



Honors Diploma: Field Experience & Portfolio

Ohio's Honors Diplomas recognize students who exceed minimum [graduation requirements](#) through taking rigorous coursework and engaging in robust, real-world experiences. Every honors diploma includes an experiential learning criterion. Within experiential learning, field experience & portfolio is listed as an option for students to fulfill the experiential learning requirement for an honors diploma.

To fulfill the field experience & portfolio requirement, a student must complete a learning experience that is pertinent to their honors diploma area of focus. This experience will be documented in a portfolio that outlines the student's extensive knowledge, critical-thinking and/or creative skills (aligned to the student's honors diploma area of focus) that the student has learned.

Experiential learning may include lab-based activities, co-ops, simulated work 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. Students must also get their portfolios reviewed and validated by external experts. 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.

Students should complete a Field Experience Agreement that sets goals, responsibilities and plans for the student's experience.

Examples of Field Experience

A student shall participate in an experience that is pertinent to the theme of the honors diploma they plan to earn.

ACADEMIC

- Volunteer experience as a tutor for a nonprofit organization or employer.
- Internship experience that aligns with student's career of interest.
- Project done within the school setting that aligns with students' post-secondary interest.

INTERNATIONAL BACCALAUREATE

- Foreign exchange or study abroad.
- Internship with non-governmental organization or nonprofit with international focus.
- Volunteer experience at a fine arts institution (E.g. Museum, concerts/ symphony hall, film institute).

CAREER- TECH

- Internship or apprenticeship in a student's career of interest.
- Work-based learning experience in student's career of interest.

STEM

- Volunteer experience with STEM nonprofit organization.
- Internship with a STEM employer or nonprofit organization with a STEM focus.
- Research/ student assistant in STEM at an academic institution.

ARTS

- Summer intensive program in music, dance, art or theatre.
- Participation in community theatre or music or dance productions.
- Semester-long volunteer experience at a fine arts institution.

SOCIAL SCIENCE AND CIVIC ENGAGEMENT

- Summer internship with federal, state or local governmental agencies.
- Volunteer experience on political campaign.
- Volunteer experience with civic sector nonprofit organization.

Components of a Quality Field Experience & Portfolio

A student's portfolio must be evaluated by experts in the student's honors diploma area of focus. Experts should be industry/business stakeholders, practitioners, educators, or individuals with background experience that aligns with the student's field experience and honors diploma. Family members should not be considered to evaluate a student's portfolio.

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

1. **Introductory Letter** written by the student describing the work and how it relates to their honors diploma area of focus as well as their career interests.
2. **Table of Contents** of student's work items contained within the portfolio.
3. **Career Development Materials**
 - a. Career and educational development plan
 - b. Resume and Cover Letter
 - c. Application for college and/or employment
 - d. Letters of recommendation
 - e. Professional networking profile (LinkedIn, Handshake, etc)
4. **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:
 - a. Student goals are clearly defined.
 - b. Student responsibilities are clearly defined.
 - i. *These responsibilities translate to the competencies in which a student will be learning through this experience*
 - c. *Progress is documented in portfolio*
 - i. *List of responsibilities in completion of the student's field experience.*
 - ii. *Journal entries reflecting on those tasks or responsibilities*
5. **Presentation** of student's work experience & portfolio content to the school and/or local community.
 - a. Examples:
 - i. Participation in a science fair or art gallery exhibition.
 - ii. Presentation to the city council, local board of education or a local civic organization.
6. **Evaluations**
 - a. Student self-evaluation.
 - b. Supervisor evaluation and observations.
 - c. Field experience coordinator evaluations and observations.