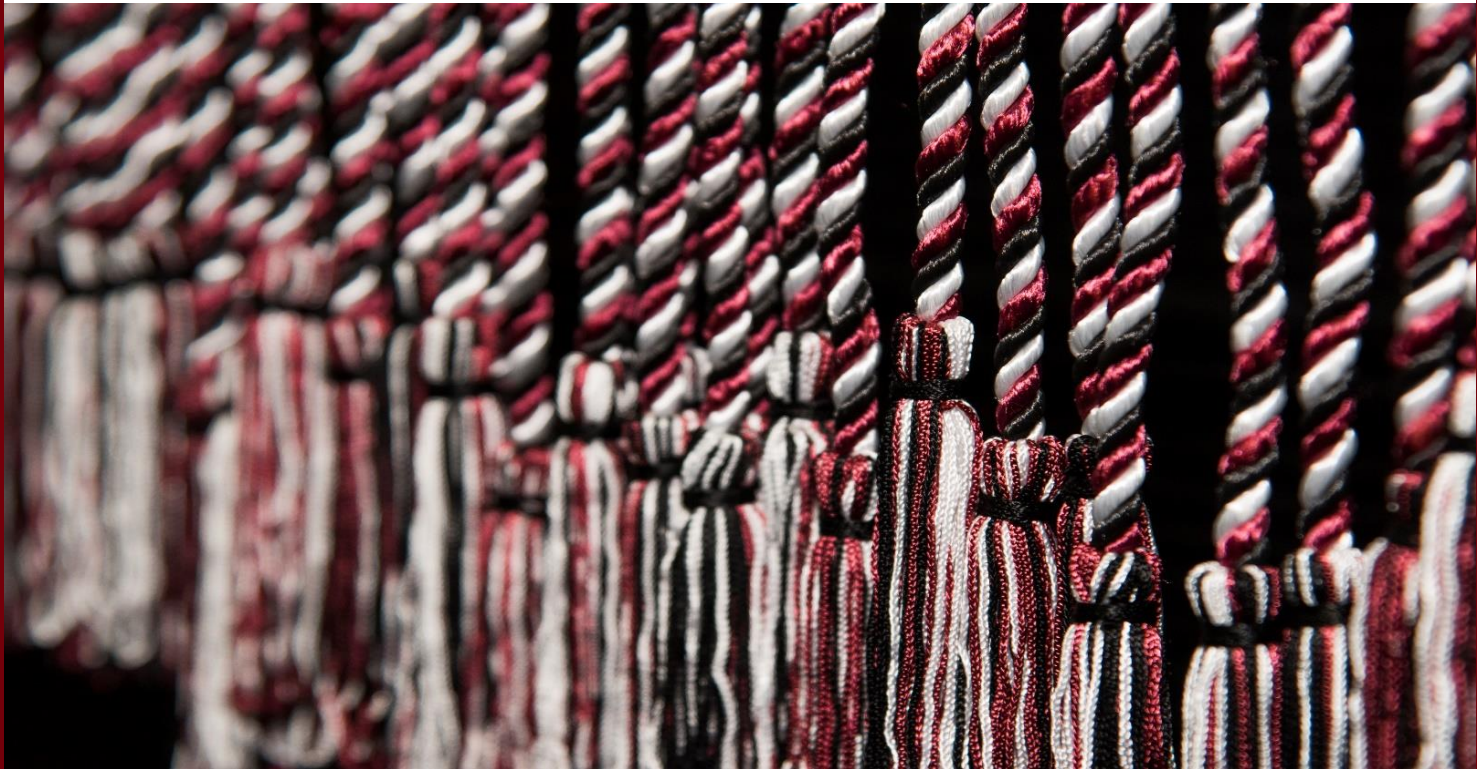




GLD ePORTFOLIO CONTENT GUIDE

Center for Integrative
and Experiential Learning



**Graduation with
Leadership Distinction**

sc.edu/ciel



South Carolina

Graduation with Leadership Distinction ePortfolio Content Guide

*The ePortfolio for Graduation with Leadership Distinction is designed to be the culminating project of your collegiate experience. Through your ePortfolio you will demonstrate the major learning and skills you have developed during your time at the University of South Carolina. Your ePortfolio should be professional but unique. Think about your entire undergraduate experience. What did you identify as your purpose or passion? **You want your purpose, unique experiences and the learning you have gained to come through.***

The GLD ePortfolio is split into three sections:

About Me. The About Me page is designed to give you space to introduce yourself, your GLD Pathway(s), your major(s), your professional goals, how your ePortfolio is organized and any other relevant information you may choose to share.

Key Insights. The GLD ePortfolio requires three (3) major learning statements that articulate how your within-the-classroom (WTC) and beyond-the-classroom (BTC) experiences influenced one another in order to create a change in your professional or life practices. Key insights also analyze topics or issues in order to demonstrate your ability to think critically and see things from various perspectives.

Leadership. The Leadership section asks you to reflect on how what you have learned while at the University of South Carolina can solve issues or problems that you may encounter in the future.

Artifacts:

Artifacts are included in the Key Insights section of your ePortfolio. Artifacts are exceptionally strong items that illustrate your knowledge, skills, and thinking in relation to your Key Insights and that reference both within and beyond the classroom learning.

Grading:

Your ePortfolio will be graded by a trained reviewer using a standardized rubric, included with this content guide. The GLD ePortfolio Rubric is made up of 12 elements for a total of 48 points. Reviewers assess ePortfolios on a 1 to 4 scale (1 – Below Expectations; 2 – Approaching Expectations; 3 – Meets Expectations; 4 – Exceeds Expectations). **You must earn a 34 in order to pass the GLD ePortfolio.**

Writing is a process. Planning, drafting and revising are all important parts of that process.

About Me

The About Me section is most likely the first page your reader sees when they click on your ePortfolio link. Your ePortfolio introduction 'About Me' is your elevator pitch. It should engage people and compel them to want to continue to learn more about you and your experiences.

While it is the first landing page for readers, we encourage students to **write this section last**. You will be better able to summarize who you are and the major points of your ePortfolio after you have completed your Key Insights and Leadership section.

Your About Me section must clearly include:

Name

Pathway of distinction this ePortfolio focuses on (Community Service, Diversity and Social Advocacy, Global Learning, Professional and Civic Engagement, or Research)

Major(s)

Goals for your future

Summary of what your ePortfolio will demonstrate

Recommended:

A profile picture. Many offices and academic departments offer free headshots during the school year. Take advantage of those opportunities!

Your introduction should not be so generic that any student's picture could appear on your About Me page. What makes your particular experience or point of view interesting? Think about your audience. What is important for them to know?

Take time to demonstrate what makes your perspective unique. Students who go above and beyond simply stating what is requested above are usually describing their experiences and how they have made connections along the way.

Include additional information that you feel is relevant to why you chose this particular pathway of distinction and to your overall involvement during your time at Carolina. Think about your entire undergraduate experience. What did you identify as your **purpose or passion**?

Key Insights: What I Learned

A key insight is grounded in study and academic work as it informs experiences that you have engaged in to enrich your education. While personal growth is important (e.g., “I am more confident”), key insights focus on in-depth learning and should demonstrate the significance of your learning, such as how it has transformed your understanding, perspective or priorities.

In this section you will describe 3 key insights in relation to your major field of study, other course work and GLD pathway experiences. **A key insight identifies learning that has been transformative to you and that has caused a change in your behavior or way of thinking.**

The focus in describing a key insight is on how your engagements within and beyond the classroom have influenced what you believe to be important.

Think about how your beyond the classroom experiences are consistent with and/or contradictory to your within the classroom course experiences.

Be sure to spend time considering your key insights within their larger contexts and the factors that influenced them.

Make connections between more than one experience, field of study or perspective and clearly explain how the elements relate to one another.

Here are some questions for you to consider:

What questions did your experiences raise for you as a student in your academic major?

How does the thinking and learning you demonstrate in your key insights take into account various factors (including perspectives, theories, facts, disciplines, experiences, etc.)?

How did you come to understand that various perspectives and factors were useful to you and your learning?

*One way to begin to identify your key insights is to complete the worksheet in **Appendix A**.*

What? So What? Now What?

Process your experience by asking probing questions in the following framework:

- What?
 - What happened?
 - How did I feel? What were my reactions?
 - What did I or my group accomplish?
- So what?
 - Why did I/we do this? What was the point?
 - What is the takeaway? What was learned?
- Now what?
 - What will I do with this knowledge?
 - How will this experience change things?

Developing key insights is one of the most challenging components of the ePortfolio. Your GLD advisor or UNIV 401 instructor will provide support in thinking through your key insights. Expect for this to take time, deep thought and revision of initial drafts. While it is challenging, the reward of being able to articulate these ideas for yourself, potential employers, graduate schools and others is great.

Artifacts

*Artifacts are items uploaded to your ePortfolio that show exceptionally strong evidence of your knowledge or skills as demonstrated in class, through projects and through engagement in beyond the classroom experiences. Your key insights and related artifacts should provide a cohesive picture of what you have learned and applied. Be sure to include at least **two artifacts for each key insight** – one within-the-classroom and one beyond-the-classroom artifact.*

Artifacts must be items you have created or developed throughout your collegiate career. They may include but are not limited to:

- Papers, within or beyond the classroom projects, or other assignments
- Committee minutes or organization reports
- Programs or websites from an event you helped lead or performed in
- Reviews of your performance by supervisors or others
- Photos/videos/scans of your work*
- Links to blogs, discussion groups, websites that you developed or participated in

Photos:

While photos can enhance the aesthetics of your ePortfolio and help communicate your message, they are not considered substantive artifacts in and of themselves. Captions and explanations are important when including photos, videos, or scans of your work.

Candid vs. posed photos: When people talk about candid photography vs. posed photography, they're referring to the ability to capture candid and true images organically in the moment as opposed to a more constructed, posed approach. We encourage students to think about the purpose of using a photo. Is it relevant to your key insight and does it capture the essence of what you are trying to convey (e.g. conducting a blood pressure screening on a patient vs. simply holding a blood pressure sleeve and smiling at the camera)?

Please ask permission to use people's images in your ePortfolio (ex. Teachers and/or parents of school children, clients, etc.).

Ability to use redactions:

Redactions allow students to edit text for the purpose of publication. Students engaged in field work where they are working with clients, patients or highly classified materials (e.g. accounting firm spreadsheets) may use SOAP notes, clinical observations, Excel documents, etc., as long as any identifying information is blacked out. Additionally, students can re-create or mock-up information to which they may no longer have access.


Placement of Artifacts:

Be sure to refer to each artifact in the text and explain why you included it (i.e., why it is particularly representative of or significant in the learning articulated in your key insight and, perhaps, how it relates to other experiences). You can include phrases such as, 'As noted in my artifact.' Highlight specific sections or excerpts within your artifacts that illustrate your learning to make it easy for your reviewer to find.

We encourage you to provide links to artifacts in the text and in a listing of artifacts at the bottom of your ePortfolio pages. Be thoughtful with the size and placement of your artifacts. It can become distracting to readers if you insert images, posts or other types of artifacts randomly within your text (think: annoying ads in the middle of a page when reading an article). See the examples below for different ways to include artifacts.

Example 1 – Embedded within text ([Stephanie Do – KI #1](#))

moments with the Excel sheets encouraged me to push my group to design a database that allows CRE staff members to record and manage information through navigation menus. Specific **fields in tables** store and format information based on the selected **data type**. A **criteria** allowed a field to display items relevant to the expression keyed. **Expressions** were used to calculate and display the value in a field based on specified conditions, fields and operators. **Reports**, such as work history and service event data, were generated based on fields selected.



I applied these concepts from ITEC 265 to the Excel spreadsheet in Figure 2. Several fields with specific datatypes, such as dates and currency, were formatted for consistency. Shaded cells populated based on a criterion to discourage extraneous information. Totals for specified columns were calculated using formulas inspired by expressions learned in class. Pivot tables created report-like documents with selected information organized by dates or schools. These changes to the CRE budget spreadsheet made it more intuitive and easier for anyone to understand. Automation using formulas and formatting rules left less room for user error. Users, regardless of technical background, can record and share trip information quickly using this spreadsheet. In fact, this document has been used to manage trips related to two grants.

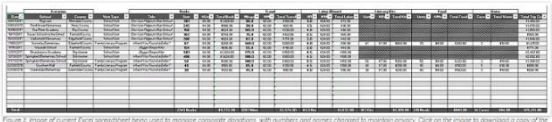


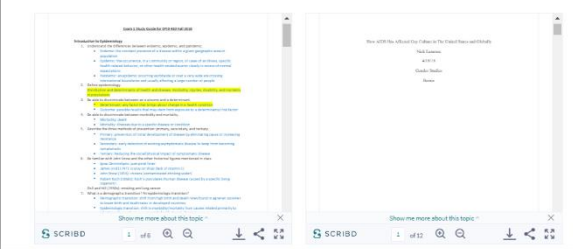
Figure 2. Image of Excel spreadsheet being used to manage corporate donations. With numbers and names changed to maintain privacy. Color and font is identical to copy of the budget sheet.

Example 2 – Hyperlinked ([Mia Jeanty – KI #3](#))

of my freshmen year. I took an International Healthcare Service Learning course to accompany the trip. The course prepared to serve in a country that was much less developed than my own. It taught me the customs of Nicaragua. I learned that agriculture is the most important part of their economy, that you don't tip at restaurants, and that they heavily practice Roman Catholicism. Most importantly, I learned skills that I would need to work in the clinics to provide healthcare to Nicaraguans that do not have it ([notes from nicaragua seminars.pdf](#)).

Example 3 – Bottom of text ([Nicholas Laramee – KI #1](#))

though some countries defined AIDS as part of the gay community, not all countries did. Through my experiences at the University of South Carolina and abroad in the Czech Republic, I have discovered a new outlook that minority groups play in public health. Minorities may play a very serious role in being a determinant for health, but they don't play a role in causing health problems. As seen during that AIDS crisis in the 1980s in the US and across the globe, being in a minority group such as the LGBTQ community can negatively affect your health directly. Institutions including the government and media chose not to intervene in a disease that started in this community due to ridicule and discrimination. Sadly, AIDS has become a major global health issue that has continued to spread. Infectious diseases may not choose to discriminate against minority groups, but people do, and that directly impacts public health as a whole. In order to prevent the spread of more diseases, we all must look at public health problems, especially in minority groups, through an unbiased lens.



Leadership

One of the learning outcomes of the Center for Integrative and Experiential Learning is for students to be able to apply what they have learned to solve problems in a new context. Think about what you have learned through your within and beyond the classroom experiences. Now consider how you could **apply** that knowledge and those skills to inform decisions and solve problems in the future.

This section describes how you plan to apply the Key Insights you have developed to lead. Specifically, you will describe how you will apply what you have learned to address a substantive initiative, issue or problem.

Example:

Key insight: It is important to take into account diverse perspectives in solving a problem.

Application: The plan embeds a process to solicit the perspective of a variety of stakeholders at various stages (e.g., agreement on priorities, input into development of the plan, feedback on its implementation).

Your Leadership section should include:

Statement of substantive initiative, issue or problem. Clearly describe the initiative, issue or problem and provide brief context or relevant background (such as historical context or perspectives of various stakeholders).

- Choose a problem that is reasonably addressable. Although you might begin with a large problem (e.g., I want to alleviate poverty), think about the problem in the context of somewhere or something that would be a first step for you (e.g., I want to decrease the amount of food waste at “x” restaurant and take steps for unused food to be distributed to those in need).
- The focus of this section is about making a difference for others or to solve a scientific or societal problem (**not** about your personal goals, e.g., I want to be a CEO).

General solutions to address the problem or recommendations. How would you address the initiative, issue or problem? Think through how your key insights do or could apply to your plan to address the problem. *In other words: if you really believe your key insights are important, how is that evident in what you plan to do?*

- Explain why you think this course of action will be successful. What is your rationale? What did you learn that led you to make a particular decision (i.e., how are the lessons learned through your other experiences—key insights or other learning) applied to solve this problem? Why or how does it apply to this particular case?

Detailed Plan. Outline a detailed plan to implement one or more of the recommendations.

- **Implementation.** Consider describing tasks that need to be completed, why each is important (including references to your key insights), who is responsible and when each task should be completed.
- **Evaluation.** Describe a process for analyzing the success of the plan.
 - How will you know if the project has met its goals?
 - Who will provide input?
 - What data will you collect?
 - What are your criteria for success?
 - What do you hope to learn from this experience that will build on what you have already learned or that relates to your future plans?

See **Appendix B** for a worksheet to get you started.

You must earn at least a 34 in order to successfully pass the GLD ePortfolio requirement. Once a successful score is earned, GLD ePortfolio expectations have been met and no additional reviews will be provided. Congratulations on a job well done – its time to celebrate!

GLD ePortfolio Rubric

		1 Below Expectations	2 Approaching Expectations	3 Meets Expectations	4 Exceeds Expectations
Professionalism	Comprehensiveness, organization, and formatting of the entire portfolio	Does not include required sections of ePortfolio.	Includes all sections but sections are not clearly labeled or organized.	Includes all sections (including 3 key insights) which are clearly labeled and organized.	Includes all required sections, clearly labeled and organized with exceptional/ creative design.
	Language, style, and grammar of the entire portfolio	Frequent grammar and spelling errors or use of overly casual language (“cool”, “get stuff done”).	Some grammar/spelling errors or overly casual language.	Professional language throughout with minimal grammar/spelling errors.	Exceptionally clear and professional language.
About Me	Introduction	There is no introductory statement.	Introduction is vague.	Provides a clear introduction (e.g., pathway, major, goals and/or summary of what ePortfolio will demonstrate).	Provides a creative introduction (e.g., pathway, major, goals and/or summary) conveying the overall “message” of the portfolio.
Key Insights	Clearly articulates key insights related to the pathway	No key insights were provided.	Key insights lack detail. Little connection to the pathway.	Key insights clearly convey learning related to the pathway.	Key insights articulate learning in a way that is complex and insightful.
	Describes how BTC experiences impacted key insights	There are no connections between experiences and learning.	Connections between experiences and learning are unclear or minimal.	At least one clear and specific connection between BTC experience(s) and learning is provided for each key insight.	Multiple and specific connections between BTC experience(s) and key insights are clearly articulated and insightful.
	Describes concepts, theories, frameworks related to each pathway	No concepts/theories/ frameworks identified.	Concepts/ theories/ framework identified are vague or unrelated to academic experience or pathway.	Concepts/theories/ frameworks appropriate to academic experience or pathway are related to each key insight. At least one clear and specific connection between WTC experiences and learning is provided for each insight.	Relationship between concepts/theories/ frameworks and each key insight is well articulated. All Insights are related to academic experience or pathway.
	Explains complex connections (more than one experience, field of study, perspective)	Key insights make no connections.	Key insights make connections that are drawn from only one experience, field of study, or perspective; provide little detail; or conclusions about connections are not logically supported.	Key insights make connections that are drawn from more than one experience, field of study, or perspective and clearly explain how the elements relate to one another (e.g., similarities, differences, contexts) in ways that are logical and well thought out.	Key insights make connections across multiple experiences are complex and insightful (e.g., similarities and differences are explored in-depth including potential contributing factors to various perspectives or findings).

Key Insights	Inclusion of within and beyond the classroom artifacts	There are no artifacts.	Artifacts largely WTC or BTC with no/few examples of the other category.	Two artifacts for each key insight (one from BTC and one from WTC) include evidence of student engagement and accomplishments within and beyond the classroom	Multiple artifacts from WTC and BTC experiences complement one another in conveying each key insight.
	Significant artifacts with relevance clearly described	No artifacts or those presented do not clearly relate to category. Artifacts more consistent with a “scrapbook” than academic exercise	Artifacts relate to the category, but significance is not described for many items.	Artifacts are appropriate to the categories with significance described. Artifacts help tell the story of student’s experiences and provide supportive documentation of learning & skills.	Artifacts clearly provide exceptionally strong examples of the knowledge and skills highlighted in key insights.
Leadership	Identifies issue/goal/problem	Issue, goal, or problem does not relate to at least one key insight.	Issue or problem is related to key insight and is vaguely described or simplistic.	Realistic issue or problem relates to at least one key insight and the pathway and is clearly described.	Realistic issue or problem relates to at least one key insight and the pathway is clearly described including multiple perspectives
	Recommendations/solutions are supported with learning from within and beyond the classroom	No solutions clearly linked to WTC and BTC learning are provided.	A solution/plan/recommendation is provided, but the rationale is limited and/or based on either WTC or BTC	Clear and logical recommendations/solutions and rationale are provided including insights based on key insights from both WTC and BTC experiences.	Exceptionally well thought out recommendations/solutions and rationale are described and based on key insights from multiple WTC and BTC experiences.
	Presents detailed plan for implementation of solution or recommendations	No discussion of implementation or plan for future implementation.	Limited implementation (or plan for implementation); lacks detail, does not clearly address identified issue, or is inconsistent with other elements.	Reasonable, clear plan for implementation. Addresses issue, consistent with other elements.	Carefully thought out implementation (or plan) including analysis from multiple perspectives with an evaluation of implementation (or plan).

Glossary of Key Rubric Terms

Artifacts: items that illustrate knowledge, skills, and thinking in relation to key insights and are original to the student

Complex: consisting of many different and connected parts

Concept: a notion or idea that is clearly articulated; a unifying idea or theme (e.g. inertia, free will)

Connection: the articulated relationship between two or more activities, events, ideas, etc.

Context: circumstances and contributing factors informing how an event, behavior, phenomenon, etc. occurs, is influenced, or interpreted.

Evaluation: to determine effectiveness (specific to the Leadership section)

Framework: a set of ideas or facts which produce a conceptual support or structure for something (e.g. for a course of action, model for professional practice, or way of thinking)

Key Insight: an essay in which you identify and analyze learning that has been transformative for you and that has caused a change in your behavior or way of thinking

Perspective: viewpoint, thoughts, experiences of you or another individual, stakeholder, organization, etc. lens through which a phenomenon can be viewed (e.g. social, economic, political)

Rationale: justification for an action to be considered and/or implemented

Realistic: actionable, achievable with current knowledge and skills

Simplistic: appearing to be superficial, effortless, or have been given little to no thought

Theory: abstract-opposed to practice, practical experience, or activity. A set of ideas intended to explain something such as a phenomenon or behavior.

Appendix A

Key Insight Activity Instructions

*This activity will help you get started on the content for the key insights section of the ePortfolio. Key insights are major learning milestones or epiphanies that you have had that have given you a better understanding of major concepts learned in your courses and the experiences you have had beyond the classroom. How do your efforts within- and beyond-the-classroom fit together? What have those experiences taught you that influence your future professional practice? While we encourage you to look at examples online that others have created, identifying key insights is about what is meaningful to **you**.*

To start this activity, fold your Key Insights Activity sheet in half so that the course and Within the Classroom (WTC) is on one side and Beyond the Classroom (BTC) are on the other side.

Step 1

Take a few minutes to list at least 3-4 courses that were significant to you and identify the major learning aspect (i.e., course concept, theory, framework, etc.) of each course. In terms of significance, think about your key insight in relation to your pathway (community service, diversity and social advocacy, global learning, professional and civic engagement, or research) as well as what you've been able to apply.

Note: It may be helpful to login to Blackboard to see a list of all the courses you've taken during your time at Carolina as well as to access syllabi that may list course concepts, theories and frameworks.

Step 2

Flip over your worksheet so that the BTC side is facing you. List your most meaningful beyond the classroom activities (e.g., community service at AC Moore Elementary School, research project on Alzheimer's, internship at the State house, study abroad trip to Peru, or University 101 peer leader). It's helpful to write down at least 3-4 to see where you can make connections between experiences.

Step 3

The next step is for you to draw lines that connect the concepts in your courses to your beyond the classroom experiences. In the process you might remember other in-class activities that were of more relevance to your beyond the classroom experience – write those down. You can connect multiple WTC concepts to one BTC experience or multiple BTC experiences to one WTC concept. Make notes of why you are making connections (ex. I connected my Psychology 101 class to my service-learning experience serving in a soup kitchen because I was able to see Maslow's Hierarchy of Needs in action.) Once you have solid connections between your WTC and BTC experiences, you have the basis for a key insight.

Note: If you are describing a practicum or internship experience it is not enough to say “I learned this concept in class and then I saw a teacher or therapist use the same technique at my practicum site”. You must explain how that concept was particularly meaningful and relevant to your own work or experience on-site. Did you develop a deeper understanding of the concept or notice any discrepancies in application? Why did your professor stress the importance of that particular concept?

Step 4

Now that you are on your way to creating drafts of your key insights, remember – a key insight is not a narrative account of an experience or storytelling. A key insight should articulate your major learning moment within the classroom via an in-class activity, class discussion, etc. and then connect to how you were able to

apply that learning beyond the classroom (or vice versa discuss a beyond the classroom experience that informed your within the classroom learning.)

You are expected to e-mail your drafts to your GLD Advisor prior to your individual meeting. Think about your schedule, class workload, and how much time you will need to finish writing to get your drafts to your GLD Advisor 2-3 days before you meet.

Note: As you are drafting your key insights think about what artifacts you would like to use to illustrate your learning. Refer to the artifacts section for more information.

Key Insight Activity

MATCHING

COURSE	WITHIN-THE-CLASSROOM (WTC) CONCEPT/THEORY/Framework	BEYOND-THE-CLASSROOM (BTC) EXPERIENCE
Example: ENGL 427 PSYC 101	Marginalization Maslow's Hierarchy of Needs	

Appendix B

A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, we regard a leader as one who is able to effect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. – The Higher Education Research Institute (1995)

Defining Leadership

When we are talking about leadership for the ePortfolio, our focus is on your ability to solve problems by applying what you have learned within and beyond the classroom. You have already identified your key learning within and beyond the classroom through your key insights. In the leadership section, you write about how you will **apply** what you have learned to address a specific issue or problem related either to your field of study or pathway.

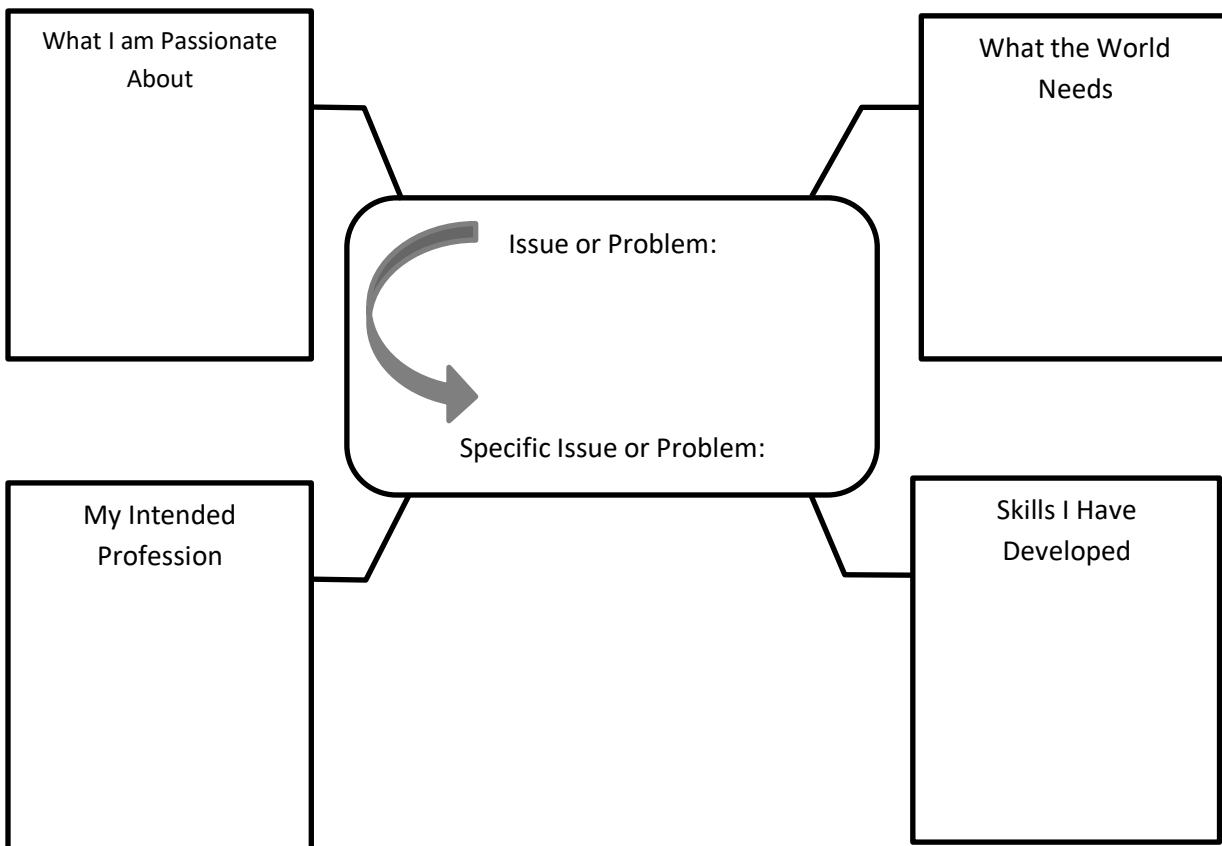
Leadership Activity Instructions

Step 1

We are now going to do an activity to help you get started on the content for your leadership section through an activity—similar to what we did with key insights.

The first thing you need to do in this section is to identify an issue or problem that is related to your field of study or pathway. What is most meaningful to you at this moment based on your learning or what you hope to do in the future? Consider hot topics in your field of study, pathway, and/or future graduate program of study.

Take a minute to brainstorm about the various aspects depicted in the diagram (below): What you are passionate about, what the world needs, your intended profession, and skills you have developed.



These statements may seem a little confusing at first; however write down anything that comes to mind. What are your interests or things you are passionate about? Think broadly, as these things can encompass time periods, people you admire, etc. The word 'world' can be substituted with campus, community, state, nation – at what level do you want to institute change? Consider your next steps post-graduation, whether that's the professional world, graduate school, Peace Corps, etc. What would you like to accomplish that will benefit others? Finally, consider what you are good at, the skills you've learned. This could be skills you picked up through serving/working in your community, classes you've taken, or your hobbies. What can you contribute?

Now, look back over the things you have brainstormed. What connections can you make? Start there for your "big idea" issue or problem.

Step 2

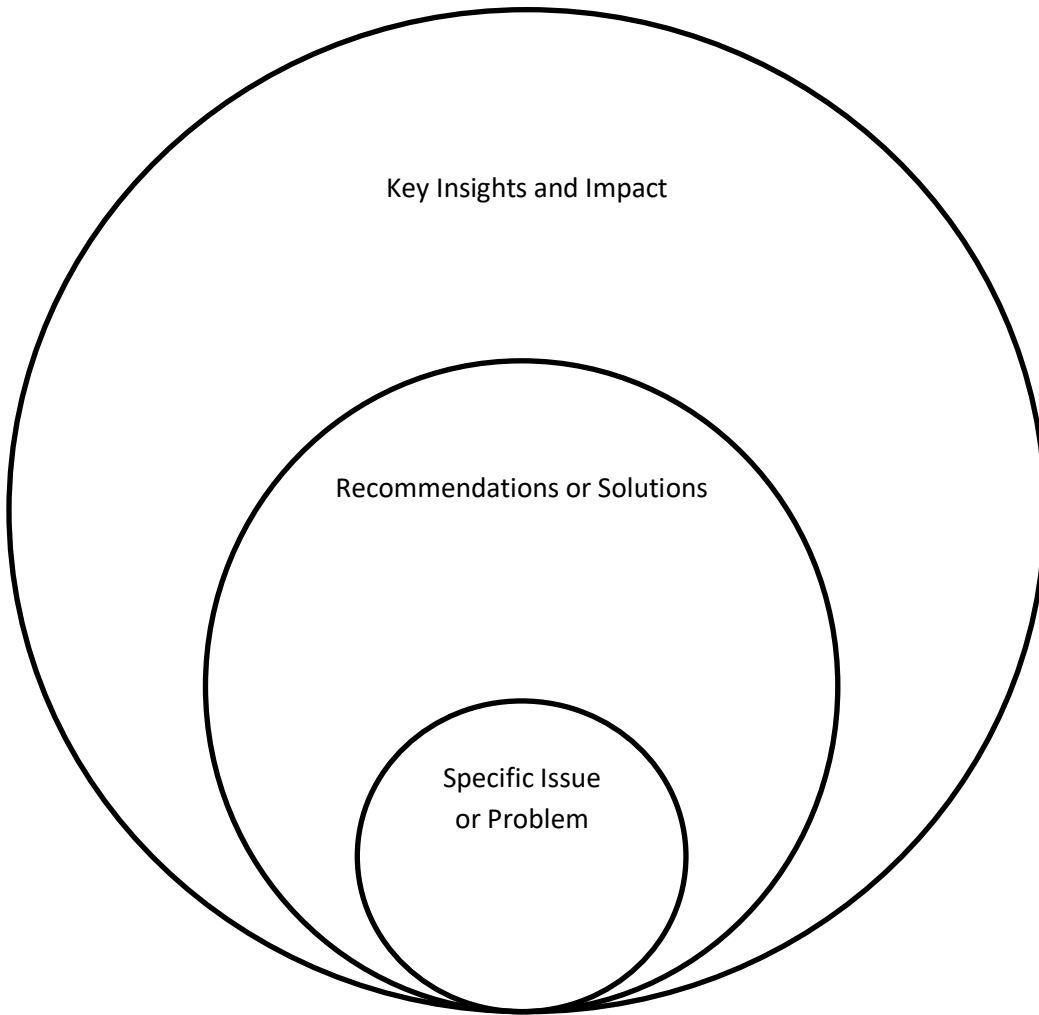
Now, drill down to be more specific. We want your leadership section to be realistic (in terms of scope, time, and knowledge base) as well as something that you are super passionate about and which will allow you to make a positive impact on your stated issue or problem. Narrowing down a big idea can be difficult, so we've provided some strategies to help make your issue or problem more manageable below:

- **Aspect** – choose one lens through which to view the issue or problem, or look at just one facet of it [e.g. rather than addressing the role of food in Eastern religious rituals, address the role of food in Hindu ceremonies, or the role of one particular type of food among several religions].
- **Components** – determine if your initial issue or problem can be broken down into smaller parts, which can then be analyzed more precisely [e.g., tobacco use among adolescents can focus on just chewing tobacco rather than all forms of usage or, focus on female adolescents in a certain age range].
- **Place** – generally, the smaller the geographic unit of analysis, the more narrow the focus [e.g., rather than examining the issue of homelessness in South Carolina, examine the issue of homelessness in the city of Columbia, South Carolina].
- **Relationship** – ask yourself how two or more different perspectives or variables relate to one another [e.g., cause/effect, compare/contrast, contemporary/historical, group/individual, opinion/reason, problem/solution].
- **Time** – the shorter the time period, the more narrow the focus [e.g., the growth of interest in a mentor-mentee program during the 2019-2020 school year versus across a five year period].
- **Type** – focus your issue or problem in terms of a specific type or class of people, places, or phenomena [e.g., developing safer traffic patterns near schools can focus on SUVs, or just student drivers, or just the timing of stoplights in the area].

This specific problem will go in the middle of the box for Step 1 and will be used again in Step 3.

Step 3

On the next part of the leadership activity (below), transfer the specific issue or problem that you brainstormed in Steps 1 and 2 to the smallest circle. Then, draft some initial thoughts for recommendations or solutions to this problem in the middle circle. Consider how you would use your key insights (both WTC and BTC learning) to make well-informed decisions regarding your issue or problem. In the largest circle, explain how your recommendations or solutions are impacted by your key insights. How did they help you understand how to address your issue? In your leadership section, you will want to make sure to describe how your key insights relate to your recommendations or solutions.



Step 4

Finally, draft your detailed plan. What are the steps that you are going to take to address this issue? How will you assess the effectiveness of your plan? How will you know if you're successful? Try to create a comprehensive list of steps you will need to take – you will likely have more than 5 steps.

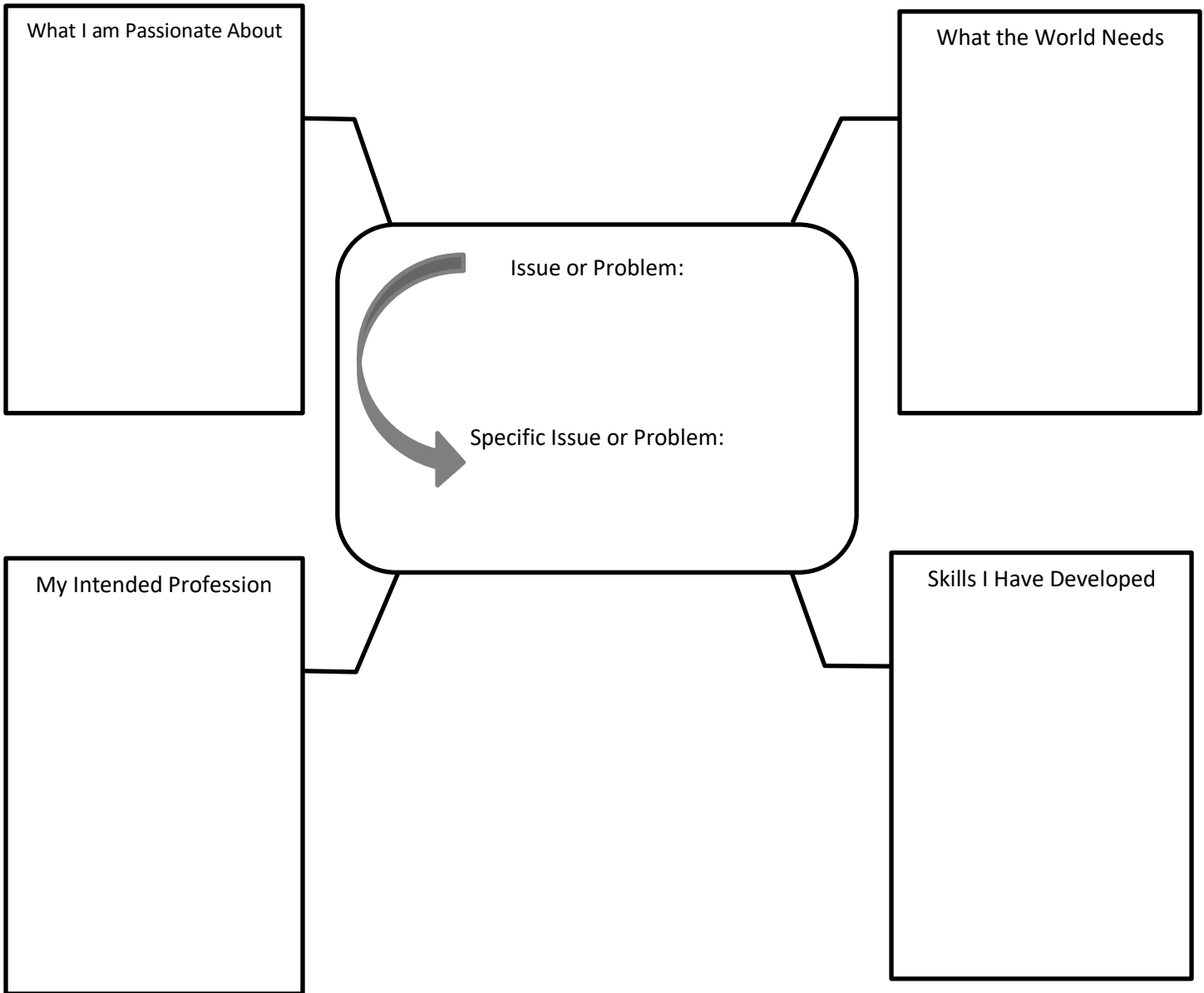
Detailed Plan		
Fill out the following steps of your plan and provide clear explanation for how and why it will work.		
STEP	HOW	WHY
1.		
2.		
3.		
4.		
5.		

How will you know your plan is successful? What methods will you use to measure this?

Appendix C

MATCHING

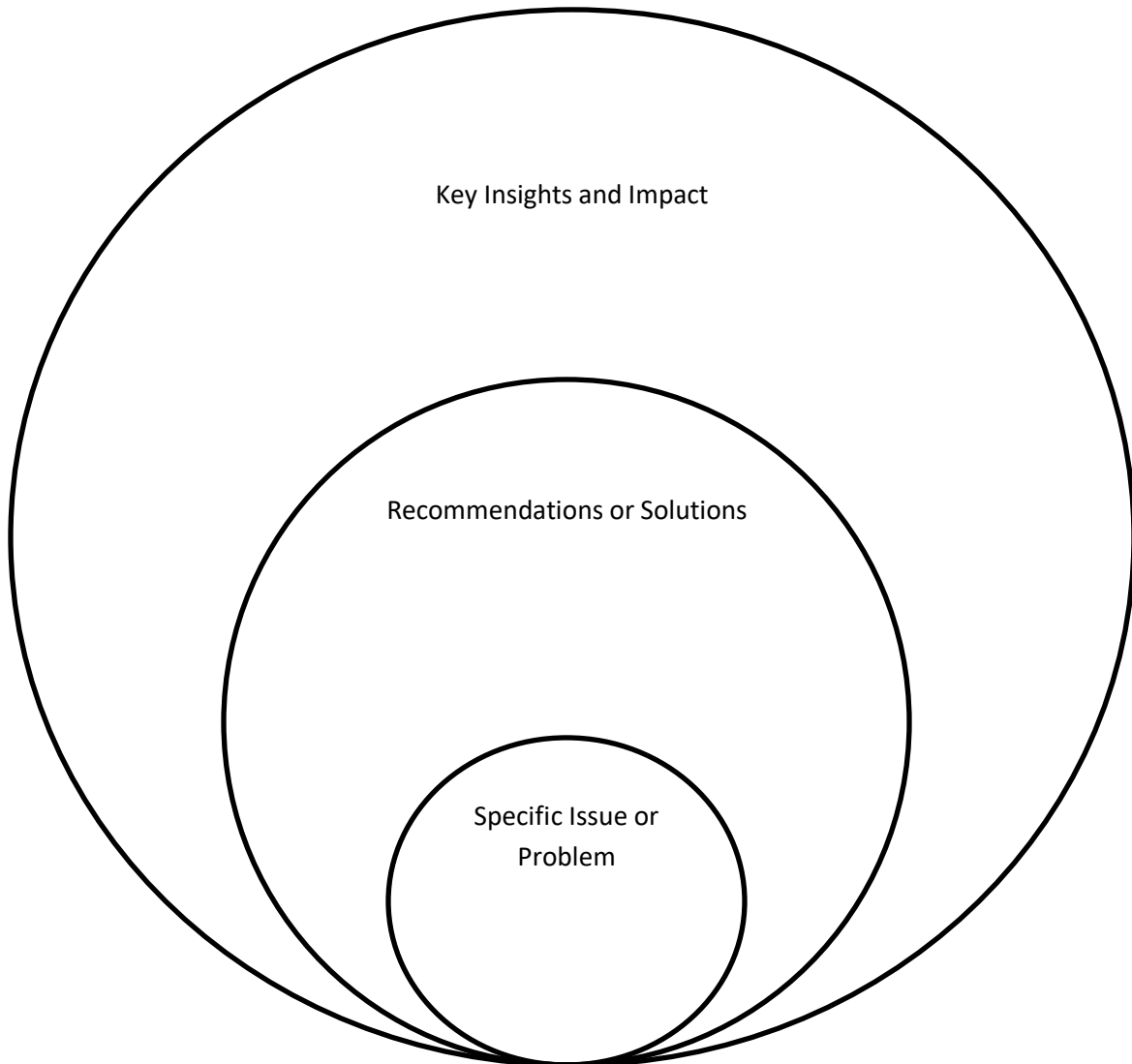
COURSE	WITHIN-THE-CLASSROOM (WTC) CONCEPT/THEORY/Framework	BEYOND-THE-CLASSROOM (BTC) EXPERIENCE
Ex. ENGL 427	Marginalization	
PSYC 101	Maslow's Hierarchy of Needs	



Narrow it Down

Consider these strategies to focus your issue or problem and make it more manageable.

- **Aspect** – choose one lens through which to view the issue, or look at just one facet of it
- **Components** – determine if your issue can be broken down; analyze using more precise categories
- **Place** – narrow the scope of your geographic unit
- **Relationship** – ask how two or more perspectives or variables relate (cause/effect, compare/contrast)
- **Time** – narrow the timeline of your problem/solution
- **Type** – focus in on one specific type or class of people, places, or phenomena



Detailed Plan

Fill out the following steps of your plan and provide clear explanation for how and why it will work.

STEP	HOW	WHY
1.		
2.		
3.		
4.		
5.		

How will you know your plan is successful? What methods will you use to measure this?