Curricular Models

The committee recommends several delivery options for students to fulfill the requirement. Appendix E provides examples as to how the models could work for hypothetical students. The proposed models for consideration by faculty and students are:

- **Standard Model (SYE 4000)**—four-credit hour semester course with embedded action, reflection, transition.

Several of the existing courses could easily transition to the semester system. For example, SYE 416 Community, Leadership and Change in Non-Profit and Social Service Agencies would continue to have students work on developing a change model for non-profit organizations and integrate reflection and transition work.

- **Intense J-Term Model (SYE 4100)**—Four-credit hour course with intense experience (perhaps three days per week) of experiential component combined with reading, reflection and transition components during the interterm.

SYE 425 Social Justice, Responsibility and Change is an example of one current course that might easily transition to the J-Term model. Students would spend a week in reading, writing and reflecting on social justice issues, become involved in an intense social justice experience such as the week now spent in Washington DC, and then return to reflect on their education and the experience and address issues of transition to their life beyond college.

- **Action + Reflection/Transition (SYE 4200 and 4300)**—Informally referred to as the “2+2” model. Two credits of a defined experience facilitated with one faculty member plus another seminar of two credits with a faculty member facilitating reflection and transition.

This is a new model. Faculty who are engaged in community projects may elect to offer the two-credit hour “action” seminar in which students work to research or engage with a particular issue or problem. For example, students from across campus may work with a faculty member to establish a community recycling program. Students then enroll in a two-credit hour reflection/transition seminar with another faculty member who engages students in readings and discussions about connecting their college life to community life. These seminars could run concurrently in the same semester or could be taken individually in separate semesters allowing students flexibility in scheduling.

- **Integrative Studies dyad linked to J-Term or summer experience (SYE 4500)**—The Integrative Studies dyad would be the “preparation” phase of the SYE. Reflection and transition would be included with the experiential component. Completion of the dyad could fulfill the IS requirement, but the linked experience would be required to fulfill the SYE requirement.

This model would require coordination among faculty/departments participating in the dyad and the experience and would require approval by both the IS and SYE Advisory Committees. For example, students might enroll in a dyad in which one course focuses on science and ecology in Africa while the other course is about religions and cultures of African nations. The two courses
would fulfill the dyad requirement and serve as preparation for travel to Africa in the J-term. During the J-term travel, faculty coordinate assignments and projects that fulfill the action, reflection and transition SYE requirements.

- **Enhanced off-campus experience (SYE 4700 - 4900)**—This option is more than a regular or departmental off-campus study, internship or field experience. To fulfill the SYE requirement, students would engage in an aspect of applying skills and knowledge by working with students from other departments and complete the reflection and transition components. Criteria for this option may be similar to current Off-Campus Study in which students complete journal assignments in response to specific prompts, a final reflection paper and public presentation.

In addition, groups of students could initiate their own proposals for enhanced off-campus experiences by submitting a proposal to the SYE Advisory Committee, similar in process to the existing individualized SYE. This option might be particularly attractive to Continuing Studies students.

**Assessment:**
Student learning in the various models will be assessed through many means including student assignments, e-portfolio materials, the legacies prepared in each course, student interviews and focus groups.

**Catalog Description:**
The ART of SYE provides time and space for senior students to **Act, Reflect**, and address the **Transition** to life after Otterbein.

Designed for seniors, SYE asks students to shift their framework: from depth to breadth, from student to professional and citizen, from security to transition. SYE is a space in the curriculum that challenges students to pull together their knowledge and skills in ways that they can apply what they have learned to contemporary issues and challenges, take time to reflect on their education as a whole and its future uses, and identify and use resources as they move towards the transition to life beyond college.

Students must have completed 96 semester hours and at least 6 of their Integrative Studies courses before taking an SYE. Students may enroll in SYE through a variety of courses and options: the standard four-credit hour course with embedded action, reflection and transition; an intense J-term experience; a combination of a two-credit hour action seminar and a two-credit hour reflection/transition seminar; a specially designated Integrative Studies dyad linked to a J-term or summer experience; or an enhanced off-campus experience.