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**SCU-1203 Adulting 101**

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**Business**

<b>Course Number:</b> SCU-1203	<b>Co-Requisites:</b> N/A	<b>Pre-Requisites:</b> N/A
<b>Prepared by:</b>	David Chamberlain, Professor	
<b>Approved by:</b>	Chris Perkins, Dean	
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<b>Approved for Academic Year:</b>	2021-2022	
<b>Credit Weight:</b>	3.00	

**Course Description**

Life is a journey, and like any journey we start somewhere and head for a destination. As a student prepares to complete college and enter the working world it is vital that he/she can recognize and make the necessary decisions and react with positive actions which lead to personal success and satisfaction. In this course offering of self-reflection and interactive discussion, the learner shall recognize and design a personal strategy to provide direction and guidelines towards achieving personal, professional, and financial success. Although the idea of developing and setting personal and career goals can seem some-what daunting and intimidating, this course offers a positive, practical, and yet relaxed personal journey in which learners can recognize, approach, and easily digest key objectives and outcomes.

**Course Learning Outcomes/Course Objectives**

1. **Determine where we are now. Who are we? What motivates us personally and professionally.**
  - 1.1 Examine the value of self-reflection and examination.
  - 1.2 Explore Maslow's Hierarchy of Needs.
  - 1.3 Develop a personal inventory and vision board of who "you" are.
  
2. **Examine the key components to student success.**
  - 2.1 Discuss proven characteristics of successful students.
  - 2.2 What is your definition of success.
  - 2.3 Practice positive personal habits which will assist in successful outcomes.
  - 2.4 Recognize the practical value of incorporating these habits.
  - 2.5 Dealing with conflict, definitions, and types.

**3. Examine the key components to employee success.**

- 3.1 Discuss proven characteristics of employee success.
- 3.2 Practice positive personal habits which will arise in successful employee outcomes.
- 3.3 Recognize the practical value of incorporating these habits.

**4. Examine the key components in family, community, relationship and social success.**

- 4.1 Distinguish the similarities and differences in skills and practices relating to the "successes" discussed.
- 4.2 Discuss the habits and characteristics which will lead to individual success.
- 4.3 Compare the challenges, concerns, as well as positive advantages of relationships.
- 4.4 Address and examine addictive personal behavior.

**5. Determine common factors that influence personal financial decision making.**

- 5.1 Explain how financial needs and requirements change over a lifetime.
- 5.2 Explain economic factors that may influence financial decision makings.
- 5.3 Define the role that key human trends make on personal financial decision making.

**6. Explore personal financial management strategies that lead to successful financial stability.**

- 6.1 Discuss the concept of cash flow.
- 6.2 Examine how income and tax system works in Canada.
- 6.3 Explore the advantages of developing a personal budget.
- 6.4 Examine and identify major financial options faced in current journey.
- 6.5 Prepare a financial plan.

**7. Evaluate the use of debt.**

- 7.1 Explore how lenders operate and review lending risk criteria.
- 7.2 Identify different sources of lending and differentiate between good and bad debt such as student loans verses payday loans.
- 7.3 Discuss different short term personal credit (loans, credit cards, etc) available and evaluate their advantages and disadvantages.
- 7.4 Examine how over reliance on debt financing can have detrimental implications for personal finances.

**8. Practice financial exercise to create personal happy place.**

- 8.1 Explore purchase of "happy home" and recognize financial requirements for such success.
- 8.2 Explore purchase of automobile and other depreciating products.
- 8.3 Consider the value of living "within your means."
- 8.4 Incorporate financial, professional and personal practices to strive for your "ideal".

## Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- EES 1.1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T, A,)
- EES 1.2 Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, A,)
- EES 2.3 Execute mathematical operations accurately. (T, A,)
- EES 3.4 Apply a systematic approach to solve problems. (T, A,)
- EES 3.5 Use a variety of thinking skills to anticipate and solve problems. (T, A,)
- EES 4.6 Locate, select, organize and document information using appropriate technology and information systems. (T, A,)
- EES 4.7 Analyze, evaluate and apply relevant information from a variety of sources. (T, A,)
- EES 5.8 Show respect for diverse opinions, values, belief systems and contributions of others. (T,)
- EES 5.9 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T, A,)
- EES 6.10 Manage the use of time and other resources to complete projects. (T, A,)
- EES 6.11 Take responsibility for one's own actions, decisions and consequences. (T, A,)

## Learning Resources

Materials and activities provided by instructor

## Student Evaluation

Tasks (8 @ 5%) - **40%**

Task 1- Week 1

Task 2- Week 2

Task 3- Week 3

Task 4- Week 4

Task 5- SWOT Week 5

Task 6- Personal Budget Week 6

Task 7- Week 8

Task 8- Week 9

Tests (2 equally weighted) - **40 %**

Test 1- Week 7

Test 2- Week 12

Term Summary including Vision Board (Week 14) - **20%**

## Grade Scheme

The round off mathematical principle will be used. Percentages are converted to letter grades and grade points as follows:

Mark (%)	Grade	Grade Point	Mark (%)	Grade	Grade Point
94-100	A+	4.0	67-69	C+	2.3
87-93	A	3.7	63-66	C	2.0

80-86	A-	3.5	60-62	C-	1.7
77-79	B+	3.2	50-59	D	1.0
73-76	B	3.0	0-49	F	0.0
70-72	B-	2.7			

## **Prior Learning Assessment and Recognition**

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Project/Assignment

## **Course Related Information**

This is a very practical yet enjoyable general education offering. To maximize student success it is imperative that all participants attend class regularly and complete all assignments on time. This offering addresses the need for students to take a responsible approach to course as well as life participation. Organization and focus has a wonderfully profound effect on life and the opportunities which await.

## **College Related Information**

### **Academic Integrity**

Lambton College is committed to high ethical standards in all academic activities within the College, including research, reporting and learning assessment (e.g. tests, lab reports, essays).

The cornerstone of academic integrity and professional reputation is principled conduct. All scholastic and academic activity must be free of all forms of academic dishonesty, including copying, plagiarism and cheating.

Lambton College will not tolerate any academic dishonesty, a position reflected in Lambton College policies. Students should be familiar with the Students Rights and Responsibilities Policy, located at [lambtoncollege.ca](http://lambtoncollege.ca). The policy states details concerning academic dishonesty and the penalties for dishonesty and unethical conduct.

Questions regarding this policy, or requests for additional clarification, should be directed to the Lambton College Student Success Department.

### **Students with Disabilities**

If you are a student with a disability please identify your needs to the professor and/or the Accessibility Centre so that support services can be arranged for you. You can do this by making an appointment at the Accessibility Centre or by arranging a personal interview with the professor to discuss your needs.

### **Student Rights and Responsibility Policy**

Acceptable behaviour in class is established by the instructor and is expected of all students. Any form of misbehaviour, harassment or violence will not be tolerated. Action will be taken as outlined in Lambton College policy.

### **Date of Withdrawal without Academic Penalty**

Please consult the Academic Regulations and Registrar's published dates.

### **Waiver of Responsibility**

Every attempt has been made to ensure the accuracy of this information as of the date of publication. The content may be modified, without notice, as deemed appropriate by the College.

Students should note policies may differ depending on the location of course offering. Please refer to campus location specific policies:

**LAMBTON COLLEGE POLICIES** – applicable to all Lambton College students.

- Student Rights & Responsibilities & Discipline policy (2000-5-1)
- Test & Exam Writing Protocol (2000-1-6)
- Evaluation of Students (2000-1-3)
- (<https://www.lambtoncollege.ca/custom/Pages/Policies/Policies.aspx>)

**CESTAR COLLEGE:**

- [https://www.lambtoncollege.ca/Programs/International/Lambton\\_in\\_Toronto/Student\\_Policies/](https://www.lambtoncollege.ca/Programs/International/Lambton_in_Toronto/Student_Policies/)

**QUEENS COLLEGE:**

- [https://www.lambtoncollege.ca/Programs/International/Lambton\\_in\\_Mississauga/Student\\_Policies/](https://www.lambtoncollege.ca/Programs/International/Lambton_in_Mississauga/Student_Policies/)

Note: It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.