**Proposing a Course or Activity for inclusion on the EL Transcript – Proposal Guide**

Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Description:

For non-course activities – please list prefix and number of any courses that are taken in conjunction with this activity.

For courses – please list any serial or very similar courses in your department that have already been approved for experiential learning.

Activity Director Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity Director Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity Director Email (must be MyID): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity Director Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AREA of EL Transcript: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PLEASE SELECT ONE OF THE FOLLOWING: Creative, Global, Internship, Leadership, Research, or Service – check the learning outcomes to see which is the best fit for your activity.

College/Unit Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ For example, Student Affairs or Franklin College of Arts & Sciences

Department for Non-College Units: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ For example, State Botanical Gardens

Program Term: \_\_\_\_\_\_\_\_\_\_\_\_\_ This is the semester(s) and year that the program will run with a cohort. If a program occurs each semester, but with different students, you will select only the initial semester. If the same cohort is involved for multiple semesters, select all semesters that apply (up to three). Recurring programs with different cohorts will be created as needed without having to reapply.

Program Length: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester or Year-long (any program spanning over more than one semester is considered year-long).

Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Minimum Hours: \_\_\_\_\_\_\_\_\_\_\_\_\_ Programs should be a minimum of 45 hours, but we will consider shorter intensive activities

Is this activity limited to a certain number of students? (Y/N) Yes  No 

If Y: Maximum \_\_\_\_\_\_\_\_ Minimum \_\_\_\_\_\_\_\_

Is this activity limited to certain category/ies of students (e.g., from specific majors, or rising second-year students, or all-female)? Yes  No 

If Y: Please describe:

For example, a minimum, GPA, prior experience or certification, etc.

**Below, describe specifics of HOW the students are reaching the learning outcomes, WHO their audiences are, and WHAT makes this “above and beyond” a typical classroom experience.**

**Engagement**: Describe the extent of student involvement in the activity. Approved activities will involve student engagement at least equivalent to the depth and/or time commitment of a 1-credit-hour course.

* Include minimum # of hours. (Should be equivalent to at least 45 hours, but we will consider shorter intensive activities)

**Mentorship**: Describe the nature of feedback, supervision, and mentorship of student participants. Approved activities will involve regular response to student work by the activity director and/or supervisor, supporting student reflection and integration of learning through the activity.

* Who is the mentor? (faculty/staff mentor, graduate students, peer mentors (please describe training – see rubric), director, partner organization supervisor)
* Will regular meetings be held? If so, describe frequency.
* Describe types of feedback and how the student is involved in this process

**Challenge**: Describe how students will engage in intellectually adventurous activity, pushing their own boundaries beyond what is familiar to them, exploring unknown territory, developing new knowledge and skills.

* How does this go above and beyond what is found in a traditional course or student work setting?
* Are the students interacting with individuals outside the usual class or student work environment?
* How are they using what they’ve learned in class in an experiential/outside setting?
* Is there any specific training or orientations students are required to complete? If so, describe.

Be sure to review the EL Learning Outcomes to show how your program fulfills the challenge for the specific area requested (Creative, Global, Internship, Leadership, Research, or Service)

* Please note if there is any kind of recommendation, application, or interview process. Feel free to attach a copy of the application if desired.

**Ownership**: Describe how students exercise independent judgment in defining and/or executing the activity, or how students take ownership of the process and outcomes of the activity.

* How do students work/create/research independently?
* Do the students set goals for the project? How are they assessed?
* If they are part of a team, how do they identify and understand their individual role/contribution to the whole?
* Are they creating a “product” that will be used as more than a simulation (e.g. website, grant, research to be published, or a project that is presented in a professional setting)?
* Is this a leadership activity? Explain how the student applies these leadership skills outside the classroom?

**Self or Social Awareness**: Describe how students will reflect on the activity, identifying values and attitudes developed through the activity in terms of personal, civic/social, and/or academic learning.

* Do students review objectives and goals that were set at the beginning of the program?
* Is there a culminating project or presentation? If so, who is the audience and what sort of feedback will they provide? We are looking for something beyond peers/classmates/instructor, e.g. community members, a panel of faculty judges, a publication, presentation at a conference, the greater UGA community, etc.,
* Do students keep a blog, journal, or do other types of regular reflection?
* For internships and other applicable programs, ensure that there is a formalized final exit interview or meeting that includes feedback both from the mentor and the student in which the student is given the opportunity to reflect on what they learned in the activity.