

Honors Portfolio: Study Abroad

Students who would like to earn Honors credit for their study abroad experience (semester-length or short-term travel) will complete the following, in consultation with Honors Program Director Rebecca Nisetich and the Office for Prior Learning Assessment (PLA).

Credit Options:

1 credit: (short-term programs, minimum 5 days)

1. Learning contract
2. Reflection journal
3. PLA online workshop
4. PLA portfolio (6-8 pages)

3 credits: (semester-length study abroad)

5. Learning contract
6. Reflection journal
7. PLA online workshop
8. PLA portfolio (12-15 pages)

6 credits: (semester-length study abroad)

1. Learning contract
2. Reflection journal
3. PLA online workshop
4. PLA portfolio (18-20 pages)
5. Public presentation
6. Signature work (photo essay, multimodal/digital collage, etc.)

Process:

1. Pre-departure: meet with Director Nisetich to discuss learning outcomes, Honors expectations, process, and product. Meet with Prior Learning Assessment (PLA) staff to clarify portfolio process, workshop, and requirements. Complete a learning contract that details learning outcomes, expectations, and deliverable(s) upon return. Submission deadlines will be clearly articulated on learning contract (Appendix A).
2. While abroad: keep a journal that serves as a record of your learning and reflection while abroad. Speak specifically to your development as a scholar and citizen, using the Honors learning outcomes articulated in your pre-departure meeting and contract.
3. Upon return: schedule follow-up meeting to set logistics for final submission of materials, public presentation, etc. Enroll in and complete required PLA portfolio development workshop (online). Students will have 5 months from enrollment in the workshop to complete their portfolio.

PLA Portfolio Requirements:

1. Title page
2. Table of contents
3. Letter of intent (cover letter explaining who you are, what credits you are trying to earn, and what experiences you are basing the portfolio on)
4. Resume
5. Learning Outcomes
6. Reflection Essay (narrative of what you did, what you learned, and description of how you achieved the learning goals articulated in your learning contract)
7. Supporting documentation (for example, you might include evidence of programs that you participated in outside of academics--service learning, club activities, affinity groups, etc. This is especially important if you're basing your learning evidence off of something you did outside the classroom.)

Honors Specific Requirements:

1. Reflection Journal
2. Integration of Honors Program learning outcomes

Appendix A: Learning Contract

1. Learning Outcomes: All students must demonstrate competence in the “Self Reflection” set of outcomes:
 - a. Illustrate an ongoing process of self-reflection about their development as a scholar, engaged citizen, and lifelong learner
 - b. Articulate a plan to attain the requisite knowledge and skills to succeed in a chosen career or graduate program
2. Additional goals and outcomes may be selected from Honors Goals and Learning Outcomes (appendix B)
3. Evaluation: students will be evaluated based on 3 criteria:
 - a. Process: the reflection journal must be submitted. Expectation is that the journal is complete, thorough, and timely.
 - b. Product: the reflection essay will be evaluated by the Honors Director and/or Honors faculty of record. Evaluation will be based on the learning outcomes articulated in the contract
 - c. Presentation: public presentation will be evaluated by the Honors Program director and/or Honors faculty of record

Honors Program Goals:

Honors students will have demonstrated the ability to foster scholarly and independent habits of mind:

- Develop and master critical thinking skills;
- Use self-reflection to engage in an emergent awareness of the self as a learner;
- Apply intellectual curiosity in research to real-world problems.

Honors students will create a culminating signature work in which they:

- Synthesize oral, written, graphical, qualitative, and quantitative communication skills;
- Engage with workplace, civic, and research communities;
- Present their work in a public forum with feedback and self-assessment.

Honors students will become scholar-leaders who are able to:

- Participate in and moderate complex, potentially contentious, conversations;
- Understand intersections of power relations and cultural lenses in global and U.S. contexts;
- Identify ethical issues in society, perform sound ethical reasoning, and make informed moral judgments.

Honors Program Learning Outcomes

1. INTELLECTUAL INDEPENDENCE

Honors graduates should be able to:

- Approach, define, and research complex problems
- Design and produce independent and/or creative projects
- Contextualize and/or situate their work in an appropriate disciplinary or multidisciplinary context
- Present their work publicly to their faculty and peers

2. COMMUNICATION

Honors graduates should be able to:

- Understand the interdependence of audience, context, and message construction
- Use effective organizational patterns when communicating messages
- Present content textually, visually, and orally
- Participate in and moderate complex, potentially contentious conversations

3. INFORMATION LITERACY

Honors graduates should be able to:

- Evaluate and responsibly use information
- Properly attribute ideas, texts, etc. where necessary
- Formulate and develop claims with sufficient and appropriate support--including reasoning, evidence, and persuasive appeals

4. DIVERSITY

Honors graduate should be able to:

- Intentionally engage with ideas, beliefs and practices of diverse cultures and peoples
- Ask substantive questions, seek out, and articulate answers to those questions in ways that integrate multiple cultural perspectives
- Embrace contradictions by integrating alternative, divergent, or contradictory perspectives in formal assignments and in-class discussions

5. SELF-REFLECTION

Honors graduates should be able to:

- Illustrate an ongoing process of self-reflection about their development as a scholar, engaged citizen, and lifelong learner
- Articulate a plan to attain the requisite knowledge and skills to succeed in a chosen career or graduate program