Examples of models and implementation by hypothetical students

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

  *An example*—Cory is a Journalism major who has completed two internships, one of which was with a local non-profit organization during Cory’s junior year. Cory enrolls in SYE 416 and during the semester interviews staff members and clients in a local agency, works with a team of students to develop a plan for change and present it to the agency staff, completes several pieces of work that are included in a professional portfolio, writes a final reflective essay for the college’s e-portfolio and attends two workshops outside of class that focus on preparing for career interviews and establishing successful relationships with mentors.

  *An example*—Lee is a Communication student engaged in a senior-level rhetorical analysis project focused on declarations of war. Lee enrolls in the SYE Research Symposium that includes students from across campus who are pursuing senior-level research in anticipation of furthering their studies in graduate school or working in a research environment. Topics of discussion focus on research funding, communicating research to lay audiences, and ethical dilemmas faced by researchers. Assignments include reflection writing on readings and class discussions, interviews with researchers who may hold positions of interest, and professionals who are guest lecturers on applying to graduate school and seeking assistantships. A final project is presented to the class to develop a “research forum” or a method to present their work as scholars to the campus.

- **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.

  *An example*—Addison is an Economics major who has an interest in learning more about the intersection of politics and economics. Addison enrolls in SYE 425 during the J-term, participates in discussions with various students about social justice issues, travels to Washington DC and visits a variety of NGOs and governmental agencies, engages in service to assist a DC-based agency, and then returns back to campus to complete a final reflective assignment. As part of the assignment, Addison interviews professionals, visits the Center for Career Planning to finalize a resume, and contacts two DC-based alumni as prospective mentors.

- **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.

  *An example*—Taylor is a Psychology student who hopes to work with special needs students. Taylor finds out about an opportunity to work with Otterbein students in supporting the local Special Olympics program. Through a two-credit hour seminar offered by an engaged faculty member, Taylor helps find practice space and funding for the Special Olympic athletes who will be training for the spring’s competition. The next semester, Taylor participates in a two-credit
hour reflection and transition seminar that connects Taylor with additional community resources and programs to assist in a job search and potential graduate school enrollment. In addition, Taylor completes the professional portfolio along with the final reflective essay required by the college’s e-portfolios.

• **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.

*An example*—Jan is a Theater major who loves to perform. Jan will be completing a spring semester internship in New York City. During autumn semester, Jan enrolls in a dyad that links a course in contemporary problems in health care with a children’s theater course. Both courses are open to the campus at large. The dyad content prepares students for a two-credit-hour J-term experience in which students produce a children’s play focused on AIDS that is taken to local schools. Following the experience, Jan moves to NYC and completes the reflection and transition components as required by the theater internship experience. Other students complete the reflection and transition components in a two-credit hour seminar on campus.

• **Enhanced off-campus experience (SYE 4700 - 4900)**—More than 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.

*An example*—Jaden is a History major who plans to study abroad in Italy during autumn semester. As part of the study abroad experience, Jaden lives with students from other countries and with other majors in on-campus housing. Jaden completes four journal assignments that are emailed to his faculty mentor and the SYE director. Jaden returns to Otterbein and works with other students who studied abroad in other countries (and who represent other majors as well) to develop a Web site that helps Otterbein students learn about issues related to diversity and studying abroad. As part of the off-campus experience, Jaden also writes a final reflective paper and gives a public presentation.