Course Inventory Change Request

New Course Proposal

Date Submitted: 12/10/15 2:22 pm

Viewing: SSC 2002: Becoming a Lifelong Learner

Last edit: 12/10/15 2:22 pm
Changes proposed by: D00276358

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<th>Course Prefix:</th>
<th>SSC</th>
<th>Course Number:</th>
<th>2002</th>
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<td>Effective Semester:</td>
<td>Fall 2016</td>
<td></td>
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<td>Department:</td>
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<td>Instructor Permission Required: Yes</td>
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In Workflow
1. IDAS Chair
2. ED Dean
3. University Curriculum Committee Chair
4. Banner

Approval Path
1. 12/10/15 2:30 pm Mark Jeffreys (jeffreys): Approved for IDAS Chair
2. 12/14/15 3:58 pm Brenda Sabey (sabey): Approved for ED Dean
This course is designed for continuing TRiO Student Support Services students to further ease their transition to college by providing them with the skills and information necessary to be successful students and productive citizens. Their college experience will be enriched as they better understand the process and principles of becoming a lifelong learner. Students will create their own philosophy of learning and outline the specific ways they will strive to become a learner. Students will also recognize important outcomes of becoming a learner that are vital to their success such as creativity, the ability to think critically, developing excellent communication skills and acquiring an exceptional character. They will better understand the major/career decision making process, including self-assessment, evaluation of majors and careers, and by the implementation of a personal action plan in order to achieve their academic goals.
Justification for course/change:

The recent approval of the TRiO Student Support Services grant had a new component this year with Competitive Preference Priority that each applying institution had to address. Competitive Preference Priority 1(a): Influencing the development of Non-cognitive factors. Projects that are designed to improve students' mastery of non-cognitive skills and behaviors (such as academic behaviors, academic mindset, perseverance, self-regulation, social and emotional skills, and approaches toward learning strategies) and enhance student motivation and engagement in learning. Competitive Preference Priority 2(a): Providing Individualized Counseling for Personal, Career, and Academic Matters. With the funding of the new 5-year grant, these components need to be addressed, and with the increase in credit hours and additional two new courses, DSU TRiO Student Support Services can meet the new program objectives.

Library Resources Adequate: Yes
Tech Resources Adequate: Yes

Comparable Courses: (use USHE course first)

<table>
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<tr>
<th>Institution</th>
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<th>Credit(s)</th>
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<td>Utah Valley University</td>
<td>SLSS 101R</td>
<td>1-3</td>
<td>Student Success Topics</td>
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<td>University of Utah</td>
<td>ED PS 2600</td>
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<td>Strategies for College Success</td>
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Course Learning Outcomes:

Upon successful completion of SSC 2002, a student will demonstrate through completion of activities, discussions, reflection papers and testing that they have achieved the following:

1. An understanding of the importance of becoming a lifelong learner and realizing how their education is transforming them into a better person.
2. An understanding of the principles of becoming a learner which include:
   a. The most important things learned will not be graded
   b. Knowledge is interconnected
   c. Student must take the responsibility for own learning
   d. Learning requires relationships
   e. Learners are Courageous
f. Learning cannot be cheated
3. Creation of a written philosophy of learning and a description of how to put these ideas into action.
4. An understanding of the value of clarifying interests, values and skills, and learning how these relate to different majors, careers and opportunities at Dixie State University.
5. Developing an action plan for choosing a major, achieving a bachelor’s degree and pursuing a career.
6. An understanding of financial literacy skills developed through
   a. Creating and living within a budget
   b. Knowing how to protect against identity theft
   c. Learning how to use credit wisely
   d. Finding and applying for scholarship(s) and other financial aid

Assessment

• Using an instructor developed rubric, students will be graded on a written reflection paper describing the full potential and possibilities of a college education.
  (Objective 1)

• Using an instructor developed rubric, students will be graded on a written reflection paper in which they:
  a. describe the six principles of learning and
  b. state what they are doing or willing to do to accomplish what these principles entail.
  (Objectives 1 and 2)
• Students will be graded on an exam which matches “principle s of learning” statements with the correct learning principle.
  (Objective 2)

• Using an instructor developed rubric, students will be graded on their written responses to the following questions:
  a. In what ways will I take better advantage of general education classes, especially if I am not necessarily interested in the topic?
  b. What is my plan to develop productive, professional relationships with my professors?
  c. What will I do when I find myself in a learning environment that I find difficult or challenging?
d. How will I evaluate my success in ways other than with my grades?
e. What is my plan to improve my work ethic and integrity during college?
f. How will I deal with failures, setback, and obstacles?
g. Outside of professional job skills, what learning abilities do I want to develop during college? How will I go about acquiring each one?

(Objectives 1,2 and 3)
- Student will use their results on the Focus 2 Career inventory (given at no cost at the DSU career center) and write a reflection paper which relates their interests, values and skills to their chosen major

(Objective 4 and 5)
- After meeting with an academic advisor in their chosen major, student will create a detailed graduation plan that will be graded using an instructor prepared rubric.

(Objectives 4 and 5)
- Students will be graded on an exam covering concepts on an identity theft and using credit wisely unit

(Objective 6)
- Using an instructor developed rubric, students will be graded on:
  a. budget they create using an excel spreadsheet
  b. written reflection paper on concepts covered in the financial literacy unit

(Objective 6)