Term		**Office**	Online Facilitator's Office
Instructor(s)	**Email**	**Phone**	**Contact Hours**
Name	email	phone#	hours

Course Vision

This course is about you becoming the person you want to be, by developing the learning skills you need in order to be successful in college (and in life!) and developing the mindset and abilities that make self-growth achievable. We want you to discover that you can become both the director and star in all aspects of your life and make the next years of your academic life the most successful you've ever had.

Course Description

This course is designed to help you to learn **how to learn** and launch you on the path of self-growth. This opportunity is designed to help you say "YES!" to your own success, showing you how to achieve greater success in college, work, and life. You may never again have an opportunity like this to improve the quality of your life; please make the most it!

Learning Outcomes At the end of the course, you will have/use:

A Growth Mindset Firmly believe that learning performance is not fixed but can be significantly improved through self-growth (at least doubled during the course) by becoming more of a self-starter, open-minded, positive, open to feedback and committed to your own success through self-assessment, self-challenging, and self-improvement.

An Academic Mindset Be self-motivated by knowing you belong in your academic environment, enjoy and find value in your academic challenges and know you will succeed by knowing how to clarify expectations, ask questions when help is needed, and develop a life vision.

Learning Processes Have learned a set of explicit, step-wise learning processes (methodologies) such as reading for learning, writing to learn, critical thinking, problem solving, information processing, and reflecting.

Learning Strategies Taken control and ownership of your learning and life by expanding your tool set of learning practices (habits, tools, strategies, and approaches) such as goal setting, planning, using resources effectively, working hard, and validating your learning.

Affective Learning Skills (Grit) Be willing to get outside of your comfort zone, take risks, embrace failure, manage frustration, ask for help, adapt, manage time, prioritize, being disciplined and do what is necessary to achieve success leading to greater emotional intelligence.

Social Learning Skills Engage in teams and communities to increase your effectiveness by seeking diversity, connecting with others, asserting oneself, collaborating, performing in teams, communicating, speaking publically, and being responsible for self and others.

Productive Academic Behaviors To be prepared, continually focused, extremely engaged, and systematically organized

A Success Plan To identify self-defeating habits, limiting beliefs and personal factors which have prevented your level of success in order to create the cohesive plan that will help you transform your situation, thus producing a roadmap to fulfill your unlimited potential.

Course Schedule

It has been our experience that students who miss **critical milestones** are only rarely able to recover and go on to complete the course. It is for this reason that missing **ANY** of the deadlines is grounds for removal from the course.

Course Resources

Learn to Learn for Success (book; is contained within the course)
Profile of a Successful College Student (contained within the course)

Levels of Performance

Star Performer   Distinction in all 5 competencies (special letter of recommendation)

Honor Student   Distinction in 4 of the 5 competencies

College Student   Distinction in 2 or 3 of the 5 competencies

Competent Student   Competent in all 5 competencies

Student Responsibilities

- **You are committed to being successful in this course, your work and in life.** This means you're absolutely sure that you want a high quality of life, and you're not only *willing* to grow, you *want* to grow

- **You are willing to do whatever is necessary.** For this course, this means attending to every activity, completing all the assignments to the best of your ability, participating within your team, spending quality time each day and never, never, never, never giving up!

- **You are coachable.** This means that you're willing to take assessment feedback from your team members and the facilitator of the course. You're willing to experiment with new behaviors and beliefs.

- **Team Player and Community Member.** Be a positive contributor to the community of learners, increasing the learning of the group of which you are a part.

- **Willing to be Accountable and Responsible.** Accept accountability for the timely completion of all course work products. This includes all tasks and assignments completed by the day or time identified in the Course Schedule.

- **Be an Engaged Learner.** Emotionally engage in the challenge of personal growth and the necessary effort for continuous improvement in yourself and in the course.

- **Meet Deadlines.** Work products must be completed with the level of quality required and at the time identified.

Faculty/Facilitator Responsibilities

- Provide guidance and mentoring to each student in order to improve selected learning skills for this course, work, and life.

- Provide assessment feedback upon request to strengthen any defined area of interest or help improve performance on a performance task or work requirement

- Model the use of all tools and techniques at the same or higher level of quality expected of students.

- Provide in-depth consulting and mentoring during the course for anything desired.

- Provide assistance in locating additional resources that align with personal and team goals.

- On request, demonstrate techniques for everyone in the course.

Methodology (Course Culture and Processes)

The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the facilitator to create opportunities for learners to demonstrate that ownership. As such, the facilitator will be continually providing challenges to improve learner performance. Key processes are not just "covered" but extensively used and modeled throughout the course. These processes include various forms of assessment (self-assessment, peer assessment, structured reflections, instructor assessment, etc.), facilitation, and problem solving.

There will be numerous time-pressured learning situations, at least one cooperative learning activity that requires participants to perform together, as well as many opportunities for students to share their work with their peers and fellow participants. Students are encouraged to articulate their understanding to one another, take advantage of their Team forum, and collaborate to solve problems.

Communication and documentation, both on- and off-line are critical, as these form the basis for course work products.

Academic Honesty and Integrity

The principles of intellectual honesty and integrity are of utmost importance. All participants in this course are expected to demonstrate the highest degree of integrity in their work and interactions with others.

Description of the Course: Five Competencies

A *competency* is a description of a person's performance level and abilities in applying a set of integrated knowledge, skills, and attitudes. Actual performance may vary and the competencies should be used by the learner and facilitator (or mentor) to assess the level of performance in order to identify and plan opportunities for improvement. An evaluator will determine your level of performance within each competency to determine your overall level of performance in the course. See Appendix A for specific evaluation criteria and scoresheets.

1 | **Competency One** — **You are a reflective practitioner and learner who self-assesses each learning performance to improve future learning performance.**

ASSESSMENT TOOL: Reflective Learning Journal

You are given a list of all the entries that you need to make in Appendix A; these should all be posted in the Reflective Learning Journal you will create.

2 | **Competency Two** — **You are a master learner who is self-directed and can produce generalized knowledge efficiently and effectively.**

ASSESSMENT TOOL: Writing Responses to 75 Critical Thinking Questions

You are required to post your answers to 75 Critical Thinking Questions (CTQs), activity by activity, and these are used to evaluate your ability to construct meaning, contextualize, and generalize your knowledge.

3 | **Competency Three** — **You develop a plan for continual success as a student, in a career, and for a lifetime.**

ASSESSMENT TOOL: Success Plan

The Success Plan Portfolio has five components that learners submit:

1. **An assessment and analysis of past performances** that identifies at least 10 reasons for lack of previous success with 100 percent allocated across this set of reasons (weight each reason some

percentage of 100 that total back up to 100 percent). The allocation will provide a ranking of each reason's contribution to the lack of success, thereby helping you identify your five most important growth goals for the course.

2. **An analysis of the evaluation system (range of assessment types)** to determine through past performances the specific prioritized areas where you have struggled to meet expectations/competencies (e.g., tests, papers, projects, etc.), with the top two problematic performances addressed with solutions and individual action plans.

3. **Two course success plans** specific to a course you failed to complete during your last term. Your course success plans must: a) Identify the tools that were used or will be used to measure the competencies for that course, b) Create a detailed and specific plan for successfully completing these courses, and c) Provide a rationale (explanation) why your plan will be successful.

4. **A learning kit of at least 5 new tools, strategies, and/or techniques** that will improve your performance as a student. Each entry into your learning kit will consists of a 1 page write-up that includes: 1) The title of the learning tool; 2) A paragraph describing the tool; 3) An additional paragraph describing how to put it to use; 4) A problem that it will solve and how; and finally, 5) how you will ensure that it will work.

5. **Self-Growth Paper** This is a reflection on the time you have spent in the course and a description of your journey in becoming a self-grower.

4	**Competency Four**	You have a life plan that defines how you intend to engage in all aspects of life (educational, social, personal, professional).

ASSESSMENT TOOL: Life Vision Portfolio

*This work product should illustrate that you have performed an extensive self-analysis of your past, present, and future in order to determine who you are, who you want to become, what you want to accomplish, and how you want your life to play out. There are 14 topics to explore in your Life Vision; you **must** write the first ("Who Am I?") but can then select 9 of the remaining 13 (800 word minimum per entry):*

1. Who am I?
2. Processing Life's Difficulties
3. Letting Go of Evaluation
4. My Goals
5. My Future Relationship
6. Step by Step
7. Meaningful Reading
8. Role Models
9. My Community
10. Recovering from Failures OR Dealing with Fear of Performance
11. Seeing Myself through Three Learning Skills
12. Balance and Wellness in My Future
13. Friends as Mentors
14. What Has the Most Meaning in Your Life?

5	**Competency Five**	You have a professional demeanor and mindset with a desire for additional professional development.

ASSESSMENT TOOL: Score card/Gradebook of efforts and activities outside of the other four competencies.

If you're interestd in seeing Appendix A or a detailed schedule, simply let us know!