

From Classroom to Career

Description

In an ever-changing career landscape, faculty and employers alike agree: students need additional support to develop into career-ready graduates. Faculty play an important role in creating students who are both knowledgeable and skill-ready for their future careers. Middle Tennessee State University provides students and faculty with several resources to support career-ready professionals; however, not all students and faculty are aware or utilizing existing resources.

This Faculty Learning Community represented faculty across diverse disciplines and curricular levels who are committed to supporting career readiness. The work of this FLC focused on developing activities that would encourage students to think of themselves as professionals from the moment they arrive on campus. For the purposes of this FLC, Career Readiness was defined as the soft skills and knowledge needed to be ready for the workplace.

Members of the FLC collaborated with campus partners, including Academic Advisors, the Career Development Center, the Disability and Access Center, MT One Stop, and the Writing Center to create easily implementable classroom activities that result in career readiness. Whether a faculty member has five minutes to devote to career readiness in a course or unlimited time, these simple strategies aim to infuse career readiness into the classroom.

In the following pages, faculty can find a number of strategies along with some examples of activities targeted for undergraduate students. This information can be implemented as is or tailored to meet the needs of specific disciplines and learning environments. Please utilize this resource as you see fit. We hope you will join us in the important work of preparing students for career success.

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Faculty

Why: Faculty members of the FLC represented stakeholders on career readiness from diverse colleges within the University. Faculty brought their own and shared experiences to discuss campus faculty's direct efforts to promote career readiness.

What's In It For Me: Employers are more likely to hire professionals with career-ready skills. These skills are more likely to carry students into a successful professional journey.

Below you will find a list of strategies you can carry out at MTSU to enhance career readiness among students. Additionally, we have included two specific activities that can enhance career readiness in your classroom with little effort. Feel free to adapt, as necessary.

Strategies:

I. Increase Professionalism Opportunities

A. Objective: Get students to engage in industry-related student organizations.

Action Steps:

- Colleges, through the Dean's office, create a list of area or industry-related student organizations available within their College to distribute, so faculty know various opportunities available to the students. This list should also be available on the College's website. Alternatively, a master list of industry-related student groups is easily attainable by contacting [Jackie Victory](#), Director of Campus Activities and Strategic Marketing.
- Faculty distribute information about student organizations to students by posting in their class Canvas shell, sending email, and in-class announcements.
- Offer extra credit points to students who join one of the student organizations. An alternative assignment for students who are already members of a student organization is to offer the extra credit for taking on a leadership role within the organization.
- Faculty invite a student leader from at least one student organization into their class to make talk about the benefits of participating in student organizations.
- Colleges and/or Departments encouraged to host a Student Organization Fair at least once an academic year.

B. Objective: Get students to attend networking events and other professional opportunities, such as on-campus and in-area speakers, workshops and conferences.

Action Steps:

- Build extra credit points into curriculum based on the number of structured, related networking, industry workshops or conference types of events the student attends.
- Invite industry professionals into the classroom to speak to students about the importance of relationships, professionalism, and career readiness in their industry.
- Faculty allow for a peer-to-peer networking game within the classroom at the start of the semester. At the end of the semester, the student(s) who can remember and repeat a fun-fact from the greatest number of students in their class receives extra credit points.

C. Objective: Help students focus on resume building and the interview process at all levels.

Action Steps:

Faculty add assignments into the curriculum requiring students to interact with appropriate career resources on campus.

- Freshmen year – Faculty require an assignment where students must meet with a Career Advisor at the Career Development Center to discuss their career goals. Students write brief synopsis of who they met with, what they discussed and what they learned about themselves and their career aspirations, to turn in for grade.
- Sophomore year – Faculty require students to create a draft of their resume and meet with someone at the Career Development Center or the Writing Center to review. Students would turn in documentation from whichever resource they met with, along with their revised final resume, for credit.
- Junior year – Using the AI platform in Quinnia at the Career Development Center, faculty would create a bank of industry-related interview questions and then require students to use the platform to be interviewed at the start of the semester. Then, using the feedback report it produced, students would have a second assignment to go through the interview process again later in the semester, utilizing the same interview questions. Faculty would review and compare the two results with the student, highlighting improvement (or lack of improvement) in their interviewing skills.
- Senior year – Require students to set an in-person interview appointment with the Career Development Center, where they will be assessed on everything from arrival time, appropriate attire, eye contact, ability to answer interview questions, and their resume.

II. Increase Training Workshops on Mentoring

A. Objective: University or each College offer professional training workshop(s) to faculty on ways to create a mentoring network with industry personnel.

Action Steps:

- Create a database of alumni from academic programs. Contact alumni about being a mentor to students.
- Reach out to professional organizations that offer mentoring programs, and establish a relationship and/or partnership to connect students with professionals.

B. Objective: Department offer peer-to-peer mentorship opportunity between upperclassmen (juniors/seniors) serving as mentors to lowerclassmen (freshmen/sophomore) and transfer students, with faculty oversight.

III. Increase Incremental Professionalism Opportunities with Curriculum

Career Experience Maps can help students focus on integrating their current university experience with a plan for their future career. It is a way to integrate all aspects of their experience (e.g., coursework, extracurricular experiences, work experience, and so forth) into a document focused on mapping progress towards their career.

A. Objective: Create a Career Experience Map

Action Steps:

- Gather key stakeholders to discuss Career Experience Maps and their inclusion within your major.
- Decide how you want to use the tool (e.g., in advising sessions, in a class within the program of study, embedded within multiple classes across the course of study).
- Decide what elements you want to include in your major-specific career map.
- Format elements into a document.
- Implement the document.
- Make sure to check in with stakeholders on formatting and content, as adjustments will be inevitable.

Activities

Collegewide Student Organization Fair

Learning Objective: Get students to engage in industry-related student organizations.

Supply List: Tables (one per organization) and chairs (two per table), secured through MTSU Event Coordination.

Costs: There is a cost associated with reserving and delivering the tables and chairs, based upon the number of each needed, handled through the [Event Coordination Office](#).

Activity: Dean's office hosts an all-department Student Organization Fair for their College once a year

- 1) Dean's office should maintain a list of all the student-run organizations available to the majors within their College, along with a list of the Faculty Advisors.
- 2) Choose a suitable date 2-3 months in advance, to allow enough time to contact the student organizations for their participation and reserve the space being used.
- 3) Because one of the purposes of having a college-wide Student Organization Fair is to get students engaged in your industry-related student organizations, the best time to schedule the fair is within the first couple of weeks of classes beginning. As such, the first week of September (typically after the Labor Day break) or the last week of January, are good time periods.
- 4) Contact should be done through the organization's student leadership, with the faculty advisor copied on email communication. Additional information should be sent to all Department Chairs in the College.
- 5) Once an appropriate place in the building is selected, then a space request must be completed through *25 Live* to secure the space. Through *25 Live*, questions regarding the date, time, and logistical needs will be asked. You do not need to know the number of tables and chairs at this point; only that you will be using tables and chairs.
- 6) Reserving tables and chairs is done through MTSU's Event Coordination office. This should be done 3-4 weeks before the event. You can make a guesstimate of numbers needed, which can be updated closer to the actual date of the fair. It is best to overestimate the first numbers given to ensure you have all that you need, and adjust, if needed, closer to the event.
- 7) Student organizations should be given a deadline to respond to their participation of 2-3 weeks in advance. For that reason, those organizations should be contacted at least a month before the event.
- 8) Most student organizations' leadership serves in office for the full academic year. If the College is scheduling a fair for the fall, consider reserving the date and space over the

summer and making contact at that time. If the fair is scheduled for the spring semester, organizations should be informed before leaving for their winter break. This provides each organization with time to announce their membership and to hold the date on their activity calendar.

- 9) Promotion of the College Student Organization Fair should be done through the student organizations, student email, college social media accounts, distribution of posters or fliers around the building, and a commitment by faculty members to make announcements in class.
- 10) Organizations should be encouraged to provide signage representing their clubs and information to hand out to interested students.

Career Readiness Maps

Learning Objective: Engage students in consistent career readiness planning.

Supply List: NACE Competency Assessment Tool, Career Plan Worksheet, and Career Readiness Map

Introduction (written for faculty to read directly to students): During your time at MTSU, it is important that all your experiences move you closer to your professional goal. Your classes are setup for you to gain specialized knowledge and skills for a specific industry; but these are not your only experiences in your college career. We want you to think broadly about all the opportunities you can take advantage of over the next several years to create a career-ready professional. This Career Readiness Map is a tool to help you do just that.

Interactive Learning Activity:

1. Provide students with *NACE Competency Assessment Tool*, *Career Plan Worksheet*, and the *Career Readiness Map*.
2. Ask students to complete the *NACE Competency Assessment Tool*. Once the tool is completed discuss the following:
 - Which career competencies did you feel strongest in? Why?
 - Which career competencies did you feel weakest in? Why?
 - Identify two career competencies that you would like to work in the foreseeable future. Write them on your *Career Readiness Map* under the *Skills to Develop* section.
3. Ask students to complete the *Career Plan Worksheet*. Once the tool is completed, discuss the following questions from the worksheet:
 - Question three asks, “What do you aspire toward?” Who would like to share their answer?
 - Question five asks, “What are the steps to achieve your career goal and how are they sequenced?” Let us discuss this a little more. Who can share?
 - Question six asks, “What things do you want or will you need to do before achieving the goal?” Someone walk us through their answer.
 - Question nine asks, “Why does this career fit into your career identity and who you are? Why does it match your passion and your purpose?” Let us discuss. Who can share?

After the completion of both, students will be ready to complete the Career Readiness Map. This document supplements the work done in the previous two documents.

4. Ask students to complete the *Career Readiness Map*.

Discussion: This Career Readiness plan is meant to be a living document. We hope you will revisit it often and revise it as necessary. There is a lot to consider when you think about your future career. Breaking a long-term goal into shorter short-term steps can help us make progress towards our future career while also decreasing feelings of overwhelm.

Let us take some time to discuss our overall feelings about completing these documents.

1. Now that you have a loose, yet specific plan for your career path, how do you feel?
2. What help might you need to accomplish some of your goals? We do have many resources on campus that are available to help you with career planning broadly, and within your major.
3. What steps will you take to hold yourself accountable for the actions stated for this semester or academic year?

Closing: I hope that you will take some time to revisit this document frequently. Career readiness is not a haphazard process. You must plan and execute a series of actions to build the knowledge and skills needed in the modern workforce. Know that you have a great team of support at MTSU, from our department, advisors, the Career Development Center and MT One Stop. All these resources are here to help you, so make sure you take advantage of them!

Acknowledgements: NACE

NACE Competency Assessment Tool

Instructions: This assessment is intended to assess student proficiency in 8 competencies.

To use this assessment, review each competency definition and behaviors, then select the score that corresponds to your self-assessment.

Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.

Use any additional space after the inventories to make notes on how you have used these competencies, or set SMART goals (specific, measurable, achievable, relevant, and time-bound) for one or more dimensions of each competency to plan your next step in growing each area.

Assessment developed by [NACE \(National Association of Colleges and Employers\)](#)

Competency: Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and outside of one's organization.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Awareness of Strengths & Challenges	I can identify strengths and challenges related to career goals.	I understand how strengths and challenges can shape career paths and goals.	I sometimes examine strengths and challenges to find learning experiences needed to move toward career goals.	I consistently examine strengths and challenges to design a plan to find learning experiences needed to move towards career goals.	
Professional Development	I am aware of the need for professional development for achieving career goals.	I understand the importance of professional development for achieving career goals.	I sometimes seek out professional development opportunities for achieving career goals.	I consistently seek out professional development opportunities for achieving career goals.	
Networking	I can identify elements of effective networking, such as: connecting with individuals and expecting reasonable outcomes.	I understand how to use networks to create new career pathways.	I sometimes use networks to build new relationships and pathways that align with career goals.	I consistently use networks to build new relationships and pathways that align with career goals.	

Competency: Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Oral Communication	I recognize the elements of effective oral communication skills, such as: asking appropriate questions.	I understand how to use oral communication skills to convey meaning.	I sometimes use effective oral communication skills to convey meaning.	I consistently use effective oral communication skills to convey meaning.	
Written Communication	I recognize the elements of effective written communication skills, such as: using clear topic sentences and providing clear evidence to support claims.	I understand how to use written communication skills to convey meaning.	I sometimes use effective written communication skills to convey meaning.	I consistently use effective written communication skills to convey meaning..	
Non-verbal Communication	I recognize the elements of effective non-verbal communication skills, such as: monitoring body language and posture, proximity, gestures, and eye contact.	I understand how to use non-verbal communication skills to convey meaning.	I sometimes use effective non-verbal communication skills to convey meaning.	I consistently use effective non-verbal communication skills to convey meaning.	
Active Listening	I recognize elements of effective active listening such as: asking clarifying questions and summarizing what was heard.	I understand how to use active listening skills when communicating with others.	I sometimes use active listening skills when communicating with others.	I consistently use active listening skills when communicating with others.	

Competency: Critical Thinking

Identify and respond to needs based upon an understanding of situation context and logical analysis of relevant information.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Display Situational Awareness	I recognize the need for situational awareness, such as: gathering information, anticipating needs, prioritizing issues, and setting achievable goals.	I understand how to use situational awareness in the workplace.	I sometimes use situational awareness in the workplace.	I consistently use situational awareness in the workplace.	
Gather & Analyze Data	I recognize the role of data gathering and analysis in fully understanding a problem.	I understand how to gather and analyze data to solve a problem.	I sometimes gather and analyze data to solve a problem.	I consistently gather and analyze data to solve a problem after considering the quality of the data.	
Make Effective & Fair Decisions	I recognize the need to objectively assess situations using relevant information from a variety of perspectives to make effective and fair decisions.	I understand the elements of effective decision-making and problem solving, such as: problem identification, identifying values, and determining solutions and logistics.	I sometimes demonstrate effective decision-making and problem-solving.	I consistently demonstrate effective decision-making and problem solving.	

Competency: Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage with anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Engage Multiple Perspectives	I am aware that different cultures may have different experiences and viewpoints.	I understand the need for getting input from multiple cultures.	I sometimes seek input from multiple cultures.	I consistently seek input from multiple cultures and then integrate the input into future decisions and actions.	
Use Inclusive & Equitable Practices	I am aware that inclusive and equitable practices are used in the workplace.	I understand the importance of inclusive and equitable workplace practices.	I sometimes use inclusive and equitable practices and occasionally work to bring them into the workplace.	I consistently use inclusive and equitable workplace practices and work to bring them into the workplace.	
Advocate	I recognize the need for inclusion, equity, justice, and empowerment for underrepresented groups.	I understand the link between supporting underrepresented groups and achieving inclusion, equity, justice, and empowerment.	I sometimes advocate for underrepresented groups in the workplace.	I consistently advocate for underrepresented groups in the workplace.	

Competency: Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Inspire, Persuade, & Motivate	I recognize some of the skills and knowledge leaders use in the workplace, such as: being a role model, building trust, and tapping into what drives people.	I understand some of the skills and knowledge leaders use in the workplace.	I sometimes practice the skills and knowledge leaders use in the workplace.	I consistently practice the skills and knowledge leaders use in the workplace.	
Engage Various Resources & Seek Feedback	I recognize the value of using a variety of resources (including people) and feedback from others to inform direction.	I understand the importance of using a variety of resources and feedback from others to inform direction.	I sometimes use a variety of resources and feedback from others to inform direction.	I consistently use a variety of resources and feedback from others to inform direction.	
Facilitate Group Dynamics	I recognize the importance of group dynamics in achieving organizational goals by leveraging team member strengths, establishing group norms, and addressing conflicts effectively.	I understand the importance of group dynamics in achieving organizational goals.	I sometimes facilitate group dynamics to achieve organizational goals.	I consistently facilitate group dynamics by putting team members in position to succeed, collectively setting group norms, and resolving conflicts effectively.	

Competency: Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Act with Integrity	I recognize the need to act with integrity in the workplace by being trustworthy, accountable, and respectful of colleagues and stakeholders.	I understand how to act with integrity in the workplace.	I sometimes act with integrity in the workplace.	I consistently act with integrity in the workplace.	
Demonstrate Dependability	I recognize the need to be a dependable, diligent member of a work environment, including being present, being prepared, and showing attention to detail.	I understand how to be a dependable, diligent member of a work environment.	I sometimes act as a dependable, diligent member of a work environment.	I consistently act as a dependable, diligent member of a work environment.	
Achieve Goals	I recognize the need to focus on achieving goals in the workplace.	I understand how to focus on achieving goals in the workplace by prioritizing tasks.	I sometimes achieve goals in the workplace by prioritizing and completing tasks.	I consistently achieve goals in the workplace by prioritizing and completing tasks.	

Competency: Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Build Relationships for Collaboration	I recognize that collaboration and relationship-building are important parts of team-building.	I understand how to build strong, positive work relationships for successful collaboration.	I sometimes build strong, positive work relationships with colleagues for collaboration.	I consistently build strong, positive work relationships with colleagues and supervisors for collaboration.	
Respect Diverse Perspectives	I recognize the need to respect all people in the workplace, including those from diverse backgrounds.	I understand how to respect all people in the workplace, including those from diverse backgrounds.	I sometimes show respect for and include all people in the workplace, including those from diverse backgrounds.	I consistently show respect for and include all people in the workplace, including those from diverse backgrounds.	
Integrate Strengths	I recognize my own and my colleagues' strengths, knowledge, and talents.	I understand how my own and my colleagues' strengths, knowledge, and talents can be integrated into the team to improve team performance.	I sometimes integrate my own and my colleagues' strengths, knowledge, and talents into the team's performance.	I consistently integrate my own and my colleagues' strengths, knowledge, and talents into the team's performance.	

The Career Plan Worksheet

1. If external expectations and pressure about your career are removed, and time and resources are not an issue, what do you see yourself doing after college, or after graduate school?
2. What sounds and feels exciting and makes sense to you?
3. What do you aspire toward?
4. In thinking about the above, what's the basic timeline to achieve your career goal? (Example: To become a licensed psychologist, one must complete an undergraduate degree, advanced degree—typically a Ph.D.—a post-doctoral supervised clinical experience, and sit for two state-level professional exams, all taking 10+ years.)
5. What are the steps to achieve your career goal and how are they sequenced?
6. What things do you want or will you need to do before achieving the goal?
7. Does this career goal require internships? Does it require undergraduate and/or graduate research experience? Does this goal require an advanced graduate degree? (Example: An aspiring school teacher will need to be admitted into a teaching program, to complete student teaching, pass certification exams, and establish connections in school districts to find employment.)
8. There are many ways and places to express your aspirations. Where do you see yourself when you achieve your career goal? (Example: Engineers can work in corporations, government agencies, nonprofits, private practice, and so forth.)
9. Why does this career fit into your career identity and who you are? Why does it match your passion and your purpose?

(Examples: Social Worker/Human Development and Family Sciences professional – finds significant satisfaction and meaning in helping others in need. Medical researcher – experiences deep excitement exploring and answering health questions that will benefit

humanity. Pastor – holds deep meaning in supporting others with their spiritual and community lives. Musician – expresses the connection with self and the environment when creating and playing music. Law enforcement officer – experiences purpose in being part of the community and as a person who supports the structure.

Courtesy of the [National Association of Colleges and Employers](#).

Career Experience Map

	1 st Year	2 nd Year	3 rd Year	4 th or Final Year
Academics	Classes taking?			
Relevant Skills Experience	Job experience? Professional groups to join?			
Connections to Campus and Community	Student groups to join? Events to attend?			

Specific Career Preparation	Career Development Center personality assessment? Resume development?			
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*Adapted from Minnesota State Career Development Center's [College to Career Major Map](#)

Advisors and MT One Stop

Why: Advisors and members of MT One Stop are important partners in helping students overcome bureaucratic barriers to graduation and advising students on the career readiness resources at Middle Tennessee University that are available to them.

What's In It For Me: Advisors and MT One Stop provide services to students with a wide variety of interests and backgrounds. They collectively ensure completion of degrees designed to prepare students for successful careers.

By reducing the need for faculty to answer questions about their roles in career advising and providing activities that encourage students to be proactive about finding the answers they need, these activities should help reduce the burden on your time. The items and activities below help students identify key resources, start conversations about career and university opportunities, and help inform them about how to overcome obstacles at the university level that may prevent them from accessing career resources and materials needed to apply for jobs (such as their transcripts). These resources may be shared with students directly by staff and/or incorporated as class assignments by faculty.

Strategies

To increase student awareness of the correct place and person to reach out to for career advice and available support services, we have provided the following items and activities:

- An infographic explaining the type of career-related advice provided by advisors and faculty, to help students determine the appropriate person to ask for specific types of advice.
- A planning document that may be provided to students by staff or faculty to help guide discussions about their career options and what they should do while at MTSU to prepare for these careers.
- A quiz to help students learn about the different types of holds that can be placed on their accounts. Registration holds can prevent students from registering for classes, changing schedules, or obtaining transcripts needed for job applications and career advancement.
- An online scavenger hunt that helps students learn about TRIO Student Support Services (SSS), a federally funded program on campus, which is designed to help eligible students succeed.
- A quiz designed to familiarize students with the MT One Stop website and the type of support they provide students.

Item 1: Advising Infographic

Faculty and Advisor Career Advising	
Faculty	College Advisor
Expert in their discipline and serves as mentor to help students understand and excel in their field.	Degree requirement specialist who assists students in creating a plan to complete requirements in a timely and manageable fashion. Follows student progress and can recommend support services.
Assists with identifying electives or minors to complement career interests.	Assists student with formalizing changes to their program of study (e.g., change of major, adding a minor).
Recommends alternative courses to fulfill major/minor requirements, if needed.	Identifies possible course substitutions and requests faculty advisor and/or chair review. Processes course substitution requests and waivers for General Education, major and minor requirements.
Assists with identification of internships, study abroad, and related co- and extra curricular activities to support personal development.	Seeks faculty advisor guidance to apply academic credit for immersive learning experiences to the degree program (e.g., Course Approval Form for study abroad).
Helps students with resumes, portfolios, and other activities to enhance their readiness for graduate school or the profession.	Completes an initial audit of degree requirements and works with the student to submit an Intention to Graduate form to the Graduation Analyst.
To schedule an appointment: Email them or ask to make an appointment after class	To schedule an appointment visit: https://www.mtsu.edu/advising/

Activities

Planning Document

Overview: The planning document encourages students to talk to advisors and/or faculty to get tailored advice from a subject area expert. Students will need time to meet with advisors and faculty. You may need to create a list of advisors and faculty in related careers willing to meet with students. The meeting will take approximately 30 minutes. If used as a graded assignment, it may take approximately 15-20 minutes to grade and comment on each completed document. Revise the draft of the assignment guidelines and form for your needs.

Recommended Instructions if used for a course assignment: Schedule a meeting with your advisor or a faculty member who teaches courses in your major. This meeting can be in-person or online (i.e. via Zoom or Microsoft Teams).

Your Planning Document will be graded based upon your thoughtful completion of each section (Career Goals, Maintaining a Solid GPA, Opportunities at MTSU, Minors, and Preparing for Post-Graduation), worth 10 points for a possible total of up to 100 points.

Student Information
Name:
Your Major:
Advisor or Faculty Member's Name:
Meeting Date:
YOUR CAREER GOALS
These goals may change in the future but indicate your current goals.
Your Primary Career Goal:

Your 'Plan B' Career Goal:
Your 'Plan C' Career Goal:
Summarize Any Advice the Advisor or Faculty Member Gave Regarding These Goals:
MAINTAINING A SOLID GPA
Discuss with your advisor or the faculty member about your current GPA, the type of GPA needed for your career goals. Then what you can and ought to do to improve and strengthen your GPA as well as any resources you may need to consult. Summarize any recommendations below. Simply add more rows if needed.
Current GPA:
GPA Goal:
Summarize Any Advice the Advisor or Faculty Member Gave Regarding Your GPA:
OPPORTUNITIES AT MTSU
Discuss with your advisor or faculty member the types of opportunities you should take advantage of while at MTSU to put yourself in the best position possible to achieve your career goals—internships (what types), study abroad, undergraduate research, student organizations and pre-professional activities, or other things. Add more rows if needed.
What Opportunity?

When You Should Do It?

Summarize Any Advice the Advisor or Faculty Member Gave You Regarding Opportunities at MTSU:

MINORS

Discuss with your advisor or faculty member the utility/value of your current minor or possible minors.

Your Current or Planned Minor(s):

Summarize Any Advice the Advisor or Faculty Member Gave Regarding Minors:

PREPARING FOR POST-GRADUATION

Discuss with your advisor or faculty member what you should be doing over the next year or so to best prepare for what you want to be doing the year after you graduate.

Check which of the following you plan to pursue after graduation:

A Professional Job in the Field

A Ph.D. Program

Law School

A Masters/Certificate

Other: _____

Summarize Any Advice Your Advisor or Faculty Member Gave Regarding What to Do Over the Next Year or So to Plan for Your Post-Graduation Goals:

Quiz on Holds

This quiz is designed to help students learn about the different types of holds that can be placed on their accounts. This auto graded quiz can be given in a class such as UNIV 1010.

**Faculty, correct responses are provided at the end of the quiz.*

Registration holds are administrative blocks placed on a student's account or record that can prevent them from registering for classes, changing schedules, or obtaining transcripts.

1. Which department should a student contact about a financial aid hold?
 - a. MT One Stop
 - b. Admissions
 - c. Business Office
 - d. College Advisor

2. What are some reasons a student may have a registration hold from Student Health Services? Select all answers that apply.
 - a. Outstanding immunization requirement
 - b. Unpaid parking ticket
 - c. Unpaid balance
 - d. Outdated prescription

3. Can a student who misses a meeting with the Office of Student Care and Conduct get a registration and/or transcript hold placed on their account?
 - a. True
 - b. False

4. Can continuing undergraduate students with advising holds meet with a faculty member to have a hold removed?
 - a. Yes
 - b. No

5. Which department should a student contact about a required placement test hold?
 - a. University Studies
 - b. Testing Center
 - c. University Writing Center
 - d. MT One Stop

Answer Key

1. A
2. A and C
3. True
4. No
5. A

TRIO SSS Online Scavenger Hunt

Student Support Services, or TRIO, is a federally funded program on campus that is designed to help eligible students succeed. This activity is designed to help you learn about what they have to offer.

**Faculty, correct responses are provided at the end of the activity.*

Locate the SSS page from MTSU's website and answer the following questions.

1. Who is eligible for Student Support Services at MTSU?
2. List 3 benefits of joining SSS.
3. Where is the SSS office located?
4. What are 2 LinkedIn Learning Collections that are available for SSS members?
5. How do students apply for SSS student membership?

Answer Key

1. Full-time undergraduate students who have a verified academic need and meet at least one of the following are eligible: first-generation college student (neither parent has earned a baccalaureate degree), income eligible per federal guidelines, and have a documented disability registered with MTSU's Disability and Access Center.
2. There are several benefits including: free tutoring, financial advising & financial literacy education, academic and major/career counseling, personal support & encouragement, grants, cultural events, success workshops, computer/resource lab, and graduate school assistance.
3. KUC 308, MTSU
4. There are several collections including: Artificial Intelligence (AI), Career Preparation, Communication, Study Skills, and Financial Literacy.
5. Students can apply by picking up an application from the SSS office, KUC 308 or printing the application from <https://www.mtsu.edu/ssupport/> and mailing it. Applications are accepted year-round, but space is limited to 175 students. Applications are reviewed, and applicants are notified of the decision prior to the start of the academic year (August).

MT One Stop Quiz

This quiz requires students to engage with the MT One Stop Website, which helps them learn about how to get help from MT One Stop and what types of help they provide.

**Faculty, correct responses are provided at the end of the quiz.*

First, visit MT One Stop's Website at <https://www.mtsu.edu/one-stop/onestopcounter/>. Then answer the following questions.

1. MT One Stop offers a Virtual Counter that is available for all students, but specifically online only and working students who can't make it to campus during regular business hours can speak with Enrollment Coordinators via Zoom. What hours is this resource available?
 - a. Monday-Friday, 8:00 – 4:00 p.m.
 - b. Monday-Saturday, 8:00 – 4:00 p.m.
 - c. Everyday, 8:00 – 4:00 p.m.
 - d. Monday-Friday, 8:00 – 5:00 p.m.
2. How can you contact MT One Stop?
 - a. Email MTOneStop@mtsu.edu
 - b. Use the Virtual Counter for an online face-to-face unscheduled appointment
 - c. Visit in-person on the 2nd floor of the Student Services and Admissions Center
 - d. Submit documents via the Dropbox
 - e. All the above
3. What are some forms of Emergency Assistance listed under "Outreach and Support?"
 - a. SGA Emergency Loan Program
 - b. Emergency Short-Term Foundation Loans
 - c. MTSU Emergency Financial Assistance
 - d. All the above
4. Select the best answer. If you are involved in an emergency and someone else (not you) needs to report your inability to attend classes through MT One Stop, how can they report it?
 - a. Have them email mtonestop@mtsu.edu to let them know you are unable to attend classes and why.
 - b. Have them email mtonestop@mtsu.edu to let them know you are unable to attend classes and why, then you email your instructors as soon as possible and ask if documentation is needed for the absence.
 - c. Have them email mtonestop@mtsu.edu and ask them to contact instructors.
 - d. Have them email mtonestop@mtsu.edu to let them know you are unable to attend classes and later you email your instructors for makeup work.

5. A ___ is term used to describe a family member registered through MT One Stop with permission to access academic and billing information for a student.

- a. MTSU Parent
- b. TrueBlue Partner
- c. Support Ambassador
- d. Partner in Education (P.I.E.)

6. Which of the following forms of financial aid can MT One Stop help with?

- a. Federal Loans
- b. Scholarships Awarded by MTSU
- c. Tennessee Lottery Scholarships
- d. All the above

7. You have learned about a major that is a better fit for your career goals than your current major. To change majors, you should schedule an appointment and meet with your current college advisor, or an advisor in the new major, to discuss if a change of major might alter your graduation date and to complete and submit a change of major form.

- a. True
- b. False

8. If you are dropping or withdrawing from a course, you should contact MTOneStop to discuss any financial aid or other financial issues that may result from the Drop/Withdrawal.

- a. True
- b. False

9. How do you obtain an *official* copy of your transcript for a graduate school or job application?

10. How can you check your attendance report in PipelineMT?

11. What are the in-person hours of operation for MT One Stop?

- a. Monday-Friday, 8:00 – 4:00 p.m.
- b. Monday-Saturday, 8:00 – 4:00 p.m.
- c. Everyday, 8:00 – 4:00 p.m.
- d. Monday-Friday, 8:00 – 5:00 p.m.

12. What should students who want to register or add classes on PipelineMT *after* the term's deadline do?

- a. Get approval from the course professor(s) and chair
- b. Contact the course professor and MT One Stop
- c. Go to class and get the course professor's signature
- d. Get approval from the department chair

13. Students who want to register or add classes on PipelineMT *after* the term's deadline are required to submit a signed late registration form by which timeframe?

- a. Within 5 days
- b. Within 2 business days
- c. Within 1 week
- d. Within 5 business days

14. Students who register for classes are automatically confirmed in their courses.

- a. True
- b. False

15. If students do not pay by a specific date, they will be removed or "purged" from their registered classes and will have to register again.

- a. True
- b. False

Answer Key

- 1. A
- 2. E
- 3. D
- 4. B
- 5. D
- 6. D
- 7. A
- 8. A
- 9. Current and former students may order transcripts online 24/7 using Parchment. Payment for the handling and delivery of eTranscripts and/or secure blue paper transcripts is made by credit card to Parchment directly. This vendor provides this service through an agreement with Middle Tennessee State University and is considered secure and encrypted. If ordering an eTranscript (PDF), please allow at least 45-60 minutes for processing, confirmation, and delivery notifications. Some orders may take longer if the order must be reviewed or if a hold exists on the account.
- 10. Log into PipelineMT, click on the Registration and Student Resources menu, Under Academic Records, click on Attendance, and select the term.
- 11. A
- 12. A
- 13. B
- 14. False
- 15. True

Career Development Center

Why: Faculty participating in the Faculty Learning Community (FLC) represented a broad range of perspectives on career readiness across multiple colleges within the university. Through collaboration and discussion, faculty shared their experiences and highlighted the many ways instructors are already integrating career-readiness into their teaching.

What's In It For Me: Employers consistently seek candidates who demonstrate strong career readiness skills, as these competencies are closely linked to workplace success. By intentionally incorporating career readiness into your teaching, you can better prepare students for meaningful career pathways while also enhancing the relevance and impact of your courses.

Below, you will find practical strategies that can be implemented at MTSU to support and strengthen students' career readiness. In addition, we have included one adaptable activity, along with the necessary documents to implement this experience, that can be integrated into your classroom to promote these skills.

Strategies

- Students will independently identify, using an alumni roster, initiate, and develop a professional mentoring relationship while demonstrating appropriate communication, professionalism, and career planning skills (can use the assignment and assessment below with this strategy).
- Students will gain insight into a variety of career pathways within their chosen profession and practice professional engagement during a panel discussion with mentors and industry professionals (can use the assignment and assessment below with this strategy).
- Students will learn and apply both the roles and responsibilities of a mentee/mentor.

Alumni and Peer Mentoring Experience

Learning Objective: Students will learn and apply both the roles and responsibilities of a mentee/mentor.

Supply List:

- Classroom and/or private meeting spaces
- Small appreciation gifts for alumni and professional mentors
- Reflection assignment and rubric

Setup:

If the space allows for multiple mentor–mentee pairs to meet privately without overhearing one another, no rearrangement is necessary. Otherwise:

- Assign each mentor–mentee pair a private area within the building.
- If meeting in a shared classroom, arrange chairs face-to-face to promote open and effective communication.

For senior-to-alumni mentoring sessions, a buffet-style dinner may be held before the mentoring conversations begin. In past years, senior students have planned and catered this event as part of their senior experience.

Introduction

This activity is designed to help senior students in a professional program become more informed about their upcoming supervised practice or internship experiences and future careers.

It also provides seniors with the opportunity to give back to their program by sharing their knowledge, progress, and experiences that have contributed to their success. In this situation, the seniors would mentor the underclassmen in the orientation course.

The instructor should clearly connect:

- The purpose of mentoring
- The roles and responsibilities of mentors and mentees
- The importance of professional communication
- How does this experience support career readiness

Introduction Components:

1. A brief lecture and discussion covering:
 - The purpose and goals of mentoring
 - The role of a mentor
 - The role of a mentee
 - Suggested (but not limited) discussion topics
 - Strategies for productive and open communication
2. Mentees complete a short form identifying:

- Their intended area of professional practice
 - Career goals and interests
3. If alumni or senior mentors' current roles or future plans are unknown, they complete a similar form.
 4. The instructor matches mentees with mentors based on shared professional interests whenever possible.
 5. The first mentoring session is scheduled.
 6. If hosting a dinner event, finalize planning and logistics.
 7. Assign each mentor–mentee pair a private meeting location.
 8. Each pair exchanges contact information and schedules two additional virtual meetings.
 9. After the sessions, mentees complete a reflection paper for assessment.

Interactive Learning Activity

- Opening introductions between mentor and mentee (5–10 minutes)
- Discussion of career path, supervised practice experiences, and professional expectations (30–45 minutes)
- Goal-setting conversation (15–20 minutes)
- Planning for continued communication and future sessions (10–15 minutes)

Discussion

At the next class meeting, utilize the Alumni and Peer Mentoring Experience (20-30 minute debrief) to conduct a group discussion allowing students to share general insights and benefits from their mentoring experience.

Students are not required to share personal or sensitive details. Key points to reinforce:

- Effective communication is essential in professional relationships
- Mentorship is mutually beneficial
- Career development requires intentional networking
- Reflection enhances professional growth

Students should confirm plans for their two additional mentoring sessions.

Closing

To conclude the activity: (total of 10-15 minutes)

- Reinforce the importance of continued mentor engagement
- Emphasize that professional growth requires practice and reflection
- Introduce how future coursework or sessions will build upon this experience
- After the mentoring experience is complete, students will complete and submit a structured reflection paper (assignment and rubric attached).

Acknowledgements:

This mentoring activity model was adapted from best practices provided by the [Center for Mentoring](#).

Journal of Mentoring Sessions

Date	Starting Time	Ending Time	Location	Outcome Document one positive outcome from the meeting and briefly discuss how you will make the next meeting as good or better.

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Peer Mentoring Assignment Guidelines

Objective: To learn and apply the role and responsibilities of a mentor.

Assignment: (a) You are responsible for meeting with your mentors/mentees three times. (b) Upon completion of the mentoring program, you will: 1. Submit the journal of your mentoring sessions; and 2. Write a paper reflecting upon your experience.

Completed Mentoring Agreement: (4 points)

- A mutual agreement between you and your mentee(s) will be submitted at the end of the first session.

Journal of Mentoring Sessions: (6 points)

- At the completion of each mentoring session, complete the journal form documenting the session. The form should be jointly completed by documenting one positive outcome and one strategy you will use during the next session to make it as good or better. (Documentation of 3 mentoring sessions @ 2 points per session)

Reflection Paper Components: (30 points)

- The “what” (6 points)
 - Introduce your paper by addressing its topic and the areas you will discuss.
 - Discuss what you learned about being a mentor.
- The “so what” (9 points)
 - Discuss your reactions to being a mentor/mentee.
 - Did the experience develop your leadership and communication skills?
 - Were there any barriers to serving as an effective mentor or mentee?
- The “now what” (12 points)
 - Discuss how you will use this learning experience in the future.
 - Will you seek out future mentoring opportunities? Justify and explain your answer.
 - What recommendations do you have to improve the peer mentoring program?
 - Write a summary to bring your reflection paper to a conclusion.
- Written Presentation (3 points)
 - Format: 3-5 pages long; 12-point font, 1-inch margins, double-spaced, indented paragraphs, subheadings to organize content, numbered pages, and a title page that includes the student’s name, submission date, course acronym/number/title, and title of paper.

Grading Criteria:

- Both the thoroughness of your discussion and the depth of critical thinking will be used to evaluate the paper.
- Please use the grading rubric to guide the content and completeness of your paper.

Total Points for Peer Mentoring Assignment: 40

Mentoring Assignment Evaluation Form

Completed Mentoring Agreement: (4 points)

Journal of Mentoring Sessions: (6 points) Documentation of **3** sessions 2 points per session

Reflection Paper Components: (30 points)

The “what” (6 points)

- The student included an introduction to the paper about its topic and the areas that will be addressed.
- The student discussed what was learned about being a mentee/mentor and mentoring in general.

Earn 6 points	Earn 4.5 points	Earn 3 points	Earn 1.5 points
concise, yet thorough	somewhat concise yet thorough	somewhat concise, not very thorough	not concise; little discussion

The “so what” (9 points)

- Student discussed:
- reactions to the mentoring experience and to being a mentee.
- skills developed through experience.
- barriers that affected the quality of the mentoring experience.

Earn 9 points	Earn 7.5 points	Earn 6.5 points	Earn 5.5 points
concise, yet thorough	somewhat concise yet thorough	somewhat concise not very thorough	not concise; little discussion

The “now what” (12 points)

- Student discussed:
- If information, knowledge, and insight were obtained to help be a successful student and program graduate.
- If future mentoring opportunities are pursued, a justification for the answer is required.
- Recommendations to improve the peer mentoring program.
- The reflection paper included a conclusion.

Earn 12 points	Earn 10 points	Earn 8.5 points	Earn 7.5 points
concise, yet thorough	somewhat concise yet thorough	somewhat concise not very thorough	not concise; little discussion

Written Presentation (3 points)

- *Format: 3-5 pages long (1 point); 12-point font, 1-inch margins, double-spaced,

indented paragraphs, numbered pages and, subheadings (What, So What, Now What) to organize content, (.25 points each); title page that includes student's name, submission date, course acronym/number/title and title of paper (.5 points) Note: 2 errors for spelling/grammar are allowed; for each subsequent error .25 points will be deducted from points earned in this category.

Score /40

Write Like a Professional

Learning Objectives:

1. Professionally articulate the key features and types of professional writing within your specific career field by comparing amateur vs professional writing styles.
2. Document similarities and differences between a human generated professional writing samples and an AI generated writing samples from within a specific discipline.
3. Produce a clear, concise and career-focused writing sample of either a one-page memo to colleagues, an email to a supervisor, or future employee seeking employment.

Supply List: Professional writing samples from careers represented across colleges of MTSU. Also, AI generated writing samples to compare with professional writing samples. Students will also need a computer to write their samples and use for AI-generated writing samples.

Setup: This activity can be done in a workshop format outside of class or during a regular class session. The activity could be conducted by the Writing Center staff or the class instructor.

Introduction (approximate time: 5 minutes): Divide the class into groups of 3-4 students. Share with the class that they will learn how to write like a professional today by comparing and contrasting different writing styles and samples, and practice writing on their own. Show the class the different materials they will be working with, such as the writing samples and computers. Provide time for each table to introduce themselves to each for the group portion of the activity.

Interactive Learning Activity (approximate time: 45 minutes):

1. **Professional vs Amateur writing styles (15 minutes)**
 - Provide students with professional and amateur writing samples to review including types of writing that align with their career goals.
 - Have students document the differences between the two samples individually first, then with a table group of 3-4 peers.
 - Have a class discussion about key features of professional writing.

Example of Professional vs Amateur Writing styles taken from a Google search.

1. Daily Email Communication

Professional emails are direct and front-loaded, meaning the purpose is stated immediately.

- **Amateur:** "Hi, I'm just checking in to see if you had a chance to look at that thing I sent over last week, let me know when you can."
- **Professional:** "Dear [Name], I am writing to follow up on the project proposal sent on March 10. Could you please provide feedback by Wednesday so we can meet the deadline?"

2. Status Updates and Reporting

Focus on active voice and concrete results rather than passive, vague language.

- **Amateur:** "It was decided that the meeting should be moved to later."
- **Professional:** "I have rescheduled the meeting to 3:00 PM EST to accommodate the team."
- **Amateur:** "We worked on increasing sales."
- **Professional:** "We implemented a new sales strategy that increased qualified leads by 15%."

3. Requesting Action (Clarity & Courtesy)

- **Amateur:** "I need you to fix this report because it's wrong."
- **Professional:** "Could you please review the data in section 3 of the report? The figures appear to differ from the source document."

4. Professional Tone in Difficult Situations

- **Amateur:** "I'm not doing that. It's not my job."
- **Professional:** "My current priorities do not allow me to take on this task. However, I can assist after [Date] or refer this to [Colleague]."

Key Principles of Professional Writing

- **Active Voice:** "I submitted the report" vs. "The report was submitted by me".
- **Be Concrete:** Use specific facts and figures rather than vague terms like "some," "good," or "fast".
- **Cut Fluff:** Avoid phrases like "I am writing to inform you that..." or "Needless to say..." Just state the message.
- **Use Formal Tone:** Avoid contractions (use "do not" instead of "don't") and avoid slang or idioms.

1. Professional Human-generated vs AI- generated writing samples (15 minutes)

- Provide students with professional human- generated that align with their career goals.
- Have students generated a professional writing sample using an AI tool with a given prompt that aligns with their choice of career.
- Have students compare and contrast human-generated and AI-generated professional writing sample with a table group of 3-4 peers.
- Have a class discussion about key differences and similarities between AI- generated and human-generated writing samples

2. Practice writing like a professional (15 minutes)

- Provide students with writing prompts that align with their choice of career.
- Have students write a professional writing sample (i.e. brief report, memo, email, etc..)
- Have students exchange writing samples with peers to provide constructive critique.
- Have a class discussion about the writing process and any questions they might have about professional writing.

Discussion (approximate time: 10 minutes): Bring class back together to review what they have discussed. Ask if there are any additional questions about professional writing styles. Also recap the key features of professional writing discussed as a group. Ask students to reflect either verbally or in writing about their experience with this activity. Ask students what they learned and what aspects of this activity they plan to adopt to their everyday writing practices.

Closing (approximate time: 5 minutes): For homework, students will write an email to a future employer inquiring about an internship or a job opportunity. Students will attach a real job ad with their homework and reference the actual job throughout the email.

Disability & Access Center (DAC)

Strategy

1. Focus on Accessibility and Awareness:

- Removing the Stigma of “Help” – Many students who qualify for accommodations are often hesitant to register because they don’t want the label as being “difficult” or having an unfair advantage.
 - When DAC is openly discussed it signals using the services is a standard part of the academic process, no different than the tutoring center or writing center.
- Proactive vs Reactive Success – Without awareness, many students will wait until they are failing or in a crisis before seeking help.
 - Early awareness allows for a proactive setup to ensure their grades reflect their knowledge, not their disability.
- Preparing for the Modern Workplace – Even students who never need the DAC will likely manage or work alongside someone who needs accommodations.
 - Awareness builds professional literacy (Americans with Disabilities Act ADA) and more likely to be an empathetic and legally compliant manager who understands how to provide “reasonable accommodations.”
- Supporting “Invisible” Disabilities – A significant portion of the DAC’s work involved non-visible conditions.
 - Mental Health, Neurodiversity, Chronic Illnesses are “disabilities” that don’t have a specific look, but awareness fosters an overall more compassionate campus community.
- Universal Usage of Services with Awareness – While sidewalk curb cuts were designed for wheelchair users, they benefit strollers and luggage as well as delivery carts.
 - As students learn about accessibility, they might start using closed captioning on lectures when in a noisy room or use text-to-speech software to “read” while commuting, creating productivity hacks.

Activities

Awareness Activities for Faculty

- The "Accessibility Scavenger Hunt" - Instead of just listing the DAC on the syllabus, create a brief, low-stakes digital scavenger hunt.
 - The Task: Ask students to find the DAC's website and identify three specific services they offer (e.g., note-taking assistance, assistive technology, or testing environments).
 - The "Why": This ensures students navigate to the resource before they might need it.
- Syllabus "Speed Dating" or Gallery Walk - Devote 10 minutes on the first day to a collaborative syllabus review.
 - The Task: Break students into small groups. Assign each group a section of the syllabus to "pitch" to the class. One group is specifically assigned the Accessibility Statement.
 - The "Why": Hearing a peer explain the importance of accommodations reduces the stigma often associated with seeking help.
- Guest "Micro-Visits" – Invite a DAC representative to do a 5-minute "elevator pitch" at the start of a lecture.
 - The Task: If a live visit isn't possible, play a short 2-minute introductory video from the center.
 - The "Why": Putting a face to the office makes the center feel more approachable and less like a bureaucratic hurdle.
- Universal Design for Learning (UDL) Reflection– Model accessibility in your own teaching and point it out to the students.
 - The Task: Explain why you use closed captions on videos, provide Alt-Text for images, or offer multiple formats for a project (e.g., a paper vs. a podcast, infographic, or screencast).
 - The "Why": This frames accessibility as a design standard for everyone's benefits, rather than a "special favor" for a few.
 - "I'm offering these choices because some of you are brilliant writers, while others can explain a concept far better through a conversation or a visual map. By choosing the format that fits your strengths, you can focus your energy on the ideas rather than the format."
- Professional Development Case Studies – Incorporate disability into discipline-specific scenarios to highlight workplace relevance.
 - The Task: How do we ensure this ad campaign is accessible to the visually impaired? How would you handle a request for a standing desk or screen-reading software for a new hire? How do we design a lab space that accommodates a student in a wheelchair?
 - The "Why": This connects the DAC to their future roles as managers and colleagues.
- The "Check-In" Survey – Around week 3-4, send out a brief, anonymous "How's it going? Survey to all students.

- The Task: Include questions like: “Do you feel you have the tools and accommodations you need to succeed in this course? If not, have you connected with the DAC?”
- The "Why": Many students don't realize they need help until their first major exam or project. This serves as a timely reminder.

What's in it for Faculty:

1. Increased awareness:

- If students register early, faculty receive official accommodation letters at the start of the semester. This allows for planned logistics (like extended testing time) rather than last-minute scrambles and "emergency" emails.
- Accessibility services provide the "scaffolding" that allows bright students with learning differences to demonstrate their actual mastery of the material.
- When faculty mention the DAC, it signals to all students, including those without disabilities, that the instructor is invested in student well-being.
- Faculty who integrate accessibility awareness are preparing their students for the "real world." By reframing the DAC as a "professional resource" rather than a "support office," faculty help students view accommodations as a standard business tool. This helps bridge the gap between being a "student with a disability" and a "professional with a workspace requirement."

The Accessibility Scavenger Hunt

Goal: Familiarize students with the Disability & Access Center (DAC) website before a crisis occurs.

- Format: Digital (LMS quiz, Google Form, or Worksheet).
- Time: 5–10 minutes.
- Instructions:
 - Navigate to the university's DAC homepage.
 - Find and list three specific services offered (e.g., Note-taking assistance, Testing environments, or Assistive Tech).
 - Identify the physical location of the office and the primary contact email.
- Submit your findings for a small "participation" point.

Syllabus "Speed Dating"

Goal: Peer-to-peer normalization of accessibility requirements.

- Format: Small group collaboration.
- Time: 10–15 minutes.
- Instructions:
 - Divide the class into five groups. Assign each group one section: Course Objectives, Grading, Attendance, Late Work, and Accessibility Statement.
 - Each group has 3 minutes to create a 30-second "pitch" on why their section matters to a student's success.
 - The Accessibility Group's focus: Explain how to request accommodations and why the professor wants you to use them.
- Present the pitches to the class.

Guest "Micro-Visits"

Goal: Humanize the DAC and lower the barrier to entry.

- Format: Live guest speaker or short video.
- Time: 2–5 minutes.
- Instructions:
 - Introduction: "I've invited [Name] from the DAC to briefly introduce themselves so you know who is behind the emails."
 - The Pitch: The representative (or video) should cover: Who we are, where we are, and how to start a conversation with us.

- Follow-up: Post the DAC's contact info in the class "Announcements" immediately after the visit.

Universal Design for Learning Reflection

Goal: Explicitly label accessibility features as benefits for all learners.

- Format: Brief instructor monologue or "Meta-Moment."
- Time: 2 minutes (recurring).
- Instructions:
 - When showing a video with captions, say: "I'm turning on captions because it helps with technical vocabulary and focus for everyone."
 - When posting a PDF, say: "I've run this through an OCR check so it's searchable and screen-reader friendly."
- Discussion Point: Briefly ask students, "Does anyone else find captions helpful when studying in loud places?"

Professional Development Case Studies

Goal: Connect accessibility to career-readiness and industry standards.

- Format: Think-Pair-Share or Class Discussion.
- Time: 10 minutes.
- Instructions:
 - Present a scenario relevant to your field:
 - Marketing: "How do we ensure this social media campaign is accessible to the visually impaired?"
 - Architecture/Science: "How do we design this lab or office to accommodate a wheelchair user?"
 - Ask students to brainstorm 2–3 solutions.
 - Explain that knowing how to work with the DAC now prepares them for HR and ADA compliance in their future careers.

The "Check-In" Survey

Goal: Identify students who are struggling after the initial "honeymoon phase" of the semester.

- Format: Anonymous online survey (Week 3 or 4).
- Time: 2 minutes (outside of class).
- Instructions:

- Send a link to an anonymous survey with 3 questions:
 - On a scale of 1-5, how are you managing the course load?
 - Do you feel you have the tools and accommodations you need to succeed?
 - If not, have you connected with the DAC or do you need a link to their intake form?
- Share the general (anonymized) results with the class to show they aren't alone in their challenges.

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