Course Inventory Change Request

New Course Proposal

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

Viewing: SSC 2003: Gear Up for Greatness

Last edit: 12/10/15 2:22 pm

Changes proposed by: D00276358

Course Prefix: SSC  
Course Number: 2003

Effective Semester: Fall 2016

Department: Interdisciplinary Arts/Science (IDAS)

School: School of Education

Course Title: Gear Up for Greatness

Short Course Title: Gear Up for Greatness

Credits: 2

Workload Factors: 2

Primary Grade Type: Standard Letter

Secondary Grade Type:

Instructor: Yes

Permission Required:

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

https://newcatalog.dixie.edu/courseleaf/approve/?role=admin
This course is designed for continuing TRiO SSS students to transition from general education to majors and careers by providing them with the skills and information necessary to be successful students and capable, contributing citizens. The course facilitates better understanding of the major/career decision making process and the development of essential career success qualities: accountability, adaptability, critical thinking, creative thinking, communication concepts, diversity, relationship building, confidence, mindset and leadership. Students are asked to examine their thoughts, beliefs and attitudes, to focus on self-development, and to create a personal and career portfolio.

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.

<table>
<thead>
<tr>
<th>Library Resources Adequate:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Resources Adequate:</td>
<td>Yes</td>
</tr>
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</table>

**Comparable Courses:** (use USHE course first)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Prefix/Number</th>
<th>Credit(s)</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>Southern Utah University</td>
<td>UNIV 1020</td>
<td>2</td>
<td>Strategies for Success</td>
</tr>
<tr>
<td>Utah State University</td>
<td>PSY 1220</td>
<td>3</td>
<td>Career and Life Planning</td>
</tr>
<tr>
<td>Weber State University</td>
<td>UNIV 2900</td>
<td>2</td>
<td>Career Planning and Exploration</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>SLSS 2100</td>
<td>3</td>
<td>Major and Career Exploration</td>
</tr>
</tbody>
</table>

**Course Learning Outcomes:**

The focus of TRiO courses is to assist students in becoming capable and contributing members of society.

A student will demonstrate through successful completion of activities, discussions, small group work, reflection papers, interviews, presentations and testing that they have achieved the following:
1. An understanding of qualities essential to becoming a contributing, capable citizen.
   1. Accountability
   2. Adaptability
   3. Critical Thinking
   4. Creative Thinking
5. Communication Skills  
6. Diversity  
7. Relationship Building Skills  
8. Self-Knowledge  
9. Confidence and Mindset  
2. An understanding of the world of work and preparing for a career by  
1. focusing on career opportunities within their major.  
2. understanding that biases and perceptions are unique to each human experience.  
3. learning to use critical thinking skills in diverse situations.  
4. creating a network of support and opportunity.  
5. investigating careers and pertinent essential qualities through informative interviews.  
3. An understanding of pre-employment skills, requirements and information gathering by  
1. becoming comfortable with public speaking.  
2. experiencing interpersonal and small group communication activities.  
3. preparing and giving a pocket speech.  
4. creating a resume.  
5. creating a cover letter.  
6. asking for letters of recommendation.  
7. creating and using a perpetual career portfolio.

4. An understanding that many resources are available to them by  
1. finding and carefully choose mentors.  
2. using the Career Center.  
3. keeping connected with their academic advisors.  
4. creating and using a perpetual personal portfolio

Assessment

Objective 1  
• For each of the nine essential qualities, students will write about an experience from their own lives to assess if they were successful or unsuccessful, to reflect on the experience and to choose, from
current hot topics, examples of either success or inadequacy.

- Using a rubric created by the teacher, students will define and examine how and why each of the nine essential qualities is pertinent to becoming a capable and contributing citizen.
- Through a reflection paper, students will determine how they will know they are successful.

Objective 2
- Using a rubric created by the teacher, students will research, interview and chronicle their findings (numbers 1, 4, 5)
- Using a rubric created by the teacher, students will participate in classroom activities and presentations then chronicle successes or inadequacies (numbers 2,3)

Objective 3
- Using a rubric created by the teacher, students will create and demonstrate communication skills through group discussion, queries and public speaking (numbers 1,2,3,6)
- Using a rubric created by the teacher, students will create concise, clear and quality documents (4,5,7)

Objective 4
- Using a rubric created by the teacher, students will chronicle their resources and write reflections (numbers 1,2)
- Students will show proof of meeting with their resources (numbers 2,3)
- Students will collect and chronicle their personal accomplishments, talents and personal-capital in a personal portfolio (4)