Cover Sheet: Request 14706

SLS3XXX Art of Adulting

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Ryan Braun rbraun@advising.ufl.edu
Created	2/4/2020 8:06:18 AM
Updated	2/21/2020 3:31:23 PM
Description of request	Proposal for the course "Art of Adulting" to be included in the state SCNS. The course was taught in Fall 2019 with very positive feedback and generated excellent interest in the current Spring 2020 section.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields		2/5/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes needed: 1) Remove the first sentence of the course description; 2) split participation and attendance into two grades, each with their own percentage	2/17/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields	OK, per Joe Spillane.	2/21/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/21/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/21/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14706

Info

Request: SLS3XXX Art of Adulting
Description of request: Proposal for the course "Art of Adulting" to be included in the state SCNS. The course was taught in Fall 2019 with very positive feedback and generated excellent interest in the current Spring 2020 section.
Submitter: Ryan Braun rbraun@advising.ufl.edu
Created: 2/18/2020 1:33:29 PM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
SLS

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
Enter the title of the course as it should appear in the Academic Catalog.

Response:
The Art of Adulting

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
The Art of Adulting

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
1

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
This course grounds the contemporary concept of "adulting" in the liberal arts and sciences. Students will engage with mythology, media, and history to examine time management, personal finance, career development, civic participation, and other challenging but crucial elements of contemporary adult life.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.

Response:
2LS or 3LS or 4LS

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
Degree programs in the College of Liberal Arts and Sciences provide substantive intellectual and academic development for students, but rarely engage explicitly with the developmental and pragmatic dimensions of emerging adulthood and its associated tensions and responsibilities. This course provides a foundation for students to understand the historically and socially constructed nature of adulthood and then builds from this foundation to instill crucial but under-taught competencies like financial literacy, intergenerational awareness, career development, professionalism, and civic participation. The placement of this course in the curriculum is reflective of the increased significance and urgency the course content has for students closer to graduation. More time in school provides students more lived experience from which to draw and closer proximity to graduation intensifies the understanding of the value of course content.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
By the end of the course, students will be able to:
• Articulate how social conceptions and social norms of "adulthood" have changed over time
• Identify generational distinctions in American society and their implications for the workplace
• Discern and distinguish between various representations and markers of "adulthood" in media and society
• Utilize effective strategies for time management, personal productivity, and financial responsibility
• Describe the civic responsibilities of coming of age and its applications

Course Textbook(s) and/or Other Assigned Reading
Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
This course contains no textbooks, but does have several readings from various articles and book chapters:
Julie Beck. (2016). "When are you Really an Adult?" The Atlantic.
Steven Mintz. (2015). "The Tangled Transition to Adulthood." Chapter from The Prime of Life: A History of Modern Adulthood. Harvard University Press.
David Allen, (2015). "Getting Control of your Life." Chapter from Getting Things Done: The Art of Stress-Free Productivity. Penguin Books.
Morten T. Hansen. (2018). "Do Less, Then Obsess." Chapter from Great at Work: How Top Performers Do Less, Work Better, and Achieve More. Simon & Schuster.
Derek Thompson. (2019). "Workism is Making Americans Miserable." The Atlantic.
Beth Kobliner. (2017). "Taking Stock of Your Financial Life." Chapter from Get a Financial Life: Personal Finance in your Twenties and Thirties. Simon & Schuster.

Plato. Excerpt from "Meno." Hackett Classics, 1980.
David Foster Wallace. (2005). "This is Water."

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Part 1: "Adult" as a Noun

Introduction, Overview, and Orientation to Class
- Welcome to class
- What is this course about?
- What does it mean to be an adult?
- What does it mean to be an adult now?

Defining Adulthood
- Discuss Beck reading
- Social Construction of Adulthood
- Dimensions and Markers of Adulthood

January 21: History of Adulthood
- Discuss Mintz reading
- Changing Nature of Adulthood
- Ambition, Vocation, and Adulthood
- Generational differences in the workplace

Part 2: "Adult" as a Verb

Time Management and Productivity
- Discuss Allen Reading
- "Goals and Daily Life" activity
- Eisenhower Matrix
- "2-Minute Rule"

Priorities, Balance, and Focus
- Discuss Hansen Reading
- Quantity/Quality - "Do Less, then Obsess"
- Simplicity and Productivity
- Chaos and Order

The Dark Side of "Productivity"
- Workoholism, hustle culture, and #riseandgrind
- What is "self-care" anyway?
- Conditions of "Enoughness"

Part 3: "Adult" as a Process

Career, Part 1
- Beyond the "basics"
- Navigating the job offers
- Introduction to negotiation

Career, Part 2
- Negotiation practice
- The nuts and bolts of a paycheck
- Taxes? Benefits? Retirement?

Money, Part 1
- The Monk and the Minister

- Money and Values
- Personal Finance Basics

Money, Part 2
- Investments
- Loans
- Retirement

The Hero's Journey
- Discuss Campbell's "Stages"
- Heroes in media and literature
- Separation, Transformation, Initiation, and Return

Navigating the Journey
- Discuss Meno
- Knowledge or True Opinion
- Making plans and embracing ambiguity
- Quarter-Life Crisis

Part 4: "Adult" as a Responsibility

Civic Participation
- Cultivating a worldview
- Spectra over binaries

Mentorship
- Mentorship as a continuum
- How to be an effective mentee
- Who looks up to you? How to be an effective mentor

Informational Interviews, Wrap-up
- Share most salient point from informational interview. How do we define "adult" now?
- Wrap-up—Wallace reading

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Assessments:

Adulting Autobiography - 25%
- This assignment serves as the "term paper" for the course. It is broken up into four 2-3 page essays that prompt the students to use the readings to engage with the particular thematic part of the course: adult as a noun, verb, process, or responsibility. At the end they have produced a 10-12 page paper with full bibliography.

Financial Plan - 20%
- This assignment prompts the students to create an in-depth financial plan for both short-term and long-term goals. With significant support and supplemental materials from the instructor and the web, students construct budgets, loan repayment plans, payroll and tax estimations, and research investment scenarios.

Worldview Statement - 20%
Students write a statement of their current view of the world. This is meant to be personal but still

based in the readings we have engaged with. They may use John Dewey's "My Pedagogic Creed" as a structural example, beginning multiple paragraphs with "I believe" and then providing rationale based on course content and personal reasoning.

Informational Interview Report - 20%
- Students identify an individual (not the instructor and not a family member) who they believe exemplifies exceptional "adulting" and currently works in their professional field of interest. They engage with this person on the four dimensions of adulting we discuss in class and write a report of their experience and findings.

Participation - 10%
Participation is evaluated qualitatively on the depth and effectiveness of in-class contributions.

Attendance: 5%
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 for medical reasons or other extenuating circumstances will be excused with proper documentation.

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/
Grading Scale:
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+   69-67%
D   66-64%
D-   63-60%
E   59—0%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Ryan Braun
To be determined other CLAS faculty

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:

Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accomodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes