



UC DAVIS WASHINGTON PROGRAM

Student Assistant Resource Manual

Table of Contents

Mission Statement.....	1
Introduction.....	2
Your Role	2
Responsibilities.....	2
Cohort cycle.....	3
Office Tasks and Etiquette.....	4
Office Rules	4
Reserving a Conference Room.....	5
Program Email.....	5
Technology & Team Drives	6
Student Advising.....	7
Introduction	7
Advising Procedures.....	7
Frequently Asked Questions by Students.....	8
Resume and Cover Letter Review	11
Procedure	11
Examples	12
Basics: What should a resume include?	15
Helpful Tips and Tricks.....	15
Workshops.....	17
Procedure/Planning.....	17
Workshop Presentations	17
Information Sessions and Classroom Presentations	18
Information Session Procedure.....	18
Classroom Presentation Procedure.....	20
Events and Outreach	21
Introduction	21
Events	21
Social Media Marketing.....	24
Washington Program Campus Ambassador	25

Mission Statement

The Washington Program's mission is to provide the highest quality experiential learning program for UC Davis undergraduates by offering professional development and internship opportunities that help inform students' transition from study to professional practice.

UC Davis students are strongly encouraged to supplement their undergraduate education with real world, hands-on experiences through internships. The Washington Program offers eligible undergraduate students an exciting opportunity to combine course work, exciting field research and unparalleled internship experience during a quarter's residence in our nation's capital. Students from any major have the opportunity to gain valuable on-the-job experience with professionals and experts in fields that interest them. From NASA, to the Nation Institutes of Health, to the Smithsonian, to the Capitol, students have the chance to test drive a career, build their portfolio or resume, and make valuable industry contacts that can be essential to landing the ideal job upon graduation. In today's competitive job market, it's what you know and who you know that often makes the difference.

Students live at the UC Washington Center, nestled in a beautiful shaded neighborhood close to DuPont Circle - 6 blocks from the White House - which is served by an efficient public transportation system and subway system. Washington, D.C., is a city that offers a wide variety of academic, professional and wonderful cultural opportunities for undergraduates.

Introduction

Your Role

Student Assistants support grassroots marketing, online promotion, and macro-marketing efforts intended to increase awareness of, and interest in, the Washington Program. In addition, they will also assist with peer advising regarding Washington Program logistics, internship searches, and resume and cover letter review in order to fully support and prepare current, future, and past program participants. Student Assistants report directly to the Student Lead, the Program Assistant, and the Program Director. Student Assistants are vital to the success and efficiency of the UC Davis Washington Program.

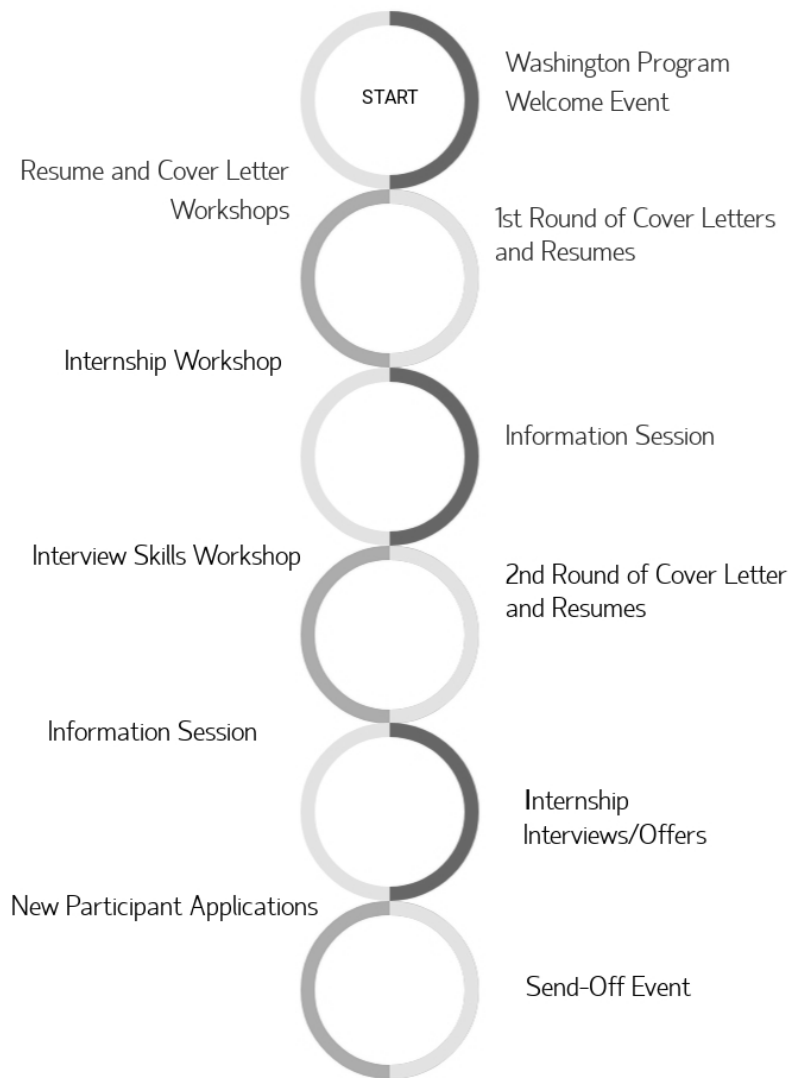
Responsibilities

All Student Assistants are responsible for advising student participants on Program logistics, internships, and resume and cover letter review. In addition, Student Assistants may find themselves completing individual projects or tasks geared towards a specific area. In the past, Student Assistants have specialized as Advising Liaisons, Event Coordinators, Social Media Marketers, Website Coordinators, and Workshop Developers. Student Assistants may also be asked to complete random tasks as assigned by the Student Lead, Program Assistant, or Program Director.

The Cohort Cycle

The Washington Program functions in a similar cycle every quarter. It is important to recognize the duties, events, and expectations associated with the specific times of each quarter. The cycle is illustrated in the timeline below:

Washington Program Timeline



Office Tasks and Etiquette

Office Rules

The Washington Program shares an office space with a multitude of other UC Davis programs. In order to maintain a professional and productive environment, we ask that Student Assistants speak in a manner that does not disrupt the business of other programs. This includes refraining from vulgar or unprofessional language, as well as keeping a quiet speaking volume. We encourage Student Assistants to communicate, but just make sure not to get too loud!

Our goal is to make sure our office is as warm and inviting as possible. Walking into an office and asking for help can be daunting for some, so it is your job to make sure that students feel welcome when they come in for help. Here are a few tips to help you maintain a comfortable and professional environment:

- Keep your office space neat. Help keep the office clean by clearing surfaces at the end of the day. Once a week dust surfaces and vacuum if necessary.
- You may listen to music while working, but we ask that you always have one ear open so you can hear when someone speaks to you.
- Do not have visitors come and hang out in the work space. If a friend stops by to see you AND there's another advisor available, take your guest to the break room or outside for a few minutes.
- Many times students hang out around the door and wait to be invited in. Be aware of these lurking students. Sometimes they may be difficult to see, but always keep your ears and eyes open.

We also ask that Student Assistants be professional. Greet students in a welcoming manner and invite them to take a seat. Always shake their hand and ask their name. Never start the conversation by simply asking "what would you like to know about the program?" If they ask a question, and you do not know the answer, make sure to ask other Assistants, the Student Lead, or the Program Assistant. If no one is available to answer your question, take the student's email and respond with the answer as soon as possible. Remember to treat the student like you would want to be treated.

You will be sharing desks and computers with other Student Assistants. As a rule, one person must always be sitting at the desk by the door. If another Student Assistant is sitting there, you may use the computer to the right. If another Student Assistant is occupying that space, and the Student Lead is not using it, you may use the desk next to the Program Assistant.

Reserving a Conference Room

In some cases, you maybe need to reserve a conference room for meetings, events, or advising. Because we share rooms with other programs, it is important that you reserve the room in advance. First, open the Outlook Calendar. Under “Shared Calendars”, select all of the UGST options. Find an available room. Next, email uerooms@ucdavis.edu using the following template:

Hello,

I would like to reserve a conference room. The information for the meeting is as follows:

Title: UC Davis Washington Program Staff Meeting

Date: Wednesday, April 13, 2016

Time: 12:00 p.m. – 1:30 p.m.

Number of attendees: 6

AV Equipment needed: Preferably a projector, if available

Preferred room: 1360

Thank you!

Program Email

A large part of your job as a Program Assistant is maintaining and responding to the program email. Students will email the program if they have any questions, concerns, resumes, cover letters, letter of recommendations, etc. After you respond to an email, it is important that you delete it so that another SA doesn't respond to the same email. All of the previous emails from the year are located in the deleted folder. When responding to emails, make sure to include a Washington program signature. Make sure to look at the open the program when you arrive and make sure that all incoming emails are taken care of. Depending on the email, there are different email templates located in the Washington Program shared drive. When emailing other SA's or Washington Program staff, please use your personal UC Davis email account. This allows the person receiving the email to have one-on-one communication with you. Any tasks or projects assigned to SA's will show up in their personal UC Davis emails, NOT the program email.

The Calendar is a part of the Outlook email. You should update the calendar with Washington Program workshops, fairs, advising appointments, classroom presentations, information sessions, etc. Basically anything Washington Program is hosting or attending. You should include the title, location, time, logistical notes, and invite/assign staff.

Technology & Team Drives

The Washington Program uses Google Drive to organize all relevant documents, files, participants, and SA materials. Any necessary documents/drives will be shared through your UC Davis personal email account. Though certain resources are shared on a case-by-case basis, some drives and files are given to all Student Assistants. Here are the main drives used for all Cohorts:

Cohort Drive

Each cohort has a drive that contains a “tracker” and a file for each of the program participants. The tracker is used to stay up to date on each student’s progress in the program. It will contain a document for “Advising Notes”, where the Student Assistants are expected to record any communication with students. It will contain a resume and cover letter document that contains all of the resumes and cover letters submitted by students, and all of the resumes and cover letters edited by Student Assistants and sent back. It will also contain a workshop attendance document keeps track of which student attended which workshops.

The student files contain all submitted resumes and cover letters. This allows Student Assistants to see documents that were previously submitted, and previously edited. It is important that Student Assistants keep these files up to date and add any relevant information as it becomes available.

Personal File

You will also have your own personal file, where you can keep all of your individual projects. This folder is shared with the Student Lead, Program Assistant, and Program Director. This allows you to keep your updated projects in one place, while allowing your supervisors to monitor your work as well. This drive may also include important documents like: classroom presentation log, links, relevant information, etc.

Shared Drive

The shared drive has information that was used before the inclusion of the Google Drive. This includes marketing, newsletters, social media, workshops, etc. This can be used as a resource for any projects assigned to you.

In order to keep track of your tasks, and appropriately assign deadlines, we use the program Asana. All of your projects and their descriptions will be assigned by a supervisor in this application. It will also include an appropriate deadline for the project. It is your job to keep track of your projects, and communicate with your supervisors regarding your progress. Feel free to ask for help or extensions if necessary.

Student Advising

Introduction

As a Student Assistant, you will need to advise students that come in to the Washington Program office. It is important to keep in mind that you are the face of the program. You should be professional, attentive, kind, and helpful. Our goal is to give students the necessary information to succeed in a comfortable and inviting environment. Not all students respond to advisors the same way, so remember to try and establish a connection. Asking questions beyond the scope of D.C. logistics can really help solidify a working relationship.

Advising can come in many forms. Some students will come in to the office and simply request information about the program. When this happens, it is important not to simply ask “What do you want to know?” because students may not know anything! Try and give them as much information as possible and share your own amazing experiences in D.C.. You are basically selling the program to possible participants.

Students may also have specific logistical questions. Answer these questions to the best of your ability. Some will request to talk to the Program Advisor or Chery for these questions. Try to ensure them that you will be able to answer most of their questions and provide them with as many resources as possible. If you do not know the answer, ask another SA, the Program Advisor, or the Program Director. If no one is available take their email, and get back to them as soon as possible.

Accepted participants will also come in to receive help on cover letter and resume editing or searching for internships. If a student comes in for editing, follow the resume and cover letter editing procedure, but speak out loud and express why they should make the changes you are insinuating. Some students might feel like you are attacking them or their writing, so make sure to find and share the positive aspects of their documents as well. Students might also need help securing an internship. You should provide them internship search resources, and give them any necessary advice for finding an internship. If the student feels that they are not succeeding or really behind, make sure to inform the Program Advisor or The Program Director so that they can provide them with the best possible advice and resources.

Advising Procedures

If a student comes in and has questions or would like help, you may answer their questions right away. If nobody is present when a student walks in for drop-in advising, they will sign up for an appointment. It is your responsibility to check the sheet regularly and follow up with the student.

- Please make sure to put all advising appointments on the Washington Program shared calendar
- To set an appointment:
 1. Ask the student 5 days and times that they can come in for an appointment.

2. Check the student Schedules to see if an Advisor or Manager is available during the students given days and times
3. Schedule the appointment with the student and the Advisor or Manager
4. Confirm the appointment with the student. In the confirmation email, include:
 - a. Date
 - b. Time (30 minute appointments)
 - c. Location (1350 The Grove, Formerly Surge III)
 - d. Who the appointment will be with (advisor or manager name)

It is your job to check the clipboard daily to make sure that there are no new names. If someone requests an appointment, email them possible times and cross their name off the list.

If someone comes in to talk to the Program Advisor or the Program Director and they are not available, have them fill out the form on the clipboard at the front desk. You can also let the Program Advisor or the Program Director know.

In the rare event that a student becomes mad or hostile try to calm them down to the best of our ability. Immediately ask the Program Advisor or the Program Director for assistance if you need help. You do NOT have to deal with rude or angry students.

Frequently Asked Questions by Students

“What courses are being offered the quarter I’m going to DC?”

The courses vary from quarter to quarter, and current or future course lists are not always available. You can find previous courses on ucdc.edu, under “Academic” tab, and select “Course Descriptions”. Courses vary based on availability and specialties of faculty, but are often tailored to the DC environment. A General Research option is always available.

Will the courses offered by the Washington Program satisfy requirements for my major?

This question is best suited for the student’s major advisor, who can help with personalized course equivalency and course credit information.

I’d like to do the Washington Program during my senior year. How do I handle residency requirements?

35 of the final 45 units completed before graduation must be completed while in residence on the UC Davis campus. That being said, our students regularly petition for simultaneous enrollment with their respective Dean’s office. Students should consult with their Dean’s office regarding residency requirements.

“My major is not related to political science, and I’m concerned I won’t be able to find a course suited to my interests.”

The General Research Seminar is an opportunity to conduct research you may not have time to during regular on campus study, and can be tailored to your interests. It is open to all majors.

“Question regarding the date a program starts, ends, etc.”

Program dates are available on ucdc.edu/academic/academic-calendar. UC Davis Washington Program specific calendars are available on http://washingtonprogram.ucdavis.edu/accepted_students/calendars.html and include Financial Aid information and Payment deadlines.

How/when do I sign up for classes?

Ignore the UC Davis Pass Time and keep an eye out for an email from your DC Coordinator with details on course registration.

Do I need an internship secured before I apply to the program? Does securing an internship grant me admission to the Washington Program?

No, you don't need an internship before you apply to the program. However, if the internship you are applying to has a deadline before the Washington Program deadline, make sure to submit the internship application by the deadline. Securing an internship prior to admission does not guarantee you will be admitted to the Washington Program.

The internship I've applied to hasn't gotten back to me yet. What should I do?

If they haven't heard back within two weeks, they should send an email thanking the interviewer for their time and consideration and inquiring into the status of the position, expressing their interest in the job. An example can be found here: <http://icc.ucdavis.edu/interview/thank-you-letters.htm>

I've applied to several internships and haven't gotten into any of them. What should I do?

Look on the OCOP (H:) drive, under Undergraduate Education folder, @Public, Washington Program, WP SA Share, Internships, Internship Search Lists. If you don't find a list in this location that relates to their interests, or they've exhausted these lists, search under Shared SA Projects, Major of the Quarter and check to see if we've covered their major. A major specific list for Majors of the Quarter would be located here. If you still can't find a premade list, search online for internships by their interest area in DC. Search engines such as indeed.com can be just as helpful as a well worded google search. After you've exhausted every option, ask the student to draft a list of specific interests and professional priorities in regards to their internship. They should bring this list to the Program Director and she might be able to help the student reach out to an organization.

What is the deadline for application to Example Quarter?

Deadlines are available on our website here: <https://washingtonprogram.ucdavis.edu/remote/timelines>. Please note priority and final deadlines for application.

I have a GPA under 3.0. Should I still apply?

We consider applications holistically and encourage well rounded students to apply.

Can you look over my writing sample?

We don't review writing samples, as they are meant to reflect your style and ability. However, we can advise students on which writing sample would be most suitable for the application.

I submitted my application. When can I expect to hear back?

We usually get back to students within 2-3 weeks of the final deadline, and decisions are sent out within a month.

What is the most competitive quarter?

Summer quarter is generally the most competitive, due to the increased volume of applicants.

How many students go to Washington each quarter?

It varies by quarter, but there are about 20-30 students each academic quarter, and 35-45 in the summer.

How many students apply each quarter?

It varies, but summer is usually the most competitive.

Do students have to live in the Washington Center?

Yes! The Washington Program is designed to provide a living and learning community for its participants. The Washington Center comes equipped with full amenities, as well as the classrooms for the program courses.

Will I get paid in my internship?

It depends on the internship—some will offer paid positions or stipends for transportation, but most will probably not be paid.

What will be the cost of this program? Is there financial aid?

The prices change by quarter, but tuition remains that same as UCD tuition, and housing prices range from \$2,700 to \$ 3,500. Other costs, such as airfare, transportation, personal expenses, etc. vary considerably. Financial aid is available! It carries over from UC Davis aid, but due to the higher cost of living in DC, might even increase a little bit.

Resume and Cover Letter Review

Procedure

Another large part of the Student Assistant job is reviewing and editing the resumes and cover letters of accepted program participants. Many students feel like they have a solid resume or cover letter, but there are many obscure aspects of a professional document that many students miss. We ask that students make at least one resume/cover letter using our format. Whether or not they choose to submit it is up to them.

The main procedure for editing a document are as follows:

1. The student emails a draft of the cover letter or resume.
2. Take the draft and put it in their file in the Google Drive. You can also link it in the tracker.
3. Download the document so that you can make comments. In Word, click “review” < “All Markup” < “New Comment”.
4. Highlight the part of the document that needs to be changed and add your comment. Finish the document.
5. Once you are finished with the document, save it in their file in this format: “Document – Student Name, Your Initials, Date”, and put it in the tracker. Send the student an email with the edited document and some overall comments. Make sure to outline the positive aspects of the document as well.
6. If a document was previously edited, make sure to open the edited document and use the same procedure above.

Examples:

Below are few examples of resumes and cover letter reviews:

February 16, 2017

U.S. Department of Education – Department of Education Internship
U.S. Department of Education
400 Maryland Avenue,
SW Washington, D.C. 20202

Dear Internship Coordinator:

I am currently a second year at the University of California, Davis and am writing to apply for a summer intern position at the following offices: National Center for Special Education Research, Office of Special Education and Rehabilitative Services, or Institute of Education Science. The opportunity of working with the U.S. Department of Education and establishing mentorship is of great interest to me as I am currently pursuing a Bachelor's of Science in Cognitive Science with emphasis on Neuroscience with the ultimate goal of becoming a pediatric neuropsychologist.

My experiences from the laboratory courses I have taken at UC Davis and California State University, Fullerton, have allowed me to further practice gathering data, follow proper procedures and exercise critical thinking which are the basic skills necessary for efficient work in a research lab. Due to three of my younger cousins being categorized under the autism spectrum, I became heavily interested in the developmental aspects of the brain and how it affects learning in children. During my first year of college, I took the opportunity to show such enthusiasm by applying as a tutor at War War academy.

As a tutor, I familiarized myself with developing timelines, study guides, and other review materials to guide students back on track. I facilitated over multiple students of different levels and personalities. In particular, I mentored a student from Saudi Arabia who was quite reserved and soft spoken. In my attempt to raise her confidence, I had her read out loud, asked her multiple comprehension questions, verbal evaluations, and encouraged her to ask me questions about things she did not understand. At the end of it all, I was told by her mother that she saw great improvement in her daughter's English and how she carried out a more confident demeanor. Witnessing the progress my students made encouraged me to continue working on my own skills such as oral communication and becoming a more innovative thinker – both of which have been proven to be an asset in a work and team environment.

As a Washington Program participant, I will be available for work beginning Monday, June 19. My internship completion day will be Friday, August 25. To discuss my qualification further, please contact me at . Thank you for your time and consideration.



Aaron Michael Burbank

If the focus of this paragraph is that you have lab experience, make that the focus of the paragraph. You introduce things about tutoring and your cousins, but don't really build upon them. These fragments of your other cover letter feel out of place here. If they are still important to this cover letter, consider changing the focus of this paragraph to focus on those things.



Aaron Michael Burbank

How have they allowed you to practice data gathering, follow proper procedures, etc.? And what types of courses have you taken? This will hint at the types of data and procedures you followed.



Aaron Michael Burbank

See other cover letter comments for comments on this section.



Aaron Michael Burbank

This verb is strong, but doesn't need "over" after it. Remove the "over" and consider changing the verb to "instructed" or "directed"



Aaron Michael Burbank

Change to "herself with a"



Aaron Michael Burbank

Insert ", "



Aaron Michael Burbank

Same comment as on previous cover letter.

May 17, 2017

Internship Coordinator
Aspen Institute
One Dupont Circle, NW
Suite 700
Washington, DC 20036-1133

Dear Internship Coordinator:

I am a junior at the University of California, Davis, applying for the Communications and Society Internship at The Aspen Institute. The Aspen Institute's Communication and Society Program is of great interest to me as I am currently pursuing a Bachelor's of Art in Communication and plan to enroll in graduate school to receive my PhD in leadership and communication studies. I believe my knowledge in these fields could be an asset to The Aspen Institute and that my personal values align well with your mission.

As an intern at the Climate Office for the Davis Joint Unified School District, I have had the opportunity to help plan and participate in open forums and discussion circles. I've also become very familiar with restorative communication practices and facilitating dialogue. In my time here, I've optimized the system for tracking improvement in schools which has made measuring the office's overall influence far more efficient. I was also able to strengthen my research skills by providing evidence that supported the implementation of more restorative practices in local schools.

Additionally, my work as an intern for the UC Communications Office has advanced my writing and editing skills. I have knowledge of Adobe systems and am proficient in Microsoft Office and Google Drive applications.

I am a dedicated student and self-learner. I'm confident that my skills and experiences would make me an outstanding intern at The Aspen Institute. As a UC Washington Program Participant, I will be available for work beginning September 2017. My internship completion date will be December 2017. To discuss my qualifications further, please contact me at (415) 328-4941. Thank you for your time and consideration.

Sincerely,

- Aaron Michael B If you highlight what values you
- Aaron Michael B On what topics? Be specific ▼
- Aaron Michael B Don't use conjunctions, they ▼
- Aaron Michael B Why? In what situations did you
- Aaron Michael B I would remove this.
- Aaron Michael B Conjunction.
- Aaron Michael B Any stats on the types of ▼
- Aaron Michael B Maybe give an example of some
- Aaron Michael B How? I always tell students to ▼
- Aaron Michael B This feels like just restating you
- Aaron Michael B This are self-proclaimed skills. ▼
- Aaron Michael B This seems a little bit ▼
- Aaron Michael B Before you send this to any ▼
- Aaron Michael B Include email!

EDUCATION

Bachelor of Science in Cognitive Science, emphasis on Neuroscience

University of California, Davis, Davis, CA

Expected Spring 2019

RELATED COURSEWORK

- Research Methods in Psychology
- Cognitive Science
- Human Memory
- Linguistic Analysis
- Statistics for Biology
- Organic Chemistry
- General Biology & Chemistry
- Multivariable Calculus

EXPERIENCE

Tutor, War War Academy, Orange CA

Sep 2015 – Sep 2016

- Monitor student performance and make recommendations for improvements
- Review class material with students by discussing text, working solutions to problems, or reviewing worksheets or other assignments.
- Provide feedback to students using positive reinforcement techniques to encourage, motivate, and build confidence in students.
- Research and recommend textbooks, equipment, or other learning materials to complement tutoring.

Tutor, Tutor for Inmates, Solano CA

February 2016 - Present

- Assist inmates in understanding mathematical concepts and applying learned concepts to problems
- Encourage inmates to reach standardized high school mathematics by providing constant feedback for improvement

SKILLS

Technical: Microsoft Office Suite, Windows OS, Google Docs, Sheets, and Slides, and Prezi

Lab: titration, distillation, standardization of solution, synthesized Aspirin, spectroscopy, Kohler, chromosomal & DNA isolation, signal transduction of flagella regrowth, gel electrophoresis, and pH testing

EXTRACURRICULARS

Living in God's Hope & Truth (LIGHT) Ministry

- Lead study groups and discussions amongst members
- Initiate discussions concerning controversial topics in society
- Organize study sessions/events

CSUF Pilipino American Student Association (PASA)

- Organize and host annual club events
- Educate members about Filipino traditions
- Research and present current news about the Philippines

Aaron Michael B I would unbold this so that your

Aaron Michael B This is unnecessary.

Aaron Michael B Insert “,”

Aaron Michael B Should be Sept., not Sep

Aaron Michael B These positions should be in

Aaron Michael B Performance in what? We don't

Aaron Michael B Make sure to use the past tense

Aaron Michael B Like what?

Aaron Michael B If you specify what kind of

Aaron Michael B Insert “,”



Aaron Michael Burbank March 22, 2017
If you are going to abbreviate months, keep it consistent for the whole resume, i.e. Feb.

Aaron Michael B What inmates? What

Aaron Michael B What level of mathematical

Aaron Michael B What kind of feedback were you

Aaron Michael B I would move this to the

Aaron Michael B I would capitalize each skill, or

Aaron Michael B What was the name of your

Aaron Michael B You should give dates for these

Aaron Michael B How many members,

Aaron Michael B What kinds of topics were

Aaron Michael B We don't know what this stands

Aaron Michael B Such as what? What kinds of

Aaron Michael B How?

Aaron Michael B For what purpose? Conferences,

Although there are some common format and logistical procedures, a large part of editing a document is unique to the editor. Sometimes what sounds/looks good in your opinion does not sound/look good in another person's opinion. That is okay! The student has the right to ask other people to review or edit their documents. Our goal is to provide them with possible options.

Use the [Resume and Cover Letter Workshop](#) to learn the specifics of what should or should not be on a resume and cover letter.

Basics: What should a resume include?

- Name and Contact Information
 - Name, phone number, email, and address centered or left-aligned at the top of the page
- Education:
 - Name of university, degree, major(s)/minor(s), expected graduation date
 - Only include GPA if required, or if it is exceptional
- Relevant Work Experience (Paid, Volunteer, Internships)
 - Job title, company name, location of position (city, state), dates of experience (month/year – month/year), job duties, skills demonstrated, accomplishments
- Filler Information:
 - Skills/Abilities: pick things that are relevant to the employer
 - Relevant coursework/projects: only pick courses that are relevant
 - Honors and Awards
 - Research Publications
 - Certifications/Licenses

Helpful Tips and Tricks

- Avoid adding high school information (the only exception is if it is extremely relevant).
- Aim to restrict your resume to one page. You may go to two pages only if all information is pertinent to the internship to which you are applying.
- If you only have a few lines on a second page, make cuts so all information fits on one.
- Use a professional font (Times New Roman, Calibri, Helvetica, Garamond, etc.) in size 12
- Forget the “Character Traits” section. It doesn’t tell the employer anything about you, so focus more on your experiences.
- Bullet points make it easier for the employer to read your resume.
- Writing in paragraphs may cause the employer to skim and miss important information.
- Try using a table to help with formatting and editing. Here is a sample and explanation on how to create and format your resume with a table.
- Prioritize the skills and experiences that fit into the internship position.
- Use strong action verbs to describe your experience and skills.

- If you want some suggestions, look at our handout to make your resume stronger.
- Be sure to proofread! Send us your resume to edit before you send it out.
- We are the best resource to discover what kinds of resumes are successful in Washington, D.C.
- Elaborate on your skillset:
- The point of expanding on your experiences is to explain the skills you learned and used. The more detail you can add, the more likely you are to catch the internship coordinator's attention.
- Many people fall into the trap of writing standard 2-4 word descriptions such as "Wrote reports" or "Dealt with customers," which will be passed over by the person reading your resume, when often they were very significant portions of your position.
- Focus on addressing these areas in your bullet points:
- Who – Who did your job help? (The company? Clients? Customers?) Who did you work with? (Colleagues, Executives?)
- What – What happened with the results of the job? If you did research, was it published? If you had to do a report, what was done with that information?
- When – When did this happen? Daily, weekly, monthly? Talking about how often you did something is an easy way to show productivity in your job.
- Where – Where did your duties occur? Were you responsible for interacting with people outside your organization? Did you have to travel?
- Why & How – Why did you do this? Why was this skill/task important? How did your job duties help or add to the organization's ability to function?
- Start each bullet point with an action word that sums up your accomplishments
- Quantify your experiences if possible. For example, "Increased sales by 10% in 3 months" is more impactful than "Increased sales."
- Even if you can't list quantities, always describe your achievements and how you achieved them, i.e. "Exceeded sales quota every week by providing excellent customer service and anticipating customer needs."

Workshops

Procedure/Planning

When planning workshops it is important to prepare using the procedure below:

1. Send reminder 24 hours in advance to students (Use template)
2. Get snacks from Safeway before or morning of the first session
3. Organize baskets, collect cups, napkins, utensils, etc. for easy set up later
4. Print sign-in sheet or Use www.washingtonprogram.com/signin
5. Set up projector and PowerPoint in advance
6. Follow up email to students after the last workshop
 - a. Include thank you, link to where they can find the PowerPoint and add any other aids, deadlines, etc. that the Program Director and you discuss.

Workshop Presentations

Resume and Cover Letter:

When presenting the resume and cover letter workshop try to make it as informative as possible. Many SAs have mentioned that including small activities and assignments throughout the workshop is better than just lecturing. It may be useful to start out by letting the students know that these are merely suggestions. Either way, make sure that the information being presented is consistent with Washington Program standards. Use the Resume and Cover Letter editing section above for specific information and tips. You can access the Resume and Cover Letter workshop [here](#).

Interview Skills:

When presenting the Interview Skills workshop keep in mind your own experiences with interviews. Many students find them awkward, uncomfortable and stressful. It may be useful to introduce games or activities to lighten the mood and keep the students engaged. You can access the Interview Skills workshop [here](#).

Internship Search:

The Internship Search workshop is a great way for students to learn how to communicate with organizations. Here it is your job to give students useful resources, while helping them narrow their search to more concentrated fields of interest. It is important to remember bring up past internships and other resources the Washington Program can offer. You can access the Internship Search workshop [here](#).

Information Sessions and Classroom Presentations

Information Session Procedure

Procedure:

- If you are scheduled to conduct an information session, make sure to add it to your calendar. If you are not available, make sure you communicate with other staff to see if someone can replace you.
- Inform the SA that runs the social media account, and make sure that they create a post for the event.
- Email major advisors letting them know all of the information sessions in one email at the beginning of the quarter.
- Make sure you have access to the information presentation PowerPoint. Make sure the information on the PowerPoint is up to date. Update if necessary.
- Check the room at least 30 minutes before the presentation. Make sure there are enough seats/tables, the projector works, the room is clean, display sign-in sheets, bring brochures and flyers, etc.
- Don't forget to bring the information session sign-in sheet, and make sure attendants sign up with their names, emails, and majors.
- Create a display of different major specific flyers and brochures for students to choose from
- Put out any Washington Program "freebies": pens, sewing kits, carabiners, etc.
- Wait 5 minutes after the scheduled time to start the presentation
- Have students introduce themselves: name, major, and what interests them about the Program
- Answer all questions
- Add emails to listserv and add required information to spreadsheet

Information:

If you decide to create your own information session, make sure it includes at least the following information:

1. Opening Slide
2. Program Overview
3. Academic Year Units and Components
4. Summer Program Units and Components
5. Unit Breakdown for Both Academic and Summer Programs
6. Program Offerings for Non-Political Science Majors
7. Housing Details
8. Financial Information
9. Eligibility Information
10. Application Deadlines
11. Application Components
12. Application Tips
13. Program Dates (Find on ucdc.edu Academic Calendar)
14. Take away selling points
15. Contact information if they still have questions
16. Closing Slide

Feel free to add any information you think could help interested students, and reorder as you see fit.

Classroom Presentation Procedure

Choosing Classes:

- Along with your own classes, target a specific major to which you will be conducting outreach presentations.
- Use “Schedule Builder” to identify classes, professors, times, etc. It may be useful to create a document that lists the course title, instructor, course time, days of the week, and location of specific classes.
- Contact the professors of these courses using the specific email template. Make sure to keep track of the professors you are emailing, and record their responses.
- Respond to professors’ emails within 24 hours of the response. Make sure to keep track of any rejection responses, and make sure to update the calendar with any scheduled presentations.

Reminders:

- You are responsible for working with the weekly schedule creator to ensure that all of the classroom presentations make it onto the weekly staff schedule. Remind the team member the day of their presentation and see if they need help.
- You are also responsible for ensuring that professors are reminded of the classroom presentation. Email Professors two days in advance to remind them of the presentation and thank them for their time.
- Don’t send a professor more than one email- include both classes in one email if they’re teaching more than one class.

Presentation:

1. Preparation:

- Select and put aside promotional materials for students (pamphlets, brochures, etc.)
- Thank you note for professor (written)
- Thank you gift for professor (mug, water bottle, pen, etc.)
- Presentation notes or script
- You must wear Washington Program name badge and wear the Washington Program shirt or business professional attire.

2. Presentation Procedure:

- Plan to arrive five minutes early. This will allow you ample time to speak with the professor and distribute fliers prior to the presentation.
- Introduce yourself to the professor and thank him or her for allowing you to present in their class. Present him or her with thank you note and gift
- Wait for the professor’s cue to begin the presentation

- Restrict the presentation to three to five minutes only.
 - After your presentation, announce that you will leave a few fliers at the front of the room for interested students who did not receive one.
 - Pass out the “interested students” sheet for students to fill out
 - Thank the professor before you leave!
3. Presentation Content:
- Intern: Inform students that they will travel to D.C. and complete a 10 week internship in a professional environment of your choice. Make sure to remind students that this program is for all majors!
 - Live: Mention that participants will live in the UCDC center, an 11-story building owned by the University of California system. It is located six blocks from the White House!
 - Learn: Students have the opportunity to complete courses for unit credit
 - The program operates during each academic quarter and during the summer.
 - Make it your own! Include a brief overview of your experiences in D.C. or completing internships. You will develop your own style.

Make sure to keep track of your presentations so that you are compensated for your time!

Events and Outreach

Introduction

As a Student Assistant, you will take part in planning and conducting different Program and outreach events. These events are valuable for program participants and allow us to market our Program to prospective students. Each event should be planned and staffed to ensure Program success.

Events

Washington Program Welcome Event

We use this event to welcome new participants to the program. The goal is to familiarize students with program procedure, program staff, and the internship search process. It also allows students to ask questions and meet other members of their cohort.

Event Preparation:

- SAs should reserve a conference room after the date and time is solidified. Check the room before the event to make sure there are enough chairs, and the room is in good condition
- Email participants notifying them of the event. This includes time, location, and brief overview of what to expect.
- SAs should order food and put together any information/documents in folders for the students
- SAs also need to put together bags with Washington Program “freebies” and lay out t-shirts.

- Make sure to print out a sign-in sheet

General Proceedings:

- Present incoming participants with resource folders and a promotional gift (e.g. mug, pen, etc.)
- PowerPoint presentation to detail the following:
 - Housing
 - UCDC center accommodations
 - Payment schedule options (deferral vs. non-deferral)
 - Housing Contract

 - Coursework
 - Two options pertaining to coursework
- Additional details
 - Scholarship opportunities
 - Participation agreement
- Resources provided by the Washington Program
 - Resume & cover letter drop-in workshops
 - Resource manual
 - Online workshops
 - Drop-in & by-appointment advising
 - Internship search form (ISF)
 - Email announcements describing internship opportunities
- General overview of the internship search process
 - Search terms
 - Recommended websites and search engines
- Social media presence; role of program participants
 - Student Experiences
 - LinkedIn
 - Facebook
 - Pinterest
 - Instagram
 - Twitter
- Campus ambassador program for returning students
- Questions

Send-Off Event

This event allows participants to engage with Washington Program Staff and other cohort members before their departure to D.C.

Event Preparation:

- Email participants notifying them of the event. This includes time, location, and brief overview of what to expect.
- SAs should reserve a conference room after the date and time is solidified. Check the room before the event to make sure there are enough chairs, and the room is in good condition
- SAs should order food and plan any games/activities for the event
- Print out sign-in sheet

This event has no set procedure.

Outreach Fairs

As a student assistant, you will be expected to participate in outreach events on behalf of the Washington Program. In general, these events tend to be tabling events/information presentations. Below is the procedure for a typical outreach fair:

Procedure

1. Assigned staff should prepare the following materials for the fair:
 - a. Promotional literature (pamphlets, brochures, half sheets, etc.)
 - b. Promotional Materials (water bottles, pens, etc.)
 - c. Table Cloth
 - d. Listserv clipboard
2. Assigned staff should be dressed professionally and wear the following:
 - a. Washington Program shirt or “business professional” attire
 - b. Washington Program name badge
3. When you arrive, check in with fair facilitators to receive your table assignment.
4. Set up table display. Arrive so that you have plenty of time to set up. If you’ve ever attended an event like this before, you know that things don’t always go according to plan. Be sure to arrive early to give yourself plenty of time to find your space, unload and get set up. If you are still setting up when the students arrive, it could appear unprofessional and deter them from speaking with you.

5. The best way to welcome potential new applicants is to stand, not sit at your table. Don't wait for students to approach you; consider asking open-ended and specific questions (i.e., "Are you interested in doing an internship in the nation's capital?")
6. You want to make a good first impression, so make sure you are fully informed and prepared to talk with students about (1) our program, (2) the types of internships offered for various majors, (3) program deadlines, (4) our application requirements/process, and (5) eligibility.
7. If you do not know an answer to a question, that's okay! If a team member is present, he or she can chime in. If not, write down the question and ask for the student's name and email address or phone number. Assure the student that you will respond with an answer to his or her question as soon as possible. It is always better to tell a student that you do not know the answer to a question than to provide potentially incorrect information.
8. Respond to inquiries and follow up ASAP after the fair. Be sure to follow up and respond to all inquiries as soon as possible after the event. Finding a great program to participant in is a serious matter for these students, so don't keep them guessing. Add students to list serve.

Social Media Marketing

A large part of Washington Program outreach and marketing is through our social media accounts. One SA is generally responsible for managing those accounts and posting regular updates with Washington program events and deadlines.

A regular posting schedule is encouraged; this way students can expect information on certain days and certain times.

Links:

- [Instagram](#)
- [Facebook](#)
- [LinkedIn](#)
- [Twitter](#)

Washington Program Campus Ambassador

About the Position

The goal of the UCDC Student Ambassador program is to assist campus UCDC programs with disseminating information about UCDC and encouraging the participation of new students in campus UCDC program through the volunteer efforts of former program participants.

Tasks & Responsibilities

- Design, organize, and present at information sessions, panels, student organization meetings and classroom presentations for prospective students or academic advisors.
- Complete 5-minute class presentations for courses in which you are currently enrolled.
- Share personal experiences pertaining to the Washington Program with prospective participants.
- Answer questions from prospective students following presentations.
- Assist Washington Program staff with UC Davis & ICC fairs. Distribute literature and flyers, and display posters around campus. Work in collaboration with the Washington Program team on a variety of projects

Minimum Qualifications

- Washington Program alumnus/a
- Commit to attend a minimum of 10-12 events per quarter hired
- Must be comfortable with public speaking
- Must be available during evenings Must be team-oriented, and willing and able to work well with people of any background

Classroom Presentations

A 3-5-minute brief overview of the Washington Program that takes place in front of an undergraduate class.

How do I prepare?

Schedule: Presentations are prescheduled and then assigned to student staff. Make sure you are checking your calendar, so you are arriving 5 minutes ahead of your start time and prepared. Scheduling is done by sending out an email to faculty asking for permission to present and confirming the date and time

Supplies needed: Have a 3-5 minute speech prepared. Specifics are located below:

- Brochures (Please pick up the brochures from the Washington Program office located in The Grove (formerly Surge III) room 1350.
- Thank you gift for the Professor: hand written thank you notes and Washington Program swag is given to the Professor after each ambassador has presented. Immediately after you present, send an email to washingtonprogram@ucdavis.edu with the following information:
 - Your name
 - Name of professor that gave you time to speak
 - The class title
 - The office of the professor, so Washington Program staff can make sure to deliver the gift

What should I cover?

- Introduce yourself:
 - First Name, major, internship
- Introduce the program:
 - (LIVE, LEARN AND INTERN IN WASHINGTON DC) Internship program for fulltime undergraduate students.
 - ALL MAJORS are welcome and encouraged to apply.
 - Quarter Program, 8-16 units depending on the quarter you go (8 units for internship, 4 units for a core seminar and/or 4 units for an elective seminar), Summer can elect to do internship only.
 - The internship housing is located in Washington DC right near the White House
- Closing:
 - Share personal experience and tell why the Washington Program was such a meaningful experience for you
- Leave the handouts and explain how to get more information:
 - Brochure, website, drop in hours (10-4
 - M-TH) Information session and/or email us.

Information Session

- What is that?

A 15-minute general overview of the Washington Program that is drop-in style. Staff will be responsible for set-up, presenting the PowerPoint and then facilitating the Q & A session with the program Ambassador(s) that are scheduled.

- How do I prepare?

Think of one or two quick personal anecdotes you can tell regarding living, learning, or interning in Washington DC to help promote the program. Come in your Washington Program t-shirt.

- What do I do?

Assist the staff member with their presentation of the information session. Answer student questions. Share your experiences.