

Ohio High School Honors Diploma

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
Math	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content ⁴	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
Science	3 units	4 units, including two units of advanced science ²	4 units, biology, chemistry, and at least one additional advance science ²	4 units, including two units of advanced science ²	5 units, including two units of advanced science ²	3 units, including one unit of advanced science ²	3 units, including one unit of advanced science ²
Social Studies	3 units	4 units	4 units	4 units	3 units	3 units	5 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language studied	2 units of one world language studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
Electives	5 units	N/A	N/A	4 units of Career-Technical minimum ³	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
GPA	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT¹ Workkeys¹	N/A	27 ACT/1280 SAT ⁸	27 ACT/1280 SAT ⁸	27 ACT/1280 SAT ⁸ /Workkeys (6 Reading for Information & 6 Applied Mathematics) ⁷	27 ACT/1280 SAT ⁸	27 ACT/1280 SAT ⁸	27 ACT/1280 SAT ⁸
Field Experience	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵	Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ⁶	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ⁶	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁶	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁶	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁶
Additional Assessments	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

NOTE: Items shaded in blue are changes that were made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas

NOTES:

For the Academic, International Baccalaureate, and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

Students must meet all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met.

Diploma with Honors requirements pre-suppose the completion of all [high school diploma requirements](#) in the Ohio Revised Code including:

½ unit physical education (unless exempted), ½ unit health, ½ unit in American history, ½ unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well.

- ¹ Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.
- ² Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).
- ³ Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.
- ⁴ The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.
- ⁵ Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.
- ⁶ The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.
- ⁷ Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

⁸These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found [here](#). Further information on test concordance can be found [here](#).

Honors Diploma: Portfolio

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 portfolio criterion. Work that is contained in a portfolio documents the student's extensive knowledge and technical, critical-thinking and creative skills (representative of the student's honors diploma area of focus) that the student has learned. Students must get their portfolios reviewed and validated by external experts.

A student does **not** have to complete a field experience to be able to complete the portfolio criterion.

Components of an Honors Diploma Portfolio

An Honors Diploma Portfolio should include some combination of the following:

1. **Introductory Letter** written by the student describing the work and how it relates to his or her honors diploma area of focus.
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
 - c. Application for college
 - d. Application for employment
 - e. Letters of recommendation
4. **Documentation of Progress**
 - a. List of tasks or responsibilities in completion of the student's project, field experience or paper.
 - b. Journal entries reflecting on those tasks or responsibilities.
5. **Work Products**
 - a. Examples of materials developed during a field experience.
 - b. Research papers conducted within the student's honors diploma area of focus. Should demonstrate in-depth knowledge of the student's area of focus and use multiple sources (interviews, literature review and internet search) with proper citations to demonstrate research/learning how to learn, information literacy and written communication skills.
 - c. Projects that deal with the honors diploma area of focus.
 - d. Video, photographic and audio demonstrations of work.
6. **Presentation** of the work in the student's portfolio 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.
7. **Evaluations** (see example [rubric](#))
 - a. Student self-evaluation.
 - b. Evaluation by an expert in the student's honors diploma area of focus that is external to district staff.
 - c. Evaluation by a supervisor of the student's field experience.

Notes:

Students whose portfolios are based on field experiences that are [Work-Based Learning](#) experiences may use the [resources](#) provided by the Office of Career-Technical Education, such as their rubric and suggested components documents, in place of this document.

Work that is completed to meet the portfolio criterion also may be completed through [Credit Flexibility](#) and count toward unit requirements of other honors diploma criteria.

Local districts may determine when deadlines are set for students to submit any component of the portfolio criterion.

Local districts have the ultimate responsibility to organize and/or approve opportunities for students to present their portfolios.

Review and Validation by External Experts

A student who completes the portfolio criterion must have the portfolios evaluated by external experts in the student's honors diploma area of focus. "External" is defined as someone not employed by the student's district. Also, external experts should not be family members of the student. "Expert" is defined as someone with an academic and/or professional background in the student's honors diploma area of focus.

General examples of external experts include:

- Industry and business stakeholders.
- Educators who are either retired, from other schools or from institutions of higher learning.
- University faculty members.
- Graduates of postsecondary programs with experience in the student's area of focus.
- Professionals or practitioners, now employed or retired.

External experts will evaluate the work contained in the portfolio and may use the portfolio rubric if they choose. The external expert and school district are encouraged to use the same criteria for evaluation.

Schools are encouraged to collaborate with neighboring districts in their identification of external experts. A teacher from a neighboring district could serve as an external expert for a student. Educational service centers also may assist districts. Students also may identify external experts to review their work as long as they meet the definitions established above. The district should approve of any experts that the student identifies. Districts have the ultimate responsibility of establishing who will serve as external experts.

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"> Foreign exchange or study abroad program (semester/summer). Internship with non-governmental organization or nonprofit with international focus. Volunteer experience at a fine arts institution (ex: museum, concert/symphony hall, film institute). 	<ul style="list-style-type: none"> Internship or apprenticeship in student's area of focus. Work-based learning experience in student's area of focus. 	<ul style="list-style-type: none"> 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 or other research and development setting. 	<ul style="list-style-type: none"> 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 (ex: museum, concert/symphony hall, film institute) 	<ul style="list-style-type: none"> Summer internship with federal, state or local governmental agencies. Volunteer experience on political campaign. Volunteer experience with civic sector nonprofit organization.

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.