

Being



calls each of us to be...



ENGAGED:

I exhibit body posture that indicates I am paying attention; focus with minimum disruptions or distractions; express thoughtful ideas, reflective answers, and relevant questions; initiate and complete tasks with limited coaching; work well in a group; and exhibit interest.



ETHICAL:

I share credit for work performed by others, show a well-developed sense of right and wrong, use clear and accurate references for all borrowed material, adhere to policies and expectations, show respect for others and their viewpoints, and demonstrate honesty and integrity.



RESPONSIBLE:

I value and demonstrate accuracy and precision, am prepared, complete assigned tasks on time and to agreed-upon standards, have a clear understanding of what is expected of me, require minimal supervision and reassurance, am punctual and maintain good attendance, and take personal responsibility for mistakes and misconduct.



PROACTIVE:

I do things without being told, set goals and work toward them, identify opportunities to improve, and anticipate action that will help myself or others.



INTERACTIVE:

I am honest and direct, listen carefully to others and avoid blaming, am genuine and empathetic, and look for ways to connect with and support other people.



ORGANIZED:

I manage time effectively, maintain focus on the task at hand, accomplish tasks using an orderly approach, pay attention to details, maintain awareness of performance in class, and am prepared.



NETTIE-LIKE:

I volunteer my time to help others, seek ways to improve the lives of others, and lead others to find ways to serve my community.

TU|QEP



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WHAT DOES CAREER READINESS MEAN?

According to the National Association of Colleges and Employers (NACE), career management is the ability to “identify and articulate” such components as “skills, strengths, knowledge, and experiences,” which are important for specific positions and career goals (NACE, 2018, “Definitions” section). The process of examining any professional growth needs is also an important element of career readiness. In addition to being prepared, a person who is successful in career management is aware of techniques for, and the necessity of, self-advocating for desired opportunities as they arise (NACE, 2018).



Student Learning Outcome 1: Career Management

Students will analyze and compare career options for a chosen field of study.

SLO 1 targets students enrolled in OREN 105, a course required for all freshmen and transfer students that supports students’ development of the academic and soft skills needed to succeed in college. As the QEP is implemented, this course will be identified as a “Pioneer Ready” course and career management will be added as a learning outcome.



Student Learning Outcome 2: Teamwork & Collaboration

Students will collaborate effectively with peers on a project relevant to their chosen field of study.

SLO 2 targets students at two points during their college career to allow them the opportunity to both become exposed to and learn key collaboration skills. Two courses in each program (a 100/200 level course and a 300/400 level course) were chosen by program faculty as “Pioneer Ready” courses to house the assignment for SLO 2. The assignment in these two courses is a teamwork and collaboration project, specific to discipline, where students are required to work with other individuals to completion.



Student Learning Outcome 3: Employment Readiness

Students will develop a professional résumé/CV relevant to their chosen career path.

To address SLO 3, students will be given an assignment to complete a professional résumé/ CV as a mechanism by which to clearly communicate their skills and experiences to potential employers or graduate/professional school admission committees. Instructors will introduce tailored requirements for the résumé/ CV and cover letter based on the students’ chosen career path/content area.



Student Learning Outcome 4: Employment Readiness

Students will demonstrate interview skills necessary for their chosen career path.

The Interview Instruction Assignment targets students in their senior year where they will learn strategies for completing a professional interview. The designated senior seminar/ capstone or upper-level major course will deliver instruction on interview skills and an initial assessment of learning will occur. In addition, individual colleges will conduct mock interviews on an annual basis, allowing students to participate in mock interviews tailored to their discipline.