## SCPS LEARNING PLAN INSTRUCTIONS

**The Learning Plan that you develop in *Foundations,* and continue to revise with your Academic Committee provides documentation on how you completed your B.A. degree. As you visualize and plan your program, you should place planned and finished evidence, such as courses and ILPs on your Learning Plan.**

As you complete these plans, you will add the quarter and year you demonstrated the competencies and your grades. This represents a cumulative, evolving process of planned and revised learning that is finalized just prior to your last committee meeting.

When developing your Learning Plan, please use the following codes in designating the kinds of evidence that has been accepted for demonstration of competency:

* **Learning Evaluation (LE):** signifies learning through work or life experience, including informal or unaccredited study.
* **Accredited Coursework (AC):** indicates a course taken at an accredited college or university other than SCPS.
* **School for Continuing and Professional Studies Course (SCPSC):** designates courses taken at SCPS.

Be sure to check the official record of your coursework (“degree progress report”) regularly against your evolving Learning Plan.

# SCPS BA LEARNING PLAN

# COVER SHEET

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| --- |
| **Student**: |
| Address: |
| Position: |
| Company: |
| Date Admitted: |
| Date of Graduation: |
| Student ID Number: |
| Phone (W): |
| Phone (H): |
| Email: |
| **Faculty Mentor**: |
| Phone (W): |
| Email: |
| **Professional Advisor**: |
| Address: |
| Position: |
| Company: |
| Phone (W): |
| Phone (H): (optional) |
| Email: |
| **Peer Advisor (Optional)**: |
| Position: |
| Company: |
| Phone (W): |
| Phone (H): (optional) |
| Email: |

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| **EDUCATIONAL GOAL:** |
|  |
| **CAREER GOAL:** |
|  |
| **FOCUS AREA TITLE[[1]](#footnote-1):** |
| **FOCUS AREA RATIONALE:** |
|  |
| **ADVANCED PROJECT**: The student's Advanced Project results from an individually designed learning project and exhibits the student's ability to produce a work that is the culmination of her or his learning. |
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| EXTERNSHIP: The student's Externship results from an individually designed project, focusing on doing, making, or creating, and then reflecting on that learning process, an Externship class, or a travel course. |
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| **Signatures:** |
| Student: |
| Faculty Mentor: |
| Professional Advisor: |
| **Date Plan Presented:** |

DePaul University

# School for Continuing and Professional Studies

# Learning Plan: Written Competencies

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| --- |
| **Student:** |
| **Student ID Number:** |

THE FOCUS AREA

This area contains competencies that fit the student's personal and professional goals as defined in an area of interest.

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| **COMPETENCY STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| F-1: Focused Planning: Can design a plan for development in one’s Focus Area based on an analysis of elements that comprise the area. |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-11: Advanced Project: Can design and produce a significant product that gives evidence of advanced competency. |  |  |  |  |
| F-12: Advanced Project |  |  |  |  |

## THE LIBERAL LEARNING AREA

Liberal Learning encompasses the knowledge, abilities and values associated with the liberal arts. Eight required competencies from each of the Human Community, Scientific World and Arts and Ideas categories must be satisfied within this area, and finally, two Advanced Electives.

### THE ARTS AND IDEAS CATEGORY

The Arts and Ideas category encompasses knowledge, abilities and values that enhance the quality of one’s life and lives of others. Competency in this category is developed through reflection on human living, philosophy, religion, aesthetic experiences, and performance in the arts. Courses of instruction in art, philosophy, religion, and literature may contribute to the attainment of these competencies, as well as participation in the arts, in leisure time activities and reflection.

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| **COMPETENCY STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| A-1-\_: |  |  |  |  |
| A-2-\_: |  |  |  |  |
| A-3-\_: |  |  |  |  |
| A-\_-\_: |  |  |  |  |
| A-\_-\_: |  |  |  |  |
| A-\_-\_: |  |  |  |  |
| A-4 Ethics in the Contemporary World: Can analyze a problem using two different ethical systems. |  |  |  |  |
| A-5: Creativity: Can define and analyze a creative process. |  |  |  |  |

### THE HUMAN COMMUNITY CATEGORY

The Human Community category encompasses knowledge, abilities and values associated with human relations and communications. Competency in the Human Community is often attained through work in-groups and/or organizations, from participation in civic and social groups, from reflection on these activities, and through careful analysis of the characteristics of human communities. Students also gain competency in the Human Community through courses of instruction or readings in history, literature, sociology, psychology, and economics.

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| **COMPETENCY STATEMENT** | **EVIDENCE /**  **MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE**  **ACCEPTED** | **GRADE** |
| H-1-\_: |  |  |  |  |
| H-2-\_: |  |  |  |  |
| H-3-\_: |  |  |  |  |
| H-\_-\_: |  |  |  |  |
| H-\_-\_: |  |  |  |  |
| H-\_-\_: |  |  |  |  |
| H-4: Power & Justice: Can analyze power relations among racial, social, cultural, or economic groups in the United States. |  |  |  |  |
| H-5: Globalization: Can analyze issues and problems from a global perspective. |  |  |  |  |

### THE SCIENTIFIC WORLD CATEGORY

The Scientific World category encompasses knowledge, abilities and values associated with: technologies, physical and natural sciences, symbolic systems for describing the physical world: the environment. Competency in this category is often attained through work in scientific and technological fields, vocational interests and study of health and environment. Students also gain competency through courses of instruction in disciplines such as ecology, mathematics, geography, and natural science.

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| **COMPETENCY STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| S-1-\_: |  |  |  |  |
| S-2-\_: |  |  |  |  |
| S-3-\_: |  |  |  |  |
| S-\_-\_: |  |  |  |  |
| S-\_-\_: |  |  |  |  |
| S-\_-\_: |  |  |  |  |
| S-4 Interconnections in the Natural World: Can describe and explain connections among diverse aspects of nature. |  |  |  |  |
| S-5: Scientific Reasoning: Can explain and evaluate the nature and process of science. |  |  |  |  |

### ADVANCED ELECTIVES

Learning experiences for these competencies must be at an advanced level. Transfer courses must be at the junior or senior level. Other learning experiences must be sufficiently advanced to demonstrate synthesis of complex ideas, understanding of significant research in the field, and originality of perspective. These competencies can fit anywhere in the Arts and Ideas, Human Community, or Scientific World Categories.

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| **COMPETENCY STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| E-1: |  |  |  |  |
| E-2: |  |  |  |  |

THE LIFELONG LEARNING CATEGORY

Lifelong learning encompasses knowledge, abilities and values associated with learning throughout one’s life. It includes the fundamental skills of reading, writing, speaking, and listening as well as complex abilities of goal setting, decision-making, and evaluation. These twelve competencies are acquired through all areas of human endeavor and are all required.

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| **COMPETENCY STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| L-1: Can use independent learning skills and strategies to organize, initiate, and document prior, current, and future college-level learning. | Independent Learning Seminar |  |  |  |
| L-2: Can design learning strategies to attain goals for personal and educational development. | Foundations of Adult Learning |  |  |  |
| L-3: Can assess the social and personal value of civic engage-ment for achieving change: | Civic Engagement |  |  |  |
| L-4: Can write to demonstrate academic and professional competencies. | Writing for Competence (Fulfilled by SCPS course or Proficiency Exam) |  |  |  |
| L-5: Can analyze and reconcile problems through critical and appreciative thinking. | Critical Thinking (Fulfilled by SCPS course or Proficiency Exam) |  |  |  |
| L-6: Can use mathematical symbols, concepts, and methods to describe and solve problems. | Quantitative Reasoning (Fulfilled by SCPS course or Proficiency Exam) |  |  |  |
| L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. | Collaborative Learning |  |  |  |
| L-8: Can pose questions and use methods of formal inquiry to answer questions and solve problems. | Research Seminar |  |  |  |
| L-9: | Research Seminar |  |  |  |
| L-10: Can reflect on the learning process and methods used in an experiential project. | Externship |  |  |  |
| L-11: | Externship |  |  |  |
| L-12: Can articulate the personal and social value of lifelong learning. | Summit Seminar |  |  |  |

1. A Focus Area title cannot replicate titles for DePaul University majors. Consult the DePaul website for a listing of current academic majors at DePaul [↑](#footnote-ref-1)