Criteria for *Leadership* Experiential Learning	Does Not Achieve	Somewhat Achieves	Adequately Achieves
Reasonable, Authentic Responsibility: Student leader articulates objectives and implements strategies for achieving them with the support of others in a formal or informal organization or group. E.g., contributing to stated purpose, mission, and/or outcomes of the organization/group; recognizing an issue that exists within the organization/group or for the population(s)/community(ies) the organization/group serves and enacting a solution to alleviate the issue; identifying and executing a new initiative that will advance the organization/group; distinguishing personal leadership role within the organization/group or larger community and fulfilling the associated obligations.	Student responsibility in real world scenario is not clearly stated or required	Description of activity has potential for student responsibility in real world scenario but does not adequately insure ownership	Thorough description of required project involving student responsibility of real world scenario
Reflection for self and other understanding: student reflects on the leadership activity with the support and facilitation of the faculty member or activity director in the UTC unit or organization. E.g., written reflections, blog posts, multimedia artifacts, oral presentations, narrative evaluations of the activity; group discussions and debriefing within the UTC unit or organization, and/or in conjunction with the team members or partners who worked under the leadership of the student. Reflections may focus on effectiveness of defining goals and motivating others; management skills; accountability of leader and participants; diversity and inclusion, communication and problem-solving, or other outcomes.	No description of evaluated reflection products included in application.	Description for plan includes some reflection, but not thoroughly integrated with course or mentorship elements (see below)	Description for plan includes evaluated, iterative, pre, ongoing and post project reflection connected to mentorship
Evidence of mentorship, supervision, and feedback. (i.e. mentor responds regularly to student work; supports student reflection, integration of learning through the activity and goal-setting for future learning	Description of project does not mention mentorship	Description includes potential for mentorship or partially describes mentorship	Thorough description of all mentorship elements

Some material used from: http://el.uga.edu/wp/wp-content/uploads/2018/10/20181008_ELOutcomes.pdf