

Cover Sheet: Request 13811

SLS 1XXX - Professional Pathways in the Liberal Arts and Sciences

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Ryan Braun rbraun@advising.ufl.edu
Created	3/28/2019 10:08:00 AM
Updated	4/11/2019 8:22:54 AM
Description of request	New course request.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields		3/28/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Margaret Fields		3/28/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/28/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13811

Info

Request: SLS 1XXX - Professional Pathways in the Liberal Arts and Sciences

Description of request: New course request.

Submitter: Ryan Braun rbraun@advising.ufl.edu

Created: 4/11/2019 8:19:57 AM

Form version: 3

Responses

Recommended Prefix SLS

Course Level 1

Number XXX

Category of Instruction Introductory

Lab Code None

Course Title Professional Pathways in the Liberal Arts and Sciences

Transcript Title Professional Pathways

Degree Type Baccalaureate

Delivery Method(s) On-Campus, UF Online - Please attach a letter of support from the Director of the UF Online program, Online

Co-Listing No

Co-Listing Explanation N/A

Effective Term Earliest Available

Effective Year 2019

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 1

Course Description An exploration of career readiness through Liberal Arts and Sciences. Investigation of the world of work and cultivation of professional skills through theory and practice. The disciplinary domains of humanities, social science, natural science, and mathematics will be connected to personal and professional development.

Prerequisites 1LS, 2LS, or 3LS. The course is intended for first-year students, though of course many CLAS "freshmen" arrive with dozens of credits or even a full AA complete, and they should not be precluded from this course. Seniors or students farther along simply looking for a 1-credit course to round out their schedule should not take this course.

Co-requisites None.

Rationale and Placement in Curriculum Degree programs in the College of Liberal Arts and Sciences provide substantive intellectual and academic development for students, but rarely make explicit the broader career application of their disciplines. The rationale for offering this course is that it helps CLAS students understand how to maximize and communicate the professional value inherent in their Liberal Arts and Sciences education. Offering it during the first year will help CLAS students be intentional in the selection of their degree programs and the cultivation of transferable skills. In sum, students will not be pointed toward particular majors, but rather will develop a greater sense of how their personal attributes align with the various skills and dispositions of different disciplines. The initial response may indeed be enhanced confusion, but a confusion that ultimately leads to a major-selection that is more fitting and more likely to be a good match.

Course Objectives •Articulate the value of a Liberal Arts and Sciences education

•Identify key elements of career development related to Liberal Arts and Sciences

•Apply transferable skills to multiple career contexts within Liberal Arts and Sciences

•Construct effective professional materials that communicate transferable skills

- Distinguish between multiple theories of career development

Course Textbook(s) and/or Other Assigned Reading •Katharine Brooks (2017), You Majored in What? Designing your Path from College to Career, pgs. 1-20

- Bryan Caplan (2018), The Case Against Education: Why the Education System is a Waste of Time and Money, pgs. 1-7
- Jeffrey Selingo (2016), There is Life After College: What Parents and Students Should Know About Navigating School to Prepare for the Jobs of Tomorrow, pgs. 29-60.
- William Deresiewicz, (2014), Excellent Sheep: The Miseducation of the American Elite & a Way to a Meaningful Life, pgs. 89-129.
- Daniel Pink (2009), Drive: The Surprising Truth about what Motivates Us, pgs. 13-31.
- Bill Burnett & Dave Evans (2016), Designing your Life: How to Build a Well-Lived, Joyful Life, pgs. 129-144
- Erin Griffith (2019), “Why are Young People Pretending to Love Work?” New York Times.

Weekly Schedule of Topics Part 1: Deconstructing Career and Education

Week One: Welcome

- Welcome!
- Review Syllabus?
- College and Opportunity Cost
- Professional, Personal, and Civic Dimensions of Liberal Arts and Sciences

Week Two: Values

- Self-Directed Search Interpretation
- Holland Codes and Self-Understanding for Career Determination
- “Jobs” or “Careers”
- Career Values and Liberal Arts and Sciences

Week Three: Skills

- Signaling Theory vs Human Capital
- Liberal Arts and Sciences – “Value” or “Utility”
- Skill Development through Liberal Arts and Sciences
- Technical & Transferable Skills – Differences, Dimensions, and Uses

Week Four: Majors & CLAS Career Networks

- T-Shaped Professionals
- Liberal Arts and Sciences and the Cultivation of Breadth and Depth
- Majors or Degrees
- Career Networks and the Non-Linear Power of Liberal Arts and Sciences Disciplines

Part 2: Transferable Skill Development

Week Five: Writing and Resumes

- Elements of Effective Writing
- Resume Construction with Liberal Arts and Sciences Principles in Mind
- Layering in Values, Skills, and CLAS Majors

Week Six: Communication

- Cultivating Communication Skills through Liberal Arts and Sciences
- Forms, Media, and Models
- Writing an Effective Cover Letter as a CLAS Student

Week Seven: Decision Making

- Choice, Happiness, and Spaghetti Sauce—the Paradox of Choosing
- CASVE Model—Systematizing Decision-Making
- Using Liberal Arts and Sciences Principles to Make Powerful Decisions
- Creating an Effective LinkedIn

Week Eight: Resilience and Grit

- “Failure at UF” and How to Fail Well
- Grit
- Fixed Mindset versus Growth Mindset – Application for Liberal Arts and Sciences
- Stress Management

Week Nine: Goal Setting

- SMART Goals Method
- Applying SMART Principles to Liberal Arts and Sciences Disciplines

Week Ten: Teamwork and Collaboration

- Teamwork Exercise
- Linking Principles of Effective Teamwork to Liberal Arts and Sciences

Part 3: Cultivating a Professional Identity

Week Eleven: Personal Branding

- YOUR Professional Identity
- Managing a Personal Brand
- Using Elements of Liberal Arts and Sciences to Meet the 8 Dimensions of Branding

Week Twelve: Possible Lives

- The Inherent Ambiguity in Life
- The Inherent Ambiguity in Liberal Arts and Sciences
- Using Uncertainty as Motivation Rather than Paralysis

Week Thirteen: Interviews

- Practice Interviews
- Use Liberal Arts and Sciences Skills and Principles to Develop Excellent Interview Answers

Week Fourteen: Elevator Pitch

- What is an Elevator Pitch and Why Does It Matter?
- How to Deliver an Excellent Elevator Pitch as a CLAS Student
- Selling and Translating Liberal Arts and Sciences Skills

Week Fifteen: Elevator Pitch Presentations

- Students Deliver Elevator Pitches and Receive Peer and Instructor Feedback

Links and Policies Attendance

This class meets once a week and requires fruitful engagement, so attendance is mandatory. However, life happens. Everyone will be granted one “no questions asked” absence during the semester. Use it wisely. After that, each missed class will decrease your final grade 1/3 of a letter grade (so an A- becomes a B+, and so forth). If multiple absences become necessary, please speak to me. Absences that occur due to medical or other extenuating circumstances are considered excused with appropriate documentation.

Lateness

This course is about building professional skills, so lateness is unacceptable. You will be considered “late” if you arrive after the scheduled start time for the course. Two instances of lateness will be considered equivalent to an absence and impact your final grade accordingly.

Late Assignments

The goal of this course is for you to develop skills, and that development is more important than deadlines or grades. However, submitting work by the posted deadline is crucial. Late work will be accepted up to ONE WEEK after the deadline but will automatically be assessed one full letter grade deduction. As always, please speak to me if extenuating circumstances impact your ability to submit your work in a timely fashion.

Notes for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grading Policies and Grade Points

Please refer to the UF Catalog for information on grading and GPA:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Grading Scheme •Two written papers (10% each of final grade)

- Resume (10%)
- Cover Letter (10%)
- Participation (15%)
 - o Combination of class attendance and active engagement during class in the form of class discussion and volunteering for interview practice.

- Elevator Pitch (10%)
- LinkedIn (5%)
- Statement of Goals (5%)
- SDS Assessment (5%)
 - o Career assessment students will be provided access to and can take online
- Developmental Plan Final (20%)
 - o Final assignment where students integrate the entirety of the content from the semester into a concrete plan for specific career and skill development for the following semester

- A: 100-94%
- A-: 93-90%
- B+:89-87%
- B: 86-84%
- B-: 83-80%
- C+: 79-77%
- C: 76-74%
- C-:73-70%
- D+: 69-87%
- D: 66-64%
- D-:63-60%
- E: 59% and below

Instructor(s) Ryan Braun
Nick Mrozinske
Brittany Grubbs
Joe Orser
Other CLAS Faculty on rotating basis

From: Cummings,Evangeline J
Sent: Thursday, March 07, 2019 12:25 PM
To: Spillane,Joseph F
Cc: Braun,Ryan G
Subject:Re: New course for UFO students

Awesome I'd like to offer more career readiness courses - both to prep students for new jobs/careers but also to help them move up the chain in their current job. What does this course focus on?

I'd support it and over time I'd like to have a lot more offerings like this FYI

Evie

On Mar 7, 2019, at 11:59 AM, Spillane,Joseph F <spillane@ufl.edu> wrote:

Dear Evie,

I'm writing on behalf of one of our "Beyond120" instructors, Ryan Braun. Ryan has developed a 1-credit course focusing on professional development and career readiness for CLAS students—and this term is piloting a UFO section (which includes both PaCE and UFO students).

He's now preparing to submit the course to UCC for a permanent number, and we'd like to get a brief note of support from you for including it as a UFO offering. Ryan (copied here) can send you the text of the course proposal, and then once we hear back from you, we're ready to submit.

Joe

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