SYE Curricular Guidelines for Courses Fulfilling SYE Requirement

Faculty wishing to propose new courses, revise existing courses, or transfer courses from the quarter system to the semester system need to seek approval of the SYE Advisory Committee prior to courses being added to the schedule.

A request for approval should include the following:

● Course title

● Catalog description

● Requested term to offer course (autumn, J-term, spring, summer)

● Requested days/times to offer course

● Delivery model to be used: Standard 4-hour, intense J-term, action + reflection/transition (specify which of the 2-credit-hour sections), IS dyad linked to J-term or summer experience, enhanced off-campus experience

● Rationale for course and targeted audience/s if any

● Description of how the course meets the revised SYE goals, with particular attention to Action, Reflection and Transition as appropriate

● Description of activities/assignments that demonstrate how SYE outcomes will be met

● Assessment tools that will be used in the course that can be used as evidence for long-term outcome and course assessment

● Additional course fees, if required, in today’s dollars with explanation for how they will be determined

If the course has been taught previously, please include a copy of the existing syllabus. Prior to final inclusion on the SYE schedule, faculty will submit a draft syllabus to the SYE program director for review.
SYE Mission:

The Otterbein Senior Year Experience provides graduating students with opportunities to articulate and practice their roles and responsibilities as citizens in interdisciplinary settings, reflect on their education as a whole, and prepare for their transition to life beyond college.

SYE Goals and Outcomes:

To fulfill the SYE mission, faculty will develop courses that help students achieve the following goals:

**Act--Goal 1:** You will apply the knowledge, skills and values developed through your major and general education to develop solutions to meet contemporary challenges/problems.
- You will work with students from multiple departments to practice inquiry and problem-solving skills.
- You will articulate how your knowledge, skills and values come together to address the challenge/problem.
- You will identify the roles you practiced and imagine future roles for yourself related to the challenge.
- You will demonstrate that your education and the experience have come together by publicly presenting the results of your work.
- You will prepare a learning legacy to leave to future students.

**Reflect--Goal 2:** You will actively reflect on your entire undergraduate education and imagine its future purposes and uses.
- You will ponder how your education may contribute to your personal, professional and community life.
- You will imagine yourself in your new roles and identify possible challenges in those roles.
- You will reflect on your future personal, ethical, community and global responsibilities as a change agent.
- You will complete e-portefolio and reflective pieces required by the SYE.

**Transition--Goal 3:** You will actively prepare for your transition from student to professional, citizen, leader and community member.
- You will gain awareness of the key adjustments encountered by seniors and new graduates.
- You will use campus and community resources to help guide your transition.
- You will attend co-curricular workshops about financial, career, and other transition issues.
- You will use your reflections to develop an action plan related to at least one of your future roles.