

Cover Sheet: Request 14708

SLS3XXX Strategic Self-Marketing

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Brittany Grubbs brittanygrubbs@ufl.edu
Created	2/4/2020 10:50:35 AM
Updated	2/23/2020 2:19:35 PM
Description of request	The Strategic-Self Marketing course was developed for students in the College of Liberal Arts and Sciences. The course has been successfully taught for two semesters and has demonstrated an increase in students' ability to market their experiences and transferable skills.

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) Change transcript title to "Strategic Self-Mktg" 2) change "Delivery Methods" to On-Campus, Online; 3) Start course description with "Assists students..."; 4) add week numbers to weekly schedule of topics, make sure it covers 15 weeks; 5) split the participation and event attendance grades into two separate percentages; 6) add a grade scale	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					

Step	Status	Group	User	Comment	Updated
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 14708

Info

Request: SLS3XXX Strategic Self-Marketing

Description of request: The Strategic-Self Marketing course was developed for students in the College of Liberal Arts and Sciences. The course has been successfully taught for two semesters and has demonstrated an increase in students' ability to market their experiences and transferable skills.

Submitter: Brittany Grubbs brittanygrubbs@ufl.edu

Created: 3/10/2020 6:29:11 PM

Form version: 4

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:
Strategic Self-Marketing

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:
Strat Self-Marketing

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, Online

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 assists students in the process of becoming a more confident and competitive professional. Students will learn about influencing and motivating others, identifying successful leadership and management strategies, understanding the principles of brand identity, and developing situational and cultural awareness in the workplace.

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:

Must be 2LS, 3LS, or 4LS

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use 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 provide instruction on the value of expected professional competences and the ability to strategically market transferable skills. The rationale for offering this course is that it helps CLAS students understand how to better prepare themselves to transition out of the undergraduate setting. This will be done through exposing students to various leadership models and methods, providing a space for students to practice and apply necessary relational and situational knowledge, and helping students recognize and solidify their own personal brand. Offering this course as a part of students' liberal arts and sciences education will better prepare undergraduates to maximize the skills and strengths learned through their degree program. This course is designed for CLAS undergraduate students second year and above. This is because students are asked to draw upon their experiences and skills as undergraduates in order to better identify and build their personal brand.

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 this course, students will be able to:

- Identify steps necessary to develop a successful and sustainable personal brand.
- Articulate the value of why self-marketing is valuable in the transition to the workforce.
- Successfully analyze the elements of professional relationships.
- Describe major theories and models of leadership.
- To construct and present a portfolio of professional materials required for the workplace.

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:

- Abbajay, Mary. Managing up: How to Move up, Win at Work, and Succeed with Any Type of Boss. John Wiley & Sons, Inc., 2018.
- Cuddy, Amy, director. Your Body Language May Shape Who You Are. YouTube, YouTube, 1 Oct. 2012, www.youtube.com/watch?v=Ks-_Mh1QhMc.
- Goman, Carol Kinsey. The Nonverbal Advantage: Secrets and Science of Body Language at Work. Woodslane Pty Ltd, 2010.
- Heathfield, Susan M. "Tips on How to Develop Effective Work Relationships." The Balance Careers, The Balance Careers, 30 Sept. 2019, www.thebalancecareers.com/developing-effective-work-relationships-1919386.

- Lowndes, Leil. *How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships*. Harper Element, 2014.

- Warrell, Margie. "How To Handle A Bad Boss: 7 Strategies For 'Managing Up' ." *Www.forbes.com*, 20 Jan. 2014, www.forbes.com/sites/margiewarrell/2014/01/20/6-strategies-to-hanhandlding-a-bad-boss/#7ffb2ef26ea0.

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:

Week 1: What is Strategic Self-Marketing?

- Overview of Personal Branding

Week 2: Body Language and Nonverbal Communications

- The Science of Body Language

- Critiquing Professionals and Celebrities

Week 3: Online and Social Media Presence

- Managing Your Online Brand, Understanding the Generational Gap

- Effective Methods of Online Communications

Week 4: Understanding Charisma

- Tips to Successful Presentations

- Interpersonal Communications

Week 5: Relationships with Superiors

- Communicating in Suits

- Your Professional Brand in the Corporate Ladder

Week 6: Relationships with Your Peers

- Consistency in the Workplace

- Behavior Outside the Four Walls

Week 7: Networking with the Masses

- The Rules of Networking

- Corporate Speed Dating

Week 8: Models and Methods of Leadership

- Effective Leadership Models and Strategies

- Guest Speaker

Week 9: Cultural and Ethical Awareness

- Decision Making in a Time Sensitive Environment

- Guest Speaker

Week 10: Quality vs. Context

- The Ability to Influence and Motivate Others

- Guest Speaker

Week 11: Professional Interviews

- Communicating in an Interview

- Phone vs. In-Person Interviews

Weeks 12 & 13: Professional Portfolios

- Consistent Branding in Written Materials

- Consistency in Multiple Platforms

Weeks 14 & 15: Professional Presentations

- Presenting Your Brand to Others
- Finishing Strong

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:

- Class Participation - 10%

- Attendance to career events on campus - 5% - Students will be required to obtain proof of attendance, such as 3 business cards signed by employers, a "selfie" of venue, etc.

- Introduction of Personal Brand/Goals - 5% - Class discussion post.

- "Managing Your Presence" Assignments (3) - 15% - Three assignments hosted in the class discussion board section of the online canvas page. Submissions vary from traditional discussions to power points and podcasts.

- "Managing Your Relationships" Assignments (2) - 10% - Two assignments hosted in the class discussion board section of the online canvas page. Submissions vary from traditional discussions to power points and podcasts.

- "Managing Your Leadership Style" Reflections (3) - 15% - Reflections on the thoughts of the guest speakers. Students are required to engage in a discussion with their peers.

- Resume & Business Cards - 10% - Students will be given a template of a student business card. As long as the student displays the appropriate information, this will be a completion grade. Resumes will be reviewed 1-on-1 with student and grade will be given based on feedback and corrections.

- Elevator Pitch Video & Internship Application - 10% - Students will be given criteria on what constitutes a successful elevator pitch. Students will also be required to submit an internship application and must bring in a copy of the application as proof of completion.

- Professional E-Portfolio - 20%

Grading Scheme:

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:
Brittany Grubbs

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required 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

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations 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



Office of the Director, UF Online

341 Tigert Hall
PO Box 113245
Gainesville, FL 32611-3245
352-273-4478
352-294-7158 Fax
<http://ufonline.ufl.edu>

February 21, 2020

Dr. Joseph Spillane
College of Liberal Arts and Sciences
University of Florida
Gainesville, FL 32611-7320

Dr. Spillane:

Thank you for reaching out to engage on the College of Liberal Arts and Sciences plan to offer a new online course, Strategic Self-Marketing (IDS4930). We are pleased to welcome this course into UF Online and I believe that this program will contribute positively to the needs of CLAS UF Online students in particular. UF Online looks forward to working with you and your colleagues to ensure this offering thrives for many years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Cummings', written in a cursive style.

Evangeline J. Tsibris Cummings
Assistant Provost and Director of UF Online