

## Course, Type of Honorization, Student, and Instructor Information

### Course Information

PSY 123 Psychology of Being Awesome

Fall 2021

### Type of Honorization: “My Choice” or “Departmental Capstone”

Is this a ‘My Choice’ contract Honorization (a course in my selected major at the 200 level or higher)? YES

Is this a “Department Capstone/Senior Seminar” contract Honorization? NO

### Student Information

Jen Awesome

Junior

12345678

9/20/21

Please insert your electronic signature (a photo image of your actual signature):



By electronically signing this contract:

- I understand that it is my responsibility to successfully complete the contracted coursework as stated in this contract
- I understand that in order to fulfill Honorization requirements, I must also complete course requirements and earn a grade of B or higher for the class in which I am completing this Honorization contract.
- I acknowledge that I read the “Course Honorization instructions for students & instructors” document.

### Instructor Information

Professor Jess Awesome

9/21/21

Please insert your electronic signature (a photo image of your actual signature):



By electronically signing this contract:

- I understand that it is my responsibility to mentor this student and guide them through each step of completing the Honorization coursework as stated in this contract.
- I acknowledge that I received and read the “Course Honorization instructions for students & instructors” document.

## Honorization Project Description

### Title of Honorization Project

Perspective of Parents Raising a Child on the Autism Spectrum

### Short (but detailed) Description of Honorization Project

I want to understand the perspective of parents who are raising a child on the Autism Spectrum. I plan to interview two parents who have a child on the Autism Spectrum. My professor connected me with a parent group and I will reach out to them the first week of October. We will also work together to develop a template of interview questions prior to conducting the first interview as well as practice some skills that I can use during the interview. I will interview the first parent by October 15 and the second parent by October 30. I will also research to find information about resources available in the greater Charlotte area for parents who have a child on the autism spectrum. I will finish that research by

November 15. I will then synthesize the information from the interviews, and my research about available resources and present the information in class during the first week of December.

### Step by Step Description of Honorization Project

In the table below, please describe each step that will lead you to completion of the Honorization project, with the projected deadlines. As a reminder, you must clearly show how your Honorization project is doable within the time frame of this current semester. Even though you can have plans to continue working on a specific project beyond one semester, some type of end product/artifact needs to be attainable by the end of this semester.

<b>Step-by-Step Action Items</b>	<b>Target Completion Date</b>
Step 1. Reach out through list-serve and social media to parent group.	October 7
Step 2. Meet with my instructor to develop template of questions and rehearse/practice interview skills.	October 7 – October 15
Step 3. Interview the first parent by October 15 and the second parent by October 30.	October 15 and October 30
Step 4. Research resources available in Charlotte area	November 1 – November 15
Step 5. Compile all the information into a reflection paper (interview and resources) and class information.	November 15-November 30
Step 6. Present the information to my peers in class.	First week of December

### Connection to Honors Program Learning Outcomes (PLOs)

The program outcomes indicate your overarching learning, or what you will be able to do as an Honors Program student upon graduation. For your Honorization project you must describe specific learning outcomes (what skills you will gain/learn by the end of the semester) and link that learning directly to a minimum of two PLOs for the honors program, specifically PLO1, PLO2, PLO3, or PLO5. Those PLOs are:

- PLO1. Students integrate diverse learning experiences through reflection.
- PLO2. Students demonstrate communication fluency using multiple modes of expression.
- PLO3. Students investigate complex problems using interdisciplinary approaches.
- community.
- PLO5. Students develop leadership in community engagement settings.

In the “Course Honorization Instructions for Students & Instructors” you will find a brief explanation of each PLO and examples of different types of end-products/artifacts you can aim to create. You will need to complete a table to show the connection of your Honorization Project to each of the two PLOs you are targeting. Please complete the table below to show the connection of your Honorization Project to each of the two PLOs you are targeting with your project.

<i>Program PLO</i>	<i>Associated learning outcome</i>	<i>End-product(s)/honorization artifacts</i>
PLO1. Students integrate diverse learning experiences through reflection.	By the end of the semester I will learn more about the perspective of parents who raise a child on the Autism Spectrum and draw parallels to what I am learning in class.	Reflection paper combining information from the interviews and class material/research about community resources.
PLO2. Students demonstrate communication fluency using multiple modes of expression.	By the end of the semester I will learn how to write what I learned from conducting interviews and how to translate that information into a class presentation.	Class presentation synthesizing the information from the two interviews, my reflection, and resources available in the community.