosting Athens area and other corporate businesses at the Corporate Showcase at Dance Marathon.

Events Co-Chair: Plans large events during the year including, but not limited to, Tour of Homes, Movie on the Lawn, Flag Football Tournament, and Miracle at Midnight. Works closely with Internal Director to plan Dance Marathon, coordinating a variety of entertainment for Dance Marathon participants. Serves as point of contact between the bands, student organizations, and community groups who perform at our events.

Family Relations Co-Chair: The objective of Family Relations is to serve as the main point of contact between our organization and the families we benefit by building relationships with the Miracle families and updating them on the different events we host. Specifically, Family Relations chairs contact the Miracle families throughout the year, operate a committee that builds relationships with and hosts the families at Dance Marathon, plan and execute Family Days, and work with the Internal team to develop the families' roles at Dance Marathon.

Fundraising Co-Chair: The Fundraising chairs work to help each Miracle Maker exceed their personal fundraising total through our letter writing campaigns, canning nights, working concession stands and other special events. A major part of this position is coming up with innovative ideas and campaigns (such as \$100 Day and President's Day Challenge) to raise money for personal totals and for the organization as a whole.

High School Outreach Co-Chair: High School Outreach chairs build upon the established relationships with the high schools currently involved in fundraising and mini-marathons for UGA Miracle, plan and execute these mini-marathons alongside the high school students and committee, and contact new high schools in the Atlanta and Athens areas to promote fundraising and service efforts for our cause.

Hospital Relations Co-Chair: The Hospital Relations chairs serve as the liaison between our organization and the hospital. Specifically, they provide inspiration to other committees in meetings, coordinate hospital visits for their committee, including Thanksgiving and Christmas meals, and encourage patients in the CIRU and the Zone through games, crafts, and other themed visits.

Media Co-Chair*: The Media Chairs, with the assistance of their committee, design all graphics (digital and print) used during the UGA Miracle year, take photographs at all special events, create promotional videos for the organization, maintain and design the UGA Miracle website, and make the year-end magazine released at Dance Marathon. Please include an example of your work (ie portfolio, past graphics, past video-work, past camera-work, etc.)

Social Media Chair: The Social Media Chair will work with the Communications Team to coordinate all marketing, publicity, and campaigns over social media. The chair will also serve as a liaison between the committees to better promote our collective efforts over the course of the year including family days,

hospital visits, and campus events. The chair should have a background in Public Relations or Marketing and be well-versed in social media platforms, mainly Instagram, Facebook, and Twitter.

Merchandise Chair: The objective of this new position on Board is to work directly with our suppliers for all merchandise orders and organize the selling of the items by setting up an inventory system, while also tracking new trends and best sellers and designing merchandise based off of UGA Miracle’s branding guide. The chair would also be working with other chairs to design committee and Greek merchandise. We encourage you to include a sample of your work (graphics, portfolio, etc); however, this is not required because the main focus of this Chair is to work with our suppliers and oversee our merchandise inventory.

Morale Co-Chair: The objective of Morale is to create a unified, enthusiastic group of students that can inspire and engage the entire UGA Miracle community both throughout the year and at Dance Marathon. Morale chairs and their committee create and provide opportunities for color groups and general membership throughout the year, create the Morale dance, emcee and encourage the liveliness at Dance Marathon, and work with the Internal team to plan the Dance Marathon schedule. Furthermore, Morale chairs will also promote the mission and the heart of UGA Miracle to the student body and engage the campus in our cause. They plan and execute awareness events throughout the year and diversify UGA Miracle’s membership by reaching out to new campus groups and students. Morale chairs will develop relationships with members and create fun, meaningful opportunities for members to feel connected in the UGA Miracle community.

RANKINGS

Please rank your top choice(s) in the order in which you would prefer to be placed. If you are not interested in serving a specific position, simply do not rank it. However, we encourage you to keep an open mind in your selections. You can rank as few or as many of the positions as you’d like.

___ Greek Relations (2)

___ Sponsorship (2)

___ Events (2)

___ Fundraising (2)

___ Media (2)

___ Morale (2)

___ Underclassmen Programs (2)

___ Alumni and Parent Relations (1)

___ Community Partners (2)

___ Family Relations (2)

___ Hospital Relations (2)

___ Merchandise (1)

___ High School Outreach (2)

___ Social Media (1)

**all numbers are subject to change based on situation.*

QUESTIONS

1. How did your experience in Miracle this year prepare you to serve on the Executive Board? *Please limit your response to 250 words.*
2. Identify and describe specific goals you would set for the coming year for each of the top three positions you have ranked on your application. We encourage you to include concrete ideas such as new fundraisers, campaigns, graphics, etc. that apply to your top three choices. *Please limit your response to 450 words.*
3. Looking back at this past year of UGA Miracle as an organization, what do you think went well? What is our most important area for growth, and how do you see yourself contributing specifically to that area? *Please limit your response to 350 words.*
4. In the role of an Executive Board member, how do you define success? What do you foresee inhibiting this and how will you navigate these challenges? *Please limit your response to 350 words.*
5. What are your core values as an individual and what are your core values in a leadership context? How will these values contribute to your leadership of a committee and within the organization as a whole? *Please limit your response to 350 words.*

NEXT STEPS AND EXECUTIVE BOARD REQUIREMENTS

Please read this page thoroughly and sign it at the bottom.

Your successfully submitted application & resumé will be reviewed by the Executive Council starting Sunday, March 4th at 12:00 PM EST. Based off of these applications, exceptional candidates will receive an invitation for an interview on Sunday, March 4th no later than 7:00 PM. You will then receive further instructions concerning the time and date of your interview. Interviews will begin Monday, March 5th.

If selected to the executive board, the following time commitments and expectations will be required:

- Weekly meetings every Wednesday at 8 PM starting March 21st and every Sunday at 8:00 PM starting in the Spring of 2017. We start at the aforementioned time; do not be late!
- Encouraged attendance at the Dance Marathon Leadership Convention in Indianapolis on July 13th-15th.
- Attendance at the Executive Board Spring Retreat, date TBD.
- An Executive Board hospital visit to Scottish Rite on Thursday, April 26th (Reading Day).

- Be fully present, both mentally and physically, at all official UGA Miracle events including, but not limited to, our orientation fairs, awareness days, percentage nights, Kickoff, Miracle at Midnight, Tour of Homes, Doughnut Dare, Mini-Marathons and (of course) Dance Marathon 2019!
- Represent UGA Miracle and Children’s Healthcare of Atlanta with the utmost integrity at all times.
- Serve this Executive Board. The average workload is 70% Exec, 30% your specific position.
- Respond to all emails, phone calls, and texts in a timely manner (24 hours, generally). Voice your opinions in a constructive manner!
- Attend most, if not all, of the events that other organizations put on that benefit us.
- Hold 2 weekly office hours with your co-chair (if you have one) and **keep our office clean!**
- Have a personal fundraising total of at least \$2,000 by Dance Marathon 2019.
- Attendance at the Executive Board Fall Retreat.
- **HAVE FUN!**

By signing this, I have read and am able to meet all of the requirements to serve on this Executive Board. In addition, I will take all of the necessary next steps to ensure the success of my application.

Name _____ Date _____

HOW TO SUBMIT YOUR APPLICATION

1. Answer all personal information, rankings, questions, and signature on this one, single document.
 2. Save your document as “Firstname.LastName.”
 3. Save your résumé as “Firstname.LastName.”
4. Email both attachments to ugamiracle@gmail.com by 12:00pm on March 4th.

UGA Miracle Executive Board Learning Outcomes

As a result of participating on the Executive Board of UGA Miracle through the Greek Life Office, participants will:

1. Identify personal values, strengths, and identities and use the attributes to lead and engage students involved in their respective committees.
2. Hone leadership and relationship-building skills and apply them to strengthen the Greek Life and University Community during and after the year's work
3. Define personal and organizational strengths and values while engaging in decision-making behaviors that support the application of those values
4. Foster collaboration with students involved in other Greek organizations or not involved in Greek organizations to build stronger relationships with one another, so they may positively impact the hospital and the Athens Community at large
5. Creatively plan and execute fundraising efforts centered around the "why" of the organization in order to ethically display the mission, values, and purpose of UGA Miracle and Children's Healthcare of Atlanta
6. Effectively engage other students participation by facilitating weekly committee meetings in order to accomplish a greater good
7. Creatively plan events that ethically showcase the "why" of the organization, but also utilizes current student body trends in order to engage and fundraise for Children's Healthcare of Atlanta
8. Research and Design marketing and social media campaigns that ethically highlight the mission, values, and purpose of the organization but also utilizes current student body trends in order to purposefully engage the target audience
9. Address diverse crowds of students varying in size in order to communicate the mission, values, and purpose of UGA Miracle in order to recruit new and retain existing students involved in the organization
10. Strategically plan and prepare all activities by undergoing SWOT analysis in order to have the largest possible impact