

# Honors Diploma: Field Experience

Ohio’s Honors Diploma program recognizes students who exceed minimum [graduation requirements](#) through taking rigorous coursework and engaging in robust, real-world experiences. The International Baccalaureate, Career Tech, STEM, Arts and Social Science and Civic Engagement Honors Diplomas each include a field experience criterion.

To fulfill the field experience criterion, a student must complete a learning experience that is pertinent to his or her honors diploma area of focus. Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students should receive regular supervision and follow-up that is documented. If a student’s field experience is a [Work-Based Learning](#) experience, the student may use the [resources](#) that the Office of Career Technical Education provides.

Below are examples of field experiences.

Examples of Field Experiences				
International Baccalaureate	Career-Tech	STEM	Arts	Social Science and Civic Engagement
<ul style="list-style-type: none"> <li>Foreign exchange or study abroad program (semester/summer).</li> <li>Internship with non-governmental organization or nonprofit with international focus.</li> <li>Volunteer experience at a fine arts institution (ex: museum, concert/symphony hall, film institute).</li> </ul>	<ul style="list-style-type: none"> <li>Internship or apprenticeship in student’s area of focus.</li> <li>Work-based learning experience in student’s area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer experience with STEM nonprofit organization.</li> <li>Internship with a STEM employer or nonprofit organization with a STEM focus.</li> <li>Research/student assistant in STEM at an academic institution or other research and development setting.</li> </ul>	<ul style="list-style-type: none"> <li>Summer intensive program in music, dance, art or theatre.</li> <li>Participation in community theatre or music or dance productions</li> <li>Semester-long volunteer experience at a fine arts institution (ex: museum, concert/symphony hall, film institute)</li> </ul>	<ul style="list-style-type: none"> <li>Summer internship with federal, state or local governmental agencies.</li> <li>Volunteer experience on political campaign.</li> <li>Volunteer experience with civic sector nonprofit organization.</li> </ul>

A student is required to document his or her field experience in a portfolio. This portfolio is not required to be evaluated by external experts *unless* the student is using the portfolio to satisfy the portfolio component of the Honors Diploma criteria.

## Components of a Quality Field Experience

An Honors Diploma field experience should include some combination of the following:

- Field Experience Training Agreement is in place** – An adult school field experience coordinator, an adult employer/experience supervisor, the student and parent agree upon an experience plan with the following:
  - Student goals are clearly defined.
  - Student responsibilities are clearly defined.
    - These responsibilities translate to the competencies in which a student will be learning through this experience.*

2. **Aligns with student career aspirations** – An experience allows a student an opportunity to explore career interests in the honors diploma area of focus.
3. **Documentation in a portfolio**
  - a. Journal entries reflecting on those tasks or responsibilities.
  - b. Check in process with field experience coordinator.
  - c. Presentation to the school and/or local community.
4. **Evaluations**
  - a. Student self-evaluation.
  - b. Supervisor evaluation and observations.
  - c. Field experience coordinator evaluations and observations.

**Notes:**

Having the student go through [career awareness exercises](#) before deciding on a field experience could be valuable in identifying an appropriate, worthwhile experience for the student.

The student also may complete work to meet the field experience criterion through [Credit Flexibility](#). The work will count toward unit requirements of other honors diploma criteria.

Districts should/may define processes for students to participate in field experiences and define procedures for students to receive updates as they move through the process.