

Draft April 2005

Communication Mastery Definitions and Desired Outcomes:

SFA graduates will possess exceptional communication and information literacy skills. They will demonstrate the ability to:

- *Locate, evaluate and incorporate information and ideas* from diverse sources into written, spoken, electronic or artistic media following accepted citation procedures.
- *Write* clearly and cogently in expressive, analytic, and persuasive modes.
- *Speak* clearly and effectively using a variety of presentation techniques.
- *Read* with comprehension, demonstrating the skills of critical thinking and analytic interpretation.
- *Listen* actively and effectively in a variety of situations by following instructions, applying information, and responding appropriately to personal and non-personal cues.
- *Use graphic and electronic tools* to convey information, present scholarly findings, and facilitate artistic expression.

Career Preparation Mastery Definitions and Desired Outcomes:

The Total University Experience of every SFA graduate not only prepares them for assuming the role of a person of reason in our society, but also prepares them for various paths to which their course of study leads. College students expect career orientation to be an integral part of their university preparation. Career preparation in the various colleges is encouraged to include the following components.

- Early academic exploration of interests and skills
- Selection of a major commensurate with those interests and skills
- Purposeful written reflection on individual career goals that are reviewed early and often.
- Recording and refining of the individual resume or portfolio
- Systematic awareness of...
 - Career path options and the required preparation for each
 - Internship or Coop opportunities and their relationship to success in career preparation

Addendum to University Criteria for Career Preparation

The Career Preparation Mastery Committee submits the attached Criteria as a working document to be used by the various Colleges and Programs of the University in the implementation of the Mastery in Career Preparation. In our discussions, however, we saw the need for some University-level initiatives (independent of any department) that could enhance a student's abilities in Career Preparation. We also see the need to provide some guidance into what career preparation might look like for those departments that do not currently provide such activities.

- Inform potential students of what we have to offer. Several of our programs have significant distinctions that may attract potential students. We may need more and better communications with High School Counselors. Today's potential students, however, gather much information from the Internet, so it is important to present our story on Web sites that are easy to navigate. One component of such Web site redesign should be a careers link for each department.
- The office of Career Services should put together a Web site of potential careers in all academic fields at SFA. A current student could then browse this list (like a Google search) to gather information about any career. Such a searchable list would be of great benefit to undecided majors or to students seeking to change majors.
- Each program or department should maintain a link to alumni information. Current students of any program would be able to see the types of jobs that alumni have. The alumni information also acts as a ready source of contact information for potential students. Some of our best sources of new students come from maintaining good contact with former students.
- SFA 101 should include information on Career Preparation. This may come in the form of the Interest and Skills survey that the office of Career Services kindly lets us tap into or some other form. The idea is to get the students thinking about bullet points 1-3 on the attached document early in their academic career.
- Showcase Saturdays should highlight our distinctiveness in programs and facilities. A meeting with the parents during these events would help. Parents are frequently very influential in the career path their student follows.
- The University should conduct a Majors' Fair. This would impact current students and would act as a clearinghouse of information on potential majors and career options.
- Departments should be encouraged to expose their majors at an early level to SIGI-Plus and/or the Campbell Interest and Skills Survey, which are free career prep tools offered through the office of Career Services.

It is not the desire nor the intent of the Career Preparation Mastery to narrowly restrict a student to certain career paths. The mark of a university education is the acquisition of a set of flexible skills that will stand the graduate in good stead regardless of where her future takes her. We feel, however, that properly prepared students should know something about possible career paths.