

UNIV 303: PREPARING FOR POST-GRADUATION SUCCESS

In Workflow

1. UNIV Head (friedmd1@mailbox.sc.edu)
2. US Rep (lomicka@mailbox.sc.edu)
3. Registrar Banner Validation (mbgilber@email.sc.edu; shortedm@mailbox.sc.edu)
4. Registrar Degree Audit (beckhamw@mailbox.sc.edu)
5. Faculty Senate Committee on Curricula and Courses Chair (dickson@sc.edu; habing@stat.sc.edu)
6. Faculty Senate Officer (smithjj4@mailbox.sc.edu)
7. Banner (Banner@email.sc.edu)
8. Registrar (peckler@email.sc.edu)

Approval Path

1. 2024-10-09T15:14:48Z
Dan Friedman (friedmd1): Approved for UNIV Head
2. 2024-10-14T16:05:21Z
Lara Lomicka Anderson (lomicka): Approved for US Rep
3. 2024-10-14T19:35:52Z
Ed Short (shortedm): Approved for Registrar Banner Validation
4. 2024-10-14T19:52:33Z
William Beckham (beckhamw): Approved for Registrar Degree Audit
5. 2025-01-27T20:49:45Z
Michael Dickson (dickson): Approved for Faculty Senate Committee on Curricula and Courses Chair
6. 2025-05-08T14:06:49Z
Jessica Mckie (smithjj4): Approved for Faculty Senate Officer
7. 2025-05-08T17:50:03Z
Ed Short (shortedm): Rollback to Faculty Senate Officer for Banner

New Course Proposal

Date Submitted: 2024-10-09T15:11:36Z

Viewing: UNIV 303 : Preparing for Post-Graduation Success

Last edit: 2025-01-27T20:49:36Z

Changes proposed by: Dan Friedman (friedmd1)

Contact Information

Primary Proponent Contact Information

Username

friedmd1

Name

Dan Friedman

Email

friedmd1@mailbox.sc.edu

Title

Assistant Vice President

Phone

803-777-9506

Course Proposal

Course Level

Undergraduate

Course Designations

Subject Code

UNIV

Course Number

303

Academic Unit

Undergraduate Studies

College

Undergraduate Studies

CIP Code

309999 - Multi-/Interdisciplinary Studies, Other.

Schedule Type

Lecture

Number Credit Hours

1

Lecture Hours

1

Can the course be repeated for credit?

No

Is this a Founding Documents course?

No

Is this a Graduation with Leadership Distinction Course?

No

Should this course have the Experiential Learning designator?

No

Is this a Special Topics course?

No

Long Course Title

Preparing for Post-Graduation Success

Short Course Title

Post-Grad Success

Course Description

Preparation for life after graduation. Focuses on identifying post-graduation goals and the steps to achieve them. Covers the job search and application process and decision making.

Grading System

S - Standard (letter grades)

Does this course include any alternate grade modes?

A - Audit

Effective Term and Year

2025 - Summer

Are there any enrollment restrictions for the course?

restricted to juniors and seniors

Course restrictions

JR - Junior ONLY
SR - Senior ONLY

Course Information**Justification**

In response to a charge from President Michael Amiridis and in conjunction with the Carolina Experience initiative, University 101 Programs is proposing an expansion and revision of course offerings to better support student success and career development beyond the first year of college. Specifically, we are proposing the creation of two new courses and changing a course (401) from special topics to standard with an updated course description.

Summary of Proposed Course Offerings and Changes

Our proposal includes the following:

- 1) The implementation of a new University 202 course designed for second-year students aimed at 1) enhancing students' career readiness, 2) helping students continue to clarify their purpose, meaning, and direction, and 3) helping students maintain their connection to USC and sense of belonging at USC.
- 2) The implementation of a new University 303 course designed for third and fourth-year students, with a focus on preparing students for their next steps after graduation. University 303 will help students to 1) articulate basic financial literacy strategies and identify how decisions they make can impact their overall financial well-being, 2) develop strategies that support holistic wellness and a successful transition beyond their undergraduate career at USC, 3) articulate examples of what they have learned within and beyond the classroom and describe how these knowledge, skills, and experiences apply to post-graduation plans, and 4) identify effective strategies to conduct a search for jobs, graduate school, or other next steps after graduation.
- 3) Changing UNIV 401 from special topics to standard course delivery. Special topics will no longer be needed for this course once we have the UNIV303 course in place. Keeping UNIV401 for students pursuing GLD will help avoid confusion for students.

Justification for Course Changes

The mission of University 101 Programs is to foster holistic student success and teaching excellence by providing evidence-driven academic courses, leadership opportunities, resources, and instructor development in support of students' transition into, through, and out of the university. While University 101 Programs currently oversees a number of successful courses that help students in transition, there is a gap at the university and within our course offerings in the support students receive for student success and career development after the first year. While support does exist in some academic programs at the university, these courses will aim to help students who may not currently be receiving that support. These courses do not intend to duplicate any efforts of colleges, but rather to fill a gap where the support may be missing. We have worked in conjunction with many of the colleges in the development of these courses. We have attached a few letters of concurrence and MOUs from the colleges that indicate support for these courses and changes.

These courses will provide students with support over the course of their academic career and will focus on relevant practical skills, career development, and personal and professional reflection at all points of their college trajectory. Additionally, these courses are intended to operate in conjunction with the Carolina Experience initiative which is focused on helping support students from the time they enter USC until they graduate. These academic courses and the Carolina Experience initiative will ensure student success and career development is supported both within and beyond the classroom.

It is also important to note that most sections of these courses will be offered in partnership with the colleges. We have worked with many of the Associate Deans to offer special sections of UNIV202 for their specific population. We are attaching an MOU between University 101 Programs and the College of Arts and Sciences that demonstrates this partnership. We also recognize that the Darla Moore School of Business has a similar course (i.e. BADM 301). We are not attempting to compete, but rather to offer the course to students in other colleges and programs that don't have access to such a course.

Course Development Process & University-Wide Involvement

The University 202 and 303 course proposals were both developed through a three-phase course development process. During this process we formed committees with representation from colleges and departments including the Division of Student Affairs and Academic Support, Arnold School of Public Health, College of Arts and Sciences, College of Education, Darla Moore School of Business, College of Information and Communications, Enrollment Management, College of Hospitality, Retail and Sport Management, the Graduate School, the Center for Integrative and Experiential Learning, and the South Carolina Honors College.

In the first phase of course development the committees developed the course philosophy, description, learning outcomes, common requirements, and assignment parameters. During the second phase, subcommittees were created to develop resources for instructors aligned with each of the learning outcomes. The third phase involved developing a faculty development and assessment plan, including plans for instructor recruitment, training, and development.

Syllabus

BADM301 letter of concurrence.pdf
UNIV 303 Syllabus.docx
Acknowledgement -HRSM.pdf

Impact on Other Units or Palmetto College Campuses

Is this course topic taught in another department outside of the academic unit?

No

Does the course use pre- or co-requisites taught in another department outside of the academic unit?

No

Does another academic unit use the course in a program of study?

No

Is the proposed course designed for pre-school through 12th grade personnel and/or to prepare graduates to work in P-12 schools?

No

Is the course taught on a Palmetto College campus (Lancaster, Salkehatchie, Sumter or Union)?

No

Distributed Learning

Course Delivery

Will this course be delivered 50% or more via distributed learning (online, two-way video, or other technology to facilitate learning)?

No

Carolina Core

Carolina Core Information

Proposing a Carolina Core Course is a unique curricular action that requires certain specific information different from other course changes or new course proposals. You will be asked to justify in detail how your proposed course meets Carolina Core requirements and addresses Core learning outcomes. It is important that your responses be as complete as possible. Note: All Carolina Core Courses must use a standard grading system (A through F). Your course syllabus must explicitly document that it meets the Learning Outcomes you mark below.

Is this course a Carolina Core course or are you proposing it to be one?

No

Reviewer Comments

Ed Short (shortedm) (2024-10-14T19:35:47Z): removed pass/fail grading option per Dan Friedman

Jenn Tilford (tilfordj) (Tue, 21 Jan 2025 12:56:21 GMT): Conditional: The course descriptions sounds more like a justification than a description for students.

Emily Mann (emann) (Tue, 21 Jan 2025 23:49:11 GMT): Revise course description to focus on what course covers.

Crystal Murphree-Holden (cmholden) (Wed, 22 Jan 2025 04:02:32 GMT): Course description serves as a purpose or justification for the course. Conditionally approve based on revised course description.

Michael Dickson (dickson) (2025-01-27T20:49:36Z): Modified bulletin description per proponent.

Ed Short (shortedm) (Thu, 08 May 2025 17:50:03 GMT): Rollback: Returning per request from Wayne Outten

Key: 12805

UNIV 303: Preparing for Post-Graduation Success

1 Credit

Section XXX, Semester, Year

Days of Week for Class Meeting, Time of Class Meetings

Location of Class

INSTRUCTOR

Name of Instructor

Pronouns

Cell and/or Office Phone number with area code

E-mail

Campus Address

Student Hours: We are happy to meet with you anytime we are mutually available. Please call, text, or e-mail to schedule a time.

COURSE DESCRIPTION

The purpose of University 303 is to help students be successful as they prepare to graduate and transition into the next phase of their life. This course aims to enhance students' career readiness and to help them have a successful transition out of USC, whatever their post-graduation plans may be.

LEARNING OUTCOMES

As a result of taking this course, students will...

1. Articulate basic financial literacy strategies and identify how decisions they make can impact their overall financial well-being.
2. Develop strategies that support holistic wellness and a successful transition beyond their undergraduate career at USC.
3. Articulate examples of what they have learned within and beyond the classroom and describe how these knowledge, skills, and experiences apply to post-graduation plans.
4. Identify effective strategies to conduct a search for jobs, graduate school, or other next steps after graduation.

Required Reading(s): Articles and book chapters available at no extra charge on Blackboard including:

Hopkins, K., Friedman, D., & Fahey, C. (Eds.). (2024). *Transitions* (pp. 79-85). Columbia, SC: University of South Carolina.

Knotts, J. (2022). How to Develop a Job Search Strategy. *Forbes*.

<https://www.forbes.com/councils/forbescoachescouncil/2022/10/12/how-to-develop-a-job-search-strategy/>

National Association of Colleges and Employers. (2024). Competencies for a career-ready workforce.

https://www.naceweb.org/docs/default-source/default-document-library/2024/resources/nace-career-readiness-competencies-revised-apr-2024.pdf?sfvrsn=1e695024_6

Ravinshankar, R.A. (2023). A Beginner's Guide to Networking. *Harvard Business Review*.

<https://hbr.org/2023/03/a-beginners-guide-to-networking>

Shonk, K. (2024). How to Negotiate Salary: 3 Winning Strategies. *Program on Negotiation: Harvard Law School*. <https://www.pon.harvard.edu/daily/salary-negotiations/negotiate-salary-3-winning-strategies/>

POINTS BREAKDOWN AND ASSIGNMENT EXPECTATIONS

| Required Component | Weight |
|----------------------------------|--------|
| Participation | 20% |
| Experiential Learning Reflection | 20% |
| Wellness Reflection Journals | 20% |
| Final Project | 25% |
| Other Assignments | 15% |

GRADING SCALE

| | |
|--------|----|
| 90-100 | A |
| 87-89 | B+ |
| 80-86 | B |
| 77-79 | C+ |
| 70-76 | C |
| 67-69 | D+ |
| 60-66 | D |
| 0-59 | F |

DESCRIPTION OF ASSIGNMENTS

PARTICIPATION

It is important that you not only come to class each day but that you participate fully. Participation is more than just contributing to whole-class discussion; it includes active engagement in activities and small-group discussions, listening respectfully, coming to class on time and prepared, and positive involvement in the classroom community. There will be opportunities throughout the semester to discuss your participation grade with the instructor.

EXPERIENTIAL LEARNING REFLECTION

You will choose **two** of the following experiences to complete and reflect on.

1. Job shadowing
2. Meeting with a Career Coach
3. Attending a job fair
4. Meeting with a recruiter from the graduate school
5. Meeting with National Fellowships and Scholars
6. Attending a Money Management consultation with the Student Success Center
7. Meeting with the Office of Pre-Professional Advising
8. Attending the law school fair
9. Attending a graduate school information session
10. Conducting an informational interview with someone in their field
11. Another experience approved by the instructor

You will write a 2-3 page paper reflecting on your experiences and what you gained from them. Questions to guide your reflection include:

1. Why did you choose these experiences? What were you hoping to gain?

2. Did you find these experience beneficial? Why or why not?
3. What are your next steps toward your post-graduation goals after attending these experiences?

WELLNESS REFLECTION JOURNALS

As you are preparing to graduate and work toward your post-graduate plans, it is important to make sure you are taking care of yourself- physically, emotionally, and mentally. Throughout the semester, you will complete **four** activities that contribute to your personal wellness and reflect on them in journal entries that you will submit via Blackboard. As a class, we will brainstorm possible ideas of wellness activities to complete.

FINAL PROJECT

You will create a “Life After Graduation” plan and present it to the class. Your presentation should be 3-5 minutes and can be in any creative format that you wish (ex. PowerPoint, poster board, video, etc.). Things that should be addressed in your presentation include:

1. What are your immediate next steps? A job, graduate school, a gap year, etc.?
2. Where will you be living- in Columbia or elsewhere?
3. What are your goals for the next year? 5 years from now?
4. Include one piece of advice you would give to students preparing to graduate next year.

OTHER ASSIGNMENTS

Throughout the semester other assignments may be given in class or as homework. Instructions and expectations will be discussed in class.

COURSE POLICIES

ATTENDANCE POLICY

University 303 is a course in which regular attendance and active participation are critical to your learning and the experience of your classmates. Research has shown that regular attendance is a strong predictor of your academic success. Therefore, you are expected to be in class, on time, each day. Per University policy, for each unexcused absence after one, 3% will be deducted from your final course grade. Absences for a number of University-approved situations, including, but not limited to illness or injury, participation in University-sponsored events, required military duty, or observance of a religious practice or holy day will be excused with appropriate documentation as described in the Undergraduate Bulletin. If you will not be in class due to one of the University-approved excusable situations, you must contact us as

early as possible to discuss a plan for obtaining and submitting documentation to excuse the absence. If you are absent, you are responsible for learning the material covered in class and for completing assignments that were due or assigned in your absence.

ACADEMIC INTEGRITY AND RESPONSIBILITY

Every student has a role in maintaining the academic reputation of the University. The University's guidelines for academic integrity are listed in our Honor Code (sc.edu/academicintegrity). Students are to refrain from plagiarism, cheating, falsifying work, and assisting other students in violating the Honor Code.

When a student is uncertain as to whether conduct would violate the Honor Code, it is the responsibility of the student to seek clarification from the instructor of record. To clarify your understanding of the Honor Code, refer to the Office of Student Conduct and Academic Integrity's website.

EXPECTATIONS FOR CLASSROOM BEHAVIOR

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, engage regularly in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

MENTAL HEALTH STATEMENT

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out [Student Health Services Mental Health](#) and the quick reference list below.

- Wellness Coaching can help you improve in areas related to emotional and physical wellbeing (e.g., sleep, resiliency, balanced eating and more) – schedule an appointment at (803) 777-6518 or on [MyHealthSpace](#).
- Access virtual self-help modules via [Therapy Assistance Online \(TAO\)](#) – see [TAO registration instructions](#).

- Access articles and videos on health and wellness topics on the Wellness Hub, thriveatcarolina.com, or by downloading the [CampusWell](#) app and searching for University of South Carolina.
- Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at (803) 777-5223 or on [MyHealthSpace](#).
- Access the 24-hr Mental Health Support Line at (833) 664-2854.
- Access an anonymous [mental health screening program](#).

COURSE ACCOMMODATIONS

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center in Close-Hipp 102, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. *All course materials are available in alternative format upon request*

SYLLABUS CLAUSE AND CONTRACT

This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructor may assign additional reading and assignments and alter the course calendar as necessary. Students will be notified of any changes to the syllabus via email.

COURSE CALENDAR

| Week | Class Topic | Assignments | Reading |
|------|--|----------------|--|
| 1 | Welcome to U303! | | |
| 2 | Wellness | | |
| 3 | Selling Yourself and Transferable Skills | Journal #1 Due | "Competencies for a Career-Ready Workforce", National Association of Colleges and Employers, |
| 4 | Understanding a Job Offer | | |
| 5 | Saving and Budgeting | | |
| 6 | Interview Skills | Journal #2 Due | |
| 7 | Conducting a Job Search | | "How to Develop a Job Search Strategy", Forbes |
| 8 | Envisioning Your Future | | |
| 9 | Resiliency | | |
| 10 | Salary Negotiations and Interview Practice | Journal #3 Due | "How to Negotiate Salary: 3 Winning Strategies", Program on Negotiation, Harvard Law School |
| 11 | Networking | | "A Beginner's Guide to Networking", Harvard Business Review |

| | | | |
|-------------------|--|--------------------------------------|---|
| 12 | Tying Together In-Class and Out-of-Class Experiences | Experiential Learning Reflection Due | |
| 13 | The Workplace and Professional Relationships | | |
| 14 | Financial Goal Setting | | Transitions, Chapter 13 (Financial Wellness), pp. 79-85 |
| 15 | Reflecting on Your USC Experience | Journal #4 Due | |
| 16 | What's Next? | | |
| Final Exam Period | Final Presentations | | |

From: [Doran, Georgia](#)
To: [Friedman, Dan](#)
Cc: [Jones, Patricia](#)
Subject: BADM301
Date: Tuesday, October 8, 2024 11:36:24 AM
Importance: High

Dan -

Good morning!

Please allow this brief email to stand as my support of both your development and facilitation of your UNIV 202 and 303 courses.

While we in the DMSB Office of Career Management have also been offering a sophomore course (BADM301 -Business Careers in a Global Economy) since 2011, our course is designed for exclusively undergraduate business students, and it only contains business specific career education content. Our course is also a 1 s.h. (8 week) course and is mandatory for graduation from the Moore School of Business.

The Moore School of Business students have enjoyed great success related to placement upon graduation, since the addition of the BADM301 course as a graduation requirement, and we are fully supportive of this same type of content being developed and facilitated for other USC students enrolled in colleges outside of the Moore School of Business.

Please let us know how we can support your efforts, as well as continue to collaborate, related to your two new courses. Congratulations, as well!

Thank you –
Georgia

Georgia Holmes Doran, M.Ed.

Senior Director, Office of Career Management

Darla Moore School of Business
University of South Carolina
Columbia, S.C. 29208

Work: 803.576.7926
Georgia.doran@moore.sc.edu



**Hospitality, Retail and
Sport Management**
UNIVERSITY OF SOUTH CAROLINA

Dr. Dan Friedman
Assistant Vice President for University 101 Programs &
the National Resource Center for the First-Year Experience and Students in Transition
University of South Carolina
Columbia, SC 29208

October 9, 2024

Dear Dr. Friedman,

This letter serves as the College of Hospitality, Retail and Sport Management's (HRSM) concurrence with the University 101 Program initiative to expand its offerings. As I understand it, once approved, the new courses would count as elective credit for undergraduate students whose home academic unit does not offer career development courses.

The College of HRSM has long required its undergraduate majors to take HRSM 301, the Marnie Pearce Professional Development Seminar, to prepare them for successful careers in our fields. The College is in the process of continuous improvement by trifurcating the course from one three-credit-hour course that is usually delivered late in the students' academic career, to three one-credit-hour courses strategically placed in successive order (1 + 1 + 1) over the course of their undergraduate studies.

As you are aware, students majoring in one of the HRSM fields will not participate in the proposed new courses due to replication of content. However, I can attest that students, employers, and industry partners agree that the skills acquired in our professional development seminar have been, and continue to be essential to graduates' career readiness.

Warm regards,

Karen Edwards
Associate Dean for Academic Programs
College of HRSM
University of South Carolina

c Dean Michael Sagas
 Asst. Dean Kathy Smiling
 Asst. Dean Collin Crick