

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>11/7/2022</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> Undergraduate Studies <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix SLS</b>  <b>Number</b> 3372	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <div style="border: 1px solid red; padding: 2px;">Lecture</div>	<b>Course Title</b> Foundations for Personal Academic and Professional Development
<b>Credits</b> <i>(See Definition of a Credit Hour)</i> 3	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Template and Guidelines)</i> This course is designed to prepare transfer students to successfully transition into higher education and make informed decisions about their educational and professional development. Students will cultivate and apply skills essential to meeting the scholastic expectations of a 4-year university, such as critical thinking, oral/written communication, time management, test-taking, learning strategies, financial literacy, digital citizenship, using campus resources, and professional workplace competence.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Summer 2023	<b>Prerequisites, with minimum grade*</b> None		<b>Corequisites</b> None
		<b>Registration Controls</b> <i>(Major, College, Level)</i> Department Permission	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b> Master's degree			
<b>Faculty Contact/Email/Phone</b> Dan Meeroff, dmeeroff@fau.edu, 7-1171		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u>N/A</u> College Curriculum Chair <u>N/A</u> College Dean <u>Daniel Meeroff</u> UUPC Chair <u>Elynn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			<b>Date</b> _____ _____ <u>10/25/22</u> <u>11/7/2022</u> <u>11/7/2022</u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**SLS3372**  
**Foundations for Personal Academic and Professional  
Development**

3 Credits

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## **Course Description**

This course is designed to prepare transfer students to successfully transition into higher education and make informed decisions about their educational and professional development. Students will cultivate and apply skills essential to meeting the scholastic expectations of a 4-year university such as critical thinking, oral/written communication, time management, test-taking, learning strategies, financial literacy, digital citizenship, using campus resources, and professional workplace competence.

## **Prerequisites/Corequisites**

This course is intended to be taken in the first semester of enrollment. Registration is granted by Department Approval only.

## **Course Objectives/Student Learning Outcomes**

- 1) Ability to set realistic academic and career goals and establish benchmarks to measure progress toward those goals.
- 2) Ability to apply appropriate learning strategies according to their own learning styles and course content.
- 3) Ability to monitor their own progress toward learning, identify areas of need, and utilize appropriate campus resources to support and reach desired outcomes.
- 4) Ability to reflect critically on entrance level of competency in content knowledge, oral/written communication skills, critical thinking, and understanding of issues related to diversity, equity, and inclusion in US society

## **Course Delivery Mode**

This course is accessible through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help.

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened

timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## **Course Evaluation Method**

A grade of “C” or better is required for successful completion of this course.

Assignments	25%
Assessments	25%
Draft Academic/Professional Plan	15%
Group Project	25%
Reflection Piece	10%

## **Course Grading Scale**

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79,  
C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = 1-59

A grade of “C” or better is required for successful completion of this course.

## **Policy on Makeup Tests, Late Work, and Incompletes**

Late work is not acceptable. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities.

Instructors must allow these students to make up missed work without any reduction in the student’s final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

*Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades*

*is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## **Required Texts/Readings**

None

## Course Topical Outline

Module/Week	Topic	Assignments
1	Introduction, Review expectations, Campus re-orientation, eSuccess and online expectations (netiquette), Navigating Canvas, University resources and requirements, Key success network teams, Academic goal setting, Credential options and reverse transfer, Transfer student success and campus life, Student affairs	<ul style="list-style-type: none"> <li>• Syllabus quiz assignment</li> <li>• Expectations assignment</li> </ul>
2	Student learning outcomes, Cognitive strategies, Writing strategies, Discussion groups, Critical thinking, Study groups, Support groups, Mentoring.	<ul style="list-style-type: none"> <li>• Initial assessment of student learning outcomes</li> <li>• Draft academic/professional plan</li> </ul>
3	Insider's guide to FAU student support services, Career Services, ACCESS, eSuccess, CTL, SLC, MLC, Writing Center, Speaking Center, PELS, OURI, CAPS, Library resources, Civil discourse	<ul style="list-style-type: none"> <li>• Writing sample assignment</li> <li>• Professional letter assignment</li> <li>• Resume assignment</li> <li>• Discussion board activity assignment</li> </ul>
4	Managing money, Financial aid/wellness, Time management, Leadership, Teamwork, Professionalism.	<ul style="list-style-type: none"> <li>• Services quiz assignment</li> <li>• Mock interview assignment</li> <li>• Shadowing assignment</li> </ul>
5	Active listening, Cultivating Motivation, Resilience, Social/Emotional Intelligence.	<ul style="list-style-type: none"> <li>• Self-care assessment</li> <li>• Task management plan assignment</li> </ul>
6	Learning strategies, Study habits, Test prep, Digital literacy, Making connections.	<ul style="list-style-type: none"> <li>• Group project</li> <li>• Critical reflection piece</li> </ul>