

Addendum to Sophomore Year Experience White Paper:

The SY@HPU white paper was written to evoke discussion about ways to assist students through the transitional periods in their college careers. The focus of the white paper is the sophomore year as this year is recognized as a time of important transition when students are choosing majors, enrolling in more difficult courses, and beginning to consider their lives after college. The following document is an addendum to the Sophomore Year Experience White Paper for clarification and to evoke further discussion.

- Many schools address the sophomore year transition with a series of activities including social events, seminars, or workshops run by Student Life, Career and Internship Services, or Residential Life. SY@HPU is more academic in nature: a one credit course taught by faculty members in which students participate in course readings and activities carefully selected to engender critical self-reflection to help students choose an academic path. In addition, the course could include learning activities that enhance critical thinking, teamwork and mentoring, and promote an understanding of diversity, cultural awareness, and civic responsibility.
- To facilitate student transitions throughout the college career, the SY@HPU program could be extended to the junior and senior year as part of the 2015 QEP. For example, juniors and seniors could elect to take one credit courses which teach them skills such as how to apply for internships or jobs, create resumes, or interview successfully. The interdisciplinary nature of the courses could additionally be used to teach oral communication and teamwork, perhaps with a pedagogy like problem based learning. As an example, the general education curriculum at Belmont University in Nashville, TN, is spread over all four years and focuses on four stages of student learning: (i) launching students into college, (ii) determining how students' skills, passion, and values intersect with the world's needs, (iii) broadening student perspectives, and (iv) reflecting on students' challenges and time at the university.
- Sophomore Year QEPs at other colleges and universities:
 - Clemson University, Clemson Thinks²: a second year seminar designed to "build student critical thinking skills and serve as a gateway for greater engagement in learning throughout junior and senior years."¹
 - University of Richmond, Sophomore Scholars-in-Residence: living and learning communities for sophomore students.²
 - Belmont University, The Sophomore Year Experience: a required course, service project, residential communities, and a retreat for sophomores.³
- One goal of the 2005 HPU QEP "Self, Society, World, and Vocation" was the institution of both a Freshman and Sophomore Year Civic Engagement Program. The 2005 QEP Sophomore Year Program plan was to add civic engagement experiences to all ethics courses for sophomores to "explore contemporary ethical perspectives on a broad range of subjects, including family, society, business, and the environment." The 2015 SY@HPU program would reach far beyond the intent of the 2005 QEP.

¹ <http://www.clemson.edu/assessment/sacscoc/QEP.html>

² <http://ifx.richmond.edu/assessment/qep.html>

³ http://www.belmont.edu/institutional_effectiveness/qep.html