Syllabus for HONOR 490C: Honors Senior Portfolio
Fall 2010

Professor
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Class Schedule/Location
All classes meet from 11:00-1:00 in AD 201B:
Friday, 9/17
Friday, 10/1
Friday, 10/15
Friday, 11/5
Friday, 11/19
Friday, 12/3
Friday, 12/10 (equivalent of “final exam”)

Course Description and Goals
Senior-level capstone seminar in which students explore and evaluate their development throughout the Honors Program.

As your time in college is drawing to a close, this class gives you a chance to consider how what you have learned and experienced here (in the Honors Program, in your major, and in co-curricular experiences) has contributed to your development. You will spend much of the semester developing essays about this theme.

Your senior honors portfolio represents the culmination of your academic and non-academic work in college. It maps your experiences and understandings as well as your growth during your time in the Honors Program. You should take pride in preparing your portfolio, ensuring that all entries are effectively presented to your audience in such a way that portrays you as you would like to be understood. Your portfolio should represent the wide range of skills and talents you have nurtured during college.

The audience for your portfolio is twofold: The primary audience is yourself. In putting together this senior portfolio, you will be reviewing your work over the last four years and writing a reflective essay that examines your personal and intellectual growth during your time in college. Secondarily, the Honors Program staff is also interested in your portfolio as a way to evaluate the success of the Honors Program and curriculum.
Description of a Portfolio

Campbell, Melenyzer, Nettles, & Wyman (2000, p. 14) writing about portfolios make the strong point that in a well-managed portfolio students should realize that their effort is not simply to construct “a scrapbook of college course assignments and memorabilia” (p. 2). Instead, a learning portfolio should stress that the product is also a process, an “organized documentation of growth and achievement that provides tangible evidence of the attainment of professional knowledge, skills, and dispositions. Each portfolio is goal-driven, original, and reflective” (p. 13). The intrinsic merit of learning portfolios is that they involve students in the power of reflection, the critically challenging act of thinking about their learning and making sense of the learning experience as a coherent, unified developmental process. Such thinking is the linchpin of life-long, active learning, the key to helping students discover and understand what, how, when, and why they learn.

The value of portfolios in improving student learning resides in engaging students not just in collecting representative samples of their work for assessment, evaluation, or career preparation but in addressing vital reflective questions that invite systematic inquiry:

- What have I learned? Why did I learn?
- When have I learned? In what circumstances? Under what conditions?
- How have I learned or not, and do I know what kind of learner I am?
- How does what I have learned fit into a full, continual plan for learning?
- What difference has learning made in my intellectual, personal, and ethical development?
- In what ways is what I have learned valuable to have learned at all?

Reflection: An Overview

Reflection is a critical component of experiential learning, leading to higher-level conceptual learning. Your reflective essays should NOT merely be a summation of activities completed and opinions formed. Rather, it should be thoughtful, integrative, substantive, and well-crafted. It should address your experiences and learning outcomes in a personal, cohesive manner. Whenever possible, provide specific examples from your experiences that support your thoughts.

Learning Objectives

In the process of completing this portfolio you will:

- Examine the trajectory of your intellectual and personal growth during the last four years

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1 Section adapted from The Learning Portfolio by John Zubizarreta
• Articulate the nature and significant symbols of your growth within the work presented

• Demonstrate a capacity for critical thinking and analysis about your own values, beliefs, behaviors, and positions/perspectives

• Demonstrate the ability to communicate effectively in written and oral forms

• Demonstrate an ability to communicate well in several different modes and for a variety of audiences

**Professional Behavior and Participation**
As in your other courses, I expect professional and ethical behavior at all times. To further clarify, appropriate conduct and participation includes the following:

• **Educational Philosophy:** Some people believe that we should all be evaluated on the actual outcomes of our work, i.e., you get the grade that you earn based on the knowledge that you demonstrate you know. Others believe that we should be evaluated on the effort that we put into the work, (i.e., you get graded based on how hard you tried). The challenge for many college students is that college is a time when students must transition from the “effort-based” philosophy of K-12 education to the “outcome-based” philosophy of the real world.

    The professor of this course believes in outcome-based assessment, not effort-based assessment. Why? Because she knows that, in the end, operating in an effort-based philosophy does a serious disservice to college students who must graduate to operate in the outcome-based world. What does this mean for you? It means that you will receive in this class the grade that you earn, based on the grading criteria outlined for each assignment.

• **Academic Integrity:** Although collaboration with peers is encouraged to discuss issues, topics, and to help study, you are expected to complete your work independently when individual assignments are given. Academic dishonesty will not be tolerated under any circumstances. Please refer to San Diego State University's Student Handbook for information about disciplinary action in cases of academic dishonesty.

• **Documented Disabilities:** Students who need accommodation of their disabilities should contact me privately by the second class period to discuss specific accommodations for which they have received authorization. If you have a disability, but have not yet contacted Student Disability Services, please do so before coming to see me during my office hours or by appointment. Student Disability Services is located in room 3101 of the Calpulli Center on Hardy Ave.

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*Section adapted from the HONOR 490A syllabus of Dr. Bey-Ling Sha*
(near Viejas Arena), and their phone number is 619-594-6473. More information is available at http://www.sa.sdsu.edu/sds/index.html.

- **Amendments and Addenda:** The professor reserves the right to amend the course syllabus at any time during the semester; students will be informed of the changes either in class, via email, or through BB.

- **Contractual Nature of this Syllabus:** Students who choose to remain enrolled in this course after the regular schedule adjustment period indicate by their continued enrollment that they have read and understood the syllabus for this course, and that they accept and agree to abide by its procedures and policies.

**Assignments/Components of the Portfolio**

1. **Honors Competencies Reflective Essay (15%) DUE: 10/1**

This 6-8 page essay asks you to think back to your freshman year at SDSU, and respond to the big question: How are you different as a result of participating in the Honors Program and as a result of your education at SDSU?

Specifically, based on the Honors Core Competencies, you will answer the following questions:

1. How do I *think* differently?
2. What do I *value* differently?
3. What do I *perceive* differently?
4. How do I *communicate* differently?
5. How do I *act* differently?

In answering these questions, make connections with, and specifically reference, your honors coursework, honors events, study abroad, major/minor coursework, leadership, community service, research etc.

2. **Honors Student Learning Outcomes Reflective Essay (15%) DUE 10/15**

In this 6-8 page essay, you are required to connect each Honors student learning outcome to your experiences in the Honors Program, and at SDSU.
In the essay, you must demonstrate how you have developed and achieved these outcomes by focusing on your academic work, community service/leadership/other co-curricular involvement, employment, study abroad, research, or other aspects of your experiences that have been most influential.

Answer the following questions;

1. How have the above activities and commitments helped you to achieve each student learning outcome?

2. How has your achievement of these student learning outcomes shaped or contributed to your short and long-term professional/career goals?

3. Identify three goals that you hope to achieve within the next 3-5 years. What steps might be necessary to make these goals a reality? Make your goals challenging, but realistic.

3. Honors Experience Reflective Essay (15%) DUE: 11/5

In this 6-8 page essay, you will reflect on your experience in the Honors Program by way of responding to the following questions:

1. Within the Honors Program Mission, we ask students to consider three big questions: What kind of world do you want?, What kind of difference will you make?, and What kind of future will you map? Answer these questions, AND describe how your response has changed/developed from when you first stepped on campus as a freshman.

2. What were two of your favorite honors classes that you completed and what was it that made them the "best"?

   a. What did you learn about yourself as a result of the classes that you were not aware of previously?
   b. How will you incorporate what you learned from these classes into your life after graduating?

3. Based on your experience in the program throughout your entire time at SDSU, would you “sell” the Honors Program to a prospective student?

4. Artifact Reflective Essays (15%) DUE: 11/19

You must submit four artifacts and write a 3 page reflective essay based on each artifact. Choose your artifacts deliberately: each artifact must reflect at
least one of the Honors Program Core Values, and each artifact should provide you a basis to answer the questions below.

Artifact reflective essays should address the following questions:

1. How is the artifact reflective of an Honors Core Value?

2. How do you imagine improving on this artifact if you were to do it again?

3. What student learning outcomes are addressed in your artifact?

5. Study Abroad Reflective Essay (15%) DUE: 12/3

You will write a 6-8 page reflective essay describing your study abroad experience and what you have learned as a result. In particular, this essay articulates what you did, what you learned, and how you are integrating that learning into your life as you move forward.

Your essay should clearly demonstrate your proficiency in the study abroad learning outcomes:

- Disciplinary Knowledge
- Social/Emotional Growth
- State of the Planet Awareness
- Intercultural Competence
- Language Learning
- Lifelong Learning

You will address the following questions:

Background
1. Provide some background on your study abroad. What previous skills (i.e., language class) or experiences prompted your interest in this particular study abroad experience?

Experience and Learning
2. Show with examples how you have made progress towards meeting at least three of the above study abroad learning outcomes. Go beyond surface impressions as you discuss your learning. Also, be sure to include examples from the classes/visits you participated in during the trip to elaborate your points.
3. How was your experience related to your academic development (major, general education competencies, or professional interests)?

4. How did you demonstrate independence, initiative, and/or creativity during your study abroad experience?

5. How has your global experience affected your perceptions of culture, global issues, and your worldview?

6. How has your global experience contributed to your development as a culturally competent/socially responsible leader and future professional?

Moving Forward
7. What new responsibilities do you have as a globally aware citizen?

8. How are you integrating your learning into your life as you move forward from the experience?

6. Peer Review (15%) DUE: 12/3

You are required to complete a peer review (see Peer Review Form below) of one of your classmate’s essays, and submit one of your essays to a classmate for review.

Peer Review Form

Writer:__________ Reader:__________

Reflective Essay: __________

1. What did you think about the essay’s opening sentences? Did it make you want to keep reading? Why or why not?

2. Were the reflections and insights that the writer described clear and meaningful? Does the essay offer insights that go beyond the obvious and offer original observations? Why or why not?
3. Does the writer offer evidence for the points he or she makes in each paragraph? Are there any places the writer could be more specific or add more detail or examples?

4. Did the writer move from their personal experience to the big picture implications of it? How did they do this? If they did not do this, how might they be able to have?

5. What were you left saying to yourself after you finished reading the essay? Did it have a powerful ending? If so, what was powerful about it? Does the conclusion wrap up the essay?

6. Is the essay well-organized? Do the paragraphs flow logically and smoothly? Does the essay use transitional phrases and sentences?

7. Are there any suggestions you could give to improve the style of the essay? Is the sentence structure varied? Is there any unnecessary repetition or wordiness? Is word choice appropriate? Is the tone appropriate?

8. What did you most appreciate about the essay?

9. Is there any other feedback you would like to provide to the writer that would assist him/her in improving the essay?

**7. Development of E-Portfolio via GoogleSites (5%) DUE: 12/10**

You are required to upload your reflective essays into your personal e-portfolio, using the Honors Program Portfolio template.

In addition, you will need to upload a CV or Resume, as well as a brief autobiography.

*Additional Guidelines TBD*

**8. Oral Presentation of Portfolio (5%) DUE: 12/10**

*Guidelines TBD*
Grading:

A Grade: 95-100% A
90-94% A-

B Grade: 87-89% B+
84-86% B
80-83% B-

C Grade: 77-79% C+
74-76% C
70-73% C-

D Grade: Less than 70%

Reflective Essays will be evaluated on the following criteria

1. Level of thoughtfulness and critical thinking
2. Clarity and specificity of ideas—you need to provide examples and back up your thoughts/opinions
3. Extent to which the questions are answered
4. Spelling and grammar

Two things to Avoid: Over-generalizing and Narrating³

Many students are inexperienced with reflective writing and take the wrong approach. Following are two commonly seen wrong approaches.

Over generalizing: The most common problem is that students tend to over-generalize about their writing. They make sweeping generalizations about how their writing meets certain course goals, but they do not substantiate their claims with specific details and examples from their work.

Narrating: Another example of a weak reflective essay is the one in which students narrate their experience in the course in a blow-by-blow procedure. (“First we had to do an ad analysis essay, then we had to write a rhetorical analysis, and after that…..”). Instead of focusing on the curriculum, focus on your writing.

³ Adapted from: http://www.iupui.edu/~cyber231/w140/Reflective.html
**Characteristics of a Reflective Essay**

The following list gives you a detailed list of characteristics of a reflective essay. Use this list, along with the syllabus, to refer to before, during, and after the writing phase.

1. Contains a subject that will sustain extended reflections. The writer may choose to write about literature, about a life experience, about a person that had an impact in her life, or even an inanimate object—as long as that subject had a significant impact (the writer can reflect about the subject), it is valid.

2. Contains concrete and interesting reflections. This characteristic means that the subject that is chosen had a real and significant impact on the writer’s life.

3. States or clearly implies the relevance of the occasion to the reflections. The subject and the significant reflection should be clear to the reader. There should be no guessing as to the insights that the reader has about the subject being addressed.

4. The reflections are approached through a variety of strategies. The writer should approach the reflection using various literary strategies. Literary techniques such as flashback, for example, may be effective. A variety of literary devices may be used to accomplish this as well.

5. Contains one or two unexpected insights into the subject. The writer, through reflection, will come to realize at least one insight that the subject had on into her life.

6. Tentatively moves from personal experience to “big picture” implications. Moving from personal experience to “big picture” implications means that the writer is taking her personal reflections one step higher, and responding to how that reflection relates to life and society.

7. Contains theme coherence throughout the essay. The theme of a piece should always be clear and coherent from beginning to end.

8. The reflective essay is considered to be literary non-fiction. The subject and the significance of the subject is one that actually pertains to the writer’s life.

**Characteristics of Peer Review**

* Peer Review is to help you to find out how another person responds to your essay. Another set of eyes helps the writer to identify strong points as well as points that can be improved on.

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4 Adapted from http://facultyweb.cortland.edu/kennedym/Genre%20Studies/reflectiveessay.htm
5 http://facultyweb.cortland.edu/kennedym/Genre%20Studies/reflectiveessay.htm
* Peer Review is not editing. Although the reviewer may point out mechanical errors, that is not the purpose of the activity.

* You will use a guideline to help you review your partner’s reflective essay. After your read and respond to the questions on the Peer Review Form, you may discuss with each other your responses.

* The responses will help the writer and reader revise their first drafts to produce an improved second draft.

Peer review, of course, promotes revision—a crucial skill for all writers to learn. Revising is something that writers do—all writers. Be assured that good polished writing doesn’t always come the first time around, that writing is a process where improvements can be made over time.
Mission Statement

By creating an intentional community of diverse, engaged scholars, the University Honors Program at San Diego State cultivates intellectual curiosity, creative and critical thinking, a sympathetic interest in the world (reflected, e.g., in a commitment to Study Abroad), an attuned moral compass, and a willingness to craft a deliberate future. Because we see open-mindedness and a willingness to ask questions at the core of inquiry and discovery, our program begins not with answers, but with questions.

What kind of world do you want?
What kind of difference will you make?
What kind of future will you map?

University Honors Program Core Values

Equality and Diversity
Flexibility and Openness
Imagination and Curiosity
Integrity and Persistence
Compassion and Courage
Excellence and Accountability
Generosity and Engagement
Teamwork and Collaboration

Student Core Competencies

The faculty and staff of the University Honors Program have established five Core Competencies that describe the learning outcomes for an SDSU Honors Program graduate. They are: Think, Value, Perceive, Communicate, Act. These general competencies can be applied in many contexts and can continue to be developed throughout a lifetime. Among other things, they specify how learning can be embodied in life and assessed in practice.
Think:

think clearly, critically, and creatively, analyze, synthesize, integrate and evaluate in many domains of human inquiry

To think, what must you do?

- analyze data, ideas, patterns, perspectives, problems, and opportunities
- employ the facts, concepts, procedures, and principles of the discipline
- integrate ideas and values from different disciplines
- frame issues and ask meaningful (and interesting) questions
- draw well-supported conclusions
- revise conclusions consistent with new observations, interpretations, or reasons

Value:

make reasoned judgments and responsible commitments

To value, what must you do?

- recognize values as expressed in attitudes, choices, and commitments
- distinguish among personal, ethical, aesthetic, cultural, and scientific values
- employ values and standards of judgment from different disciplines
- evaluate your own and others’ values from individual, cultural, and global perspectives
- articulate a considered and self-determined set of values

Perceive and Discover:

To perceive is to take note of something, and often to see something in a particular way; To discover is to actively seek new objects, new arenas, worthy of your notice, and may involve noticing things that have escaped the notice of others

To perceive and discover, what must you do?

- actively attend to knowledge and life, flexibly
- employ the perspective of an academic discipline, while also learning to see through the lens of more than one discipline
- identify complex patterns of understanding
- read books, engage in conversations, and travel abroad, while open to new ways of looking at the world
- revise your ways of seeing the world as you embrace new observations and integrate new experiences
Communicate:

communicate with different audiences using varied means

To communicate, what must you do?

- identify your own strengths and need for improvement as communicator
- employ methods of communication appropriate to your audience and purpose
- evaluate the effectiveness of your own and others’ communication

Act:

act purposefully, effectively, and responsibly

To act, what must you do?

- apply disciplinary knowledge, skills, and values to educational and career goals
- identify opportunities consistent with goals, values, and principles
- implement effective problem-solving, decision-making, and goal-setting strategies
- act effectively and appropriately in various personal and professional settings
- assess the effectiveness of personal behavior and choices
- respond appropriately to changing circumstances
**Student Learning Outcomes**

Upon graduating from the University Honors Program, students will be able to:

1. demonstrate a broad and deep understanding of the history of ideas and the nature of the human experience, and contextualize phenomena within cultural contexts

2. analyze problems not confined to a single academic discipline, and make coherent connections among disparate disciplines

3. express ideas with clarity and erudition, both orally and in writing, and demonstrate these communication abilities in a culminating project (thesis, project, or portfolio)

4. collect, interpret, and make use of both quantitative and qualitative data for evaluating claims, theories, or products

5. identify problems of their own and work to find solutions to those problems (as opposed to working only on problems identified by others), and illustrate these abilities (problem identifying and problem solving) by way of their culminating project (thesis, project, or portfolio) in particular

6. document development of a cross-cultural perspective and sensibility, preferably experientially (e.g., by studying abroad)

7. demonstrate a critical awareness of their own assumptions, stereotypes, and biases when confronting difference

8. discuss moral, ethical, and value-laden issues in a thoughtful, reflective manner, and connect moral issues to real world applications. In doing so, students will articulate and assess their own values and evaluate the consequences of actions
**Study Abroad Student Learning Outcomes**

**Area 1: Disciplinary Knowledge**
Through study abroad, students will be able to:

1. **Synthesize academic/disciplinary concepts with real world phenomena**
   Some examples of evidence:
   - identify approaches to solving a problem from multiple disciplines
   - infer relationships among various sources of information
   - apply disciplinary concepts to situations encountered abroad

2. **Improve critical thinking skills**
   Some examples of evidence:
   - explain the issues involved in a particular problem
   - identify and critique assumptions in written and verbal arguments
   - analyze the context in which ideas and arguments are raised
   - evaluate alternative perspectives and explanations

3. **Gain an international perspective of career/discipline**
   Some examples of evidence:
   - compare/contrast the way their academic disciplines are viewed and practiced in their host countries and the US (including use of particular research methods, dominant perspectives, etc.)
   - compare/contrast the way their chosen career fields are viewed and practiced in their host counties and the US (including status of career field, salaries, entry requirements, benefits, scope of work, etc.)

**Area 2: Social/Emotional Growth**
Through study abroad, students will be able to:

1. **Build Independence**
   Some examples of evidence:
   - record and describe instances of independent travel
   - record and describe instances of new knowledge acquired related to living in host country with little guidance or support

2. **Gain Self-confidence**
   Some examples of evidence:
   - describe instances of hardship or obstacles encountered and list strategies they employed to overcome them
   - employ new strategies for interacting effectively with other people in different situations
   - voice and defend views they hold that are unpopular
3. **Develop Self-awareness**  
Some examples of evidence:
- identify events, situations, and people that have influenced their values, attitudes, perceptions, and sense of self
- record and describe personal perspectives/attitudes that have changed as a result of study abroad
- describe personal goals and life/career direction
- catalog their strengths and weaknesses
- identify their own emotions and evaluate their effect

4. **Develop Empathy**  
Some examples of evidence:
- articulate a narrative that demonstrates the ability to perceive another's point of view
- listen actively by verbally summarizing another individual’s views in a sensitive manner
- demonstrate a willingness to learn from those who are culturally different from themselves

5. **Increase Tolerance for ambiguity**  
Some examples of evidence:
- choose to engage in situations and activities involving appropriate levels of risk
- record and describe instances of situations in which they adapted their behavior to specific situations
- use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems
- demonstrate coping and resiliency skills in unfamiliar and challenging situations

**Area 3: State of the Planet Awareness**  
Through study abroad, students will be able to:

1. **Develop awareness of the political and economic state-of-the-planet**  
Some examples of evidence:
- provide examples of world conditions and global trends (i.e. relations of power in interlocking structures of class, race, and gender, and global governance bodies)
- provide examples of economic and political interdependency among nations
- reflect on the type of articles in the host country media compared to US media

2. **Increase awareness of alternative transportation and housing options**  
Some examples of evidence:
- compare and contrast transportation systems (use of cars versus greater use of bicycles and various forms of public transportation)
- reflect on living arrangements (use of individual houses versus greater use of apartments)
- articulate other lifestyle arrangements that exemplify methods of saving energy and reducing impact on the environment
3. Increase tolerance for living in regions of the world that have alternative or more challenging physical environments
Some examples of evidence:
• report on strategies used to deal with extreme cold or heat, heavy rains, and other aspects of climate
• consider how mountains, rivers, beaches, and other physical aspects of the environment affect everyday activities and provide different types of recreational opportunities

Area 4: Intercultural Competence
Through study abroad, students will be able to:

1. Explore the nature of culture, in general
Some examples of evidence:
• define culture and identify a range of life practices that are affected by culture
• describe various cultural rituals and practices of their own culture

2. Gain specific knowledge of host culture
Some examples of evidence:
• describe various cultural rituals and practices of the host culture
• interpret specific cultural rituals and practices in light of some of the foundational aspects and beliefs of their host society

3. Become conscious of one’s own cultural perspective
Some examples of evidence:
• articulate a narrative that demonstrates an understanding of their home culture in global and comparative context (i.e. recognizing that the home culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences)
• reflect on the part of their identities that are culturally-derived

4. Engage diverse expressions of culture
Some examples of evidence:
• compare, contrast, and evaluate elements of their own culture and host cultures (attitudes, values, ways of thinking/learning)
• record and describe a variety of interactions with diverse individuals both while abroad and once returned
• interpret issues and situations from more than one cultural perspective

5. Develop international goodwill and global citizenship
Some examples of evidence:
• articulate a narrative that demonstrates appreciation for various cultural frames of reference as well as the language, art, religion, philosophy, and material artifacts of different cultures
• demonstrate a resistance to cultural stereotyping
choose to engage in diverse cultural situations

6. **Adapt effectively in cross-cultural settings**  
   Some examples of evidence:
   - provide examples of situations in which they adapted their behavior to interact effectively with those who are different in various situations, such as academic settings, social venues, and professional/work environments.
   - provide examples of situations in which they collaborated with individuals who are different in order to accomplish something of mutual interest or need.
   - demonstrate proficiency in the host language.
   - describe verbal and non-verbal communication patterns or customs of the host culture that may differ from communication patterns or customs in the home culture.

**Area 5: Language Learning**  
Through study abroad, students will be able to:

1. **Improve language competency in speaking, listening, reading, and writing**  
   Some examples of evidence:
   - describe and provide evidence of language improvement in speaking and listening.
   - describe and provide evidence of language improvement in reading and writing.
   - reflect on the limitations of one’s own language in communicating across cultures.

2. **Engage with others in the host language**  
   Some examples of evidence:
   - articulate a narrative that demonstrates improved comfort in conversing in the host language.
   - reflect on the potential for misunderstanding with language.
   - describe instances of conversations with host country individuals/groups in the host language.
   - seek out opportunities to continue studying and practicing the host language upon return to campus.

**Area 6: Lifelong Learning**  
Through study abroad, students will be able to:

1. **Pursue continuous global learning**  
   Some examples of evidence:
   - identify and engage in opportunities for cross-cultural, international, and comparative learning.
   - choose to participate in global opportunities on campus upon re-entry.
   - maintain ties with host country and culture.

2. **Explore international opportunities after graduation**  
   Some examples of evidence:
   - identify opportunities for post-graduation service, such as Peace Corps or other international service organizations.
• identify major companies and organizations in student’s career field that may provide opportunities to work abroad
• identify universities and/or nationally competitive scholarship programs that will provide opportunities for academic study or research in an international context
• articulate skills learned abroad in resumes, cover letters, and job interviews