

## Concept Paper DRAFT

### Engagement for Academic and Professional Success

Creating a culture of engagement through within the classroom (WTC) and beyond the classroom (BTC) experiences for building academic and professional skills. A UNIV 1010 foundation course will provide students with required beyond the class experiences, career exploration, and discussion of skills needed for success in academics and profession. General Education courses that are enhanced for greater engagement (WTC and BTC). UNIV 4010 will provide a capstone experience honing professional skills and asking students to reflect on knowledge, skills and abilities obtained for future.

1. Design U1010 for majors/colleges as well as undeclared and have students begin eportfolio with academic and career goals (writing, oral communication, critical thinking SLOs)
  2. Gen Ed enhancement grants to infuse greater engagement WTC and BTC / High Impact Practices (SLOs writing, oral communication, critical thinking)
  3. Courses in major can add artifacts to the eportfolio to support the SLOs but also additional knowledge/skill for the major.
  4. Create a 1 hour UNIV4010 for seniors to focus on completion of their eportfolios demonstrating knowledge/skills/abilities, networking, interviewing, and resume/cover letter writing (writing, oral communication, critical thinking SLOs)
  5. Students have access to eportfolio advisor/coach (could be students or current advisors) to help them in between freshman and senior course
  6. Faculty development on active learning /High Impact Practices to engage student in content
  7. Create faculty learning communities
  8. Redesign U1010 to have new focus/goals
- Require students attend at least one short-term beyond the classroom event/experience and help them make connections between the event and other experiences or course work they have had.
  - Enhance activities, lesson plans, and assignments to 1) make students aware of *MTSU* opportunities; 2) help students understand how participating in Beyond the Classroom experiences can deepen the learning and enrich their educational experience; 3) actively involve students in short-term BTC experiences; 4) provide a foundation for explaining general education's contribution to the students' professional skills of writing, communication, critical thinking and quantitative literacy; and 5) foster the habits of mind that lead to an integrated learner

- Develop materials for the UNIV 1010 faculty resource manual with ideas for lesson plans, activities, and assignments that foster and assess integrative learning.
- Enhance current UNIV 1010 faculty development efforts
- In addition, select sections of University 1010 will utilize deeper methods to foster integrative learning, including service-learning and linked course learning communities.

Considerations:

If U1010 and U4010 are not required how to incentivize them

Some majors already provide the U4010 content within their courses

Eportfolio platforms already on campus

Adoption by the General Education faculty

### **Connect College to Career**

1. UNIV 1010 revamp with focus on careers and goal setting. Student Learning Outcome in critical thinking
2. UNIV 1010 themed for colleges/majors/undeclared
3. Eportfolio holds goals set in UNIV1010, resume, activities/experiences, etc. and access to advisor, instructor and Career Center
4. Curriculum development for junior and senior seminars to address preparation for career acquisition and development
5. College orientations and fairs each year –invite alumni What can I do with this major?
6. Intern office reinstated
7. Peer Career Advisors expanded
8. English themed to majors/colleges

### **Academic Engagement in Gen Ed**

1. Gen Ed courses are infused with engagement activities (applied learning, High Impact Learning Experiences such as writing intensive, collaborative research, global learning, service learning, multidisciplinary etc.)
2. Utilize existing gen ed SLOs (writing, oral communication, critical thinking, math)
3. Courses enhanced through faculty teams -- could focus on careers
4. Faculty receive professional development on engagement in the classroom
5. Faculty Learning Communities on Engagement Practices
6. Tie co and extra-curricular programs into courses
7. Create faculty learning communities for course enhancement (possibly through grants)

Other ideas:

- Carry through to well-designed linked classes U1010 with any gen ed
- Redesign U1010 for majors/colleges and require goal setting
  - Have 2 phases – freshman/sophomore and junior/senior redesign HIPPS/HILE infusion = Writing intensive, collaborative research, global learning, service learning, intern, capstone
  - 1<sup>st</sup> year learning communities
  - Hold college orientations as one of the co-curricular events

### **Expand EXL**

1. At the lower division level, courses are designated as EXL (service learning, intern, research, intern, study abroad, etc)
2. Utilize existing EXL SLOs
3. Provide grants to faculty groups
4. Introduce Eportfolio at lower division level through 1 hour EXL course
5. Actively connect with business and industry

### **1st Generation Freshman**

1. UNIV 1010 revamp on 1<sup>st</sup> generation students; require introduction to critical services and experiences
2. Parent/Supporter Education
3. Specialized services such as mentoring from 1<sup>st</sup> generation peer in their major
4. 1<sup>st</sup> Generation Learning Community