UNIV362, Designing Your Life after College

This course helps students anticipate and prepare for changes in finances, social life, health, and career dynamics they are likely to experience as they transition from college to working full-time. It focuses on understanding what resources students have as they enter the workforce as critical for navigating these changes successfully.

Learning Outcomes. As a result of taking this course, students will:

1. Articulate how their lifeviews and workviews are reflected in their post-graduation choices.

2. Analyze their current financial, social, health, spiritual and personal resources as well as how other people perceive their strengths and weaknesses.

3. Recognize and develop options for major post-graduation transitions, including managing their finances, career progression, health, and changes in their social lives.

4. Identify effective resilience strategies when life doesn't work out as they planned.

5. Synthesize these concepts into a plan that helps them achieve their major life goals.

Course Evaluation

Students' performance will be evaluated on four components, as outlined below. Course grades depend on how well students perform on these components; grades are not subject to a "curve."

Component	Weight	Evaluation
Class participation	20%	Instructor judgments using peer nominations
Short reflection papers	25%	Best 5 of 7 grades on these assignments
Brief class presentation	25%	Class input
My life after college	30%	Paper incorporating short reflection papers

1. **Class participation**. Strive for consistent, active, thoughtful participation that challenges and considers concepts and recommendations from multiple angles. To provide a more objective assessment of students' participation, I will ask peer nominations at the end of the course (e.g., whose participation did you learn the most from? Who talked a lot without adding much value?). I will use this as input into my evaluation of your class participation.

2. **Short reflection papers**. Throughout the course, you will be asked to submit SEVEN (7) short (1-page) reflection papers. These reflection papers, which represent drafts of sections in the final written assignment (My life after college), will each receive a 0 – 5 point grade. Grades for the top five of these seven one-pagers will comprise the short reflection paper grade.

3. **Short class presentation (team assignment)**. At the start of the course, students will sign up to prepare and present summaries of key chapters from our textbook, *The Index Card*. Working in small teams, students will interview working adults about the degree to which they do (or do not) follow key recommendations in the book. This reality check, along with the recommendations, will form the core of their 10-12 minute presentations. Presentation grades will be based on audience feedback and instructor judgment.

4. **Final assignment—My life after college**. The final paper and major deliverable for this course will be a 5-8 page paper summarizing what you hope to accomplish in your life and how you plan to achieve your goals, as well as what your "Plan B" is if your life does not turn out as you hope it will.

==DRAFT== Course Schedule

Week	Topic/Ideas	Activities & Assignments
1	**Course overview: Who am I? Why am I here? What do I want out of life?** ● What are my values? What's my purpose? ● Lifeview and workview: what are these & where do they overlap? **How might I design my own life** ● Using design thinking principles to create new options ● What questions do I want answered in this course? ● Review legacy assignment	*Speaker: Dr. Gerald Suarez* *Reconvene in class:* Discuss design thinking principles; practice these; what questions do we have? **Assignment**: what's my legacy—what do I want people to say about me after I'm gone?

2	**What resources will I need**? ● What do I need to get where I want to go? The impact of health, friends & family, money, KSAOs & spirit. **What resources do I have right now?** ● Review current status: health, social network, finances (building credit), KSAOs (resume building), and spiritual pursuits. ● How do I get the resources I need?	**Assignment**: audit of my resources—what's the current status of my finances, career progression, health, and social relationships?
3	**What should I know about life after graduation?** Recent graduate panel discussion (include diverse students working & in graduate school): 60 minutes ● What are you doing & why? How's it working out? ● What was easy? What was hard? What surprised you most? What do you wish you'd known?	*Speakers: Recent graduate panel* *Reconvene in class:* Debrief & discuss own post-graduation plans
4	**What career & social transitions am I facing?** ● *Career*: how do I establish myself and progress? How do I negotiate my salary? ● *Social resources*: how will my social network change and how do I make friends after college? **What do I do if something goes wrong?** ● What do I do if I hate my job, get really sick, etc.?	**Assignment**: interview 4 people about personal strengths & weaknesses. Discuss resilience, use design thinking to generate "Plan B."

5	**What are all those documents they give me when I get a job and how do I manage this money stuff?** ● What do I need to know about my compensation package and what am I deciding & signing? Benefits, social security, health, life and disability insurance ● How do manage my money? Budgets, financial goals, credit scores & credit cards; banks vs. credit unions, needed documents (power of attorney, advance directives, wills)	*Speakers: Ann Holmes and David Saville* __Assignment__: Track spending through Week 9
6	**What do I want for my life after graduation?** ● What are my priorities? Marriage and/or children, home ownership, travel, athletic pursuits, career trajectory, enlightenment, or something else? ● What resources do I need to make this happen? Role of networking and professional associations **Mid-course Evaluation**	Debrief Ann's & David's content; connect resources to post-graduation plans __Assignment__: what's my FICO score? Create a post-graduation budget based on projected earnings & cost of living.
7	**OK I've established myself, what's next?** Panel of diverse people who are at mid-life stage (30+) or have students interview mid-life people: 45-60 minutes ● What are you currently doing? How did you get to where you are? How does it fit with what you planned? ● What do you like most/least & why? What does work-life balance mean to you? ● Looking back, what do you wish you'd known?	*Speakers: Established graduate panel* *Reconvene in class:* Debrief & discuss longer-term plans
8	**What do I want out of life—or, what's on my long-term "bucket list"?** ● YOLO & dreaming big—what do I really want out of life? ● What might it take to make those dreams a reality?	Design thinking—what are my big dreams? What would make me deeply excited and/or happy?

9	**How do I accumulate the wealth I need to live the life I want?** ● What it takes to save $1M by age 65; law of 72 and compound interest; ways of investing & risk levels, I-bonds, CDs, mutual funds, exchange-traded funds, retirement plans (defined benefit versus defined contribution), Roth and traditional IRAs, real estate, mortgages & tax deductions.	*Speaker*: Dr. Eric Wish
10	**What about the less happy stuff that lies ahead?** ● Impact of aging on physical health, career trajectories, financial resources & social relationships. ● Caring for aging relatives; health & end-of-life care; living and dying well.	Debrief Eric's content; **Major Assignment**: what's my life plan, how does it fit with my values; how will I get there & how will I bounce back if life doesn't support my plan?
11	**Starting with the end in mind: who am I and why am I here?** ● Considering where we started, what have we learned?	**Assignment**: legacy revisited—what do I want family and friends to say about me after I'm gone?