New Course Proposal Cover Sheet (October 2015)

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one): Arts and Sciences x Business x Education

Proposal Submitted By: Tim O’Donnell Date Prepared: October 25, 2015
Course Title: Liberal Arts and the World of Work
Department/discipline and course number*: IDIS 191

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 1 Prerequisites: none
Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?) NO x YES

Date of first offering of this new course: FALL SEMESTER, year FALL SEMESTER, 2016
Proposed frequency of offering of the course: EVERY SEMESTER
List the faculty who will likely teach the course: ODonnell, Richardson, staff in the CCPD
Are ANY new resources required? NO x YES Document in attached impact statement

This new course will be (check all that apply):
Required in the major General Elective x
Elective in the major General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:

This course is for first and second year students and focuses on the connections between the liberal arts, disciplinary pathways, and the world of work. Students explore and evaluate their own interests, values, strengths and skills while examining possible connections to academic programs and employment opportunities as the foundation of the career and professional development planning process. Offered as pass/fail only.

COURSE HISTORY
Was this course taught previously as a topics or experimental course? YES x NO
Course Number and Title of Previous Course Semester Offered Enrollment
BUAD 471 – Professional Development for Freshman/Sophomores Fall 2014 23

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: Lynne Richardson Date: 12-1-15
College of Business (“host” department)
CCC Chair Approval: Date: 12/10/15
UCC Chair Approval: Patricia Reynolds Date: 12/11/15

New Course Proposal Cover Sheet (October 2015)
MEMORANDUM

TO: CAS Curriculum Committee
FROM: Tim O’Donnell
RE: Professional Development Courses (IDIS 191, 193, 195)
DATE: November 7, 2015

This cover memorandum is designed to satisfy the new course proposal “attachments” requirement as well as to address Frequently Asked Questions about professional development courses.

Rationale Statement: A series of three professional development courses are being proposed to support students who seek a formal and structured career and professional development process. Opportunities for focused instruction in these areas are increasingly understood as one significant way to support students in transferring the power of a liberal arts and sciences education to life and the world of work. These courses respond to the call for a greater focus at UMW on career development—a call that has been heard from students, parents, alumni, and advisory boards and which has also been a central component of the strategic planning conversation. Similar courses are increasingly offered at aspirant institutions such as Wake Forest, Elon, and Richmond, as well as competitors such as George Mason.

Impact Statement: The addition of these new courses will have no anticipated impacts on library, space, budget and/or technology.

What is the background on this proposal? Professional development courses were first offered by the College of Business in 2014-2015 under BUAD471. Twice, proposals for such courses were returned by the University Curriculum Committee. At its March 31, 2015 meeting, the University Faculty Council pulled its motion to reconsider the University Curriculum Committee’s 3/16/2015 vote to reject BUAD 101, 201, 301, and 401 in favor of the following substitute motion which passed 8-0-1:

To have Tim O’Donnell partner with COB Dean, Lynne Richardson, to develop two different pilot courses in professional development. These one-hour courses would be offered one time only, in Fall 2015, under a new name and course number, and as P/F.
During the summer, Richardson and O’Donnell developed course proposals for two courses: “Personal Brand Development for Life and Career” (primarily for juniors) and “Life and Career after UMW” (for seniors). Those courses are being taught in fall 2015.

This proposal builds on the UFC directed pilot and proposes three professional development courses for the curriculum:

- IDIS 191 – Liberal Arts and the World of Work
- IDIS 193 – Personal Brand Development for Life and Career
- IDIS 195 – Life and Career After UMW

Why IDIS? After consultation with the Catalog Editor (Morello), it seems clear that “Interdisciplinary” is the appropriate place in the Academic Catalog to house these courses because they are intended to be open to all undergraduate students regardless of major. This is not an uncommon practice at other institutions who house their professional development courses under the umbrella of IDIS, UNIV, or LA&S. The courses themselves are inherently interdisciplinary in nature and may ultimately be taught by interested faculty from several different disciplines. The specific course numbers have vetted with the the Office of the Registrar.

What have previous enrollments been? Professional Development Courses have been offered previously in both fall 2014 and fall 2015 under BUAD 471. In fall 2014, four courses were offered (one per class level). In fall 2015, only two of the courses were offered as stipulated by the UFC. This proposal outlines three different courses (the first of which will be open to both first and second year students). Mapping previous enrollments in BUAD471 on to the three courses proposed here, previous enrollments were as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>IDIS 191</th>
<th>IDIS 193</th>
<th>IDS 195</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>23</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Not offered</td>
<td>13</td>
<td>20</td>
</tr>
</tbody>
</table>

Looking ahead, the Center for Career and Professional Development will take the lead in promoting and marketing these courses.

Who will teach these courses? In 2015-2016, Richardson and O’Donnell intend to offer these courses. As the Center for Career and Professional Development (CCPD) develops -- and in accordance with demand -- it is anticipated that faculty from multiple colleges as well as professional staff in the Center would be eligible to teach these courses. In addition, Administrative and Professional Staff in the CCPD will have these courses as part of their assigned duties and staff realignment (and any future hires) are in accordance with the minimum academic qualifications expected by SACSCOC and the credentialing procedures of the Office of the Provost.
Readings/Required Materials:

There are texts associated with this course:


You will also read selections from: Bruce Kimball, *The Liberal Arts Tradition* and we will use other readings and videos which are accessible from the web and/or from the class Canvas site.

Course Description and Objectives:

This course explores the connections between the liberal arts, disciplinary pathways, and the world of work. Students explore, discover, and evaluate their own interests, values, strengths and skills while examining possible connections to academic programs and employment opportunities as the foundation of the career development process. This course is open to first and second year students and is appropriate for undergraduate students who are undecided and/or who are interested in exploring the connection between personal and professional development.

Learning Outcomes:

The following student learning outcomes are associated with this course. Students will be able to:

- articulate the connection between a liberal arts education, the world of work and lifelong learning.
- explain where their talents and passions connect.
- design and implement plan for their own career and professional development.
Grading:

The final grade for the course will be computed from the following:

- Component 1 (15%) – Reflection Essay 1 – The Liberal Arts
- Component 2 (15%) – Reflection Essay 2 – Information Interview
- Component 3 (15%) – Reflections Essay 3 – Strengths
- Component 4 (15%) – Reflection Essay 4 – Your Game Plan for Success
- Component 6 (20%) – Your Career Development Plan
- Component 7 (20%) – Class Discussion/Participation

A mid-semester grade report of unsatisfactory is a warning that significant improvement is needed. Unsatisfactory performance could result from a lack of attendance/participation, a grade equal to a “D” or lower on one or more assignments, and/or a failure to complete an assignment by the due date. Students whose mid-semester grade report indicates unsatisfactory performance are highly encouraged to meet with the instructor as soon as possible.

Reflection Essays:

During the course of the semester, you will write several short reflection essays. These essays are brief and will be evaluated based upon the degree to which they are insightful, supported, and correct. Each essay has a specific word count which you should include at the bottom of the essay. The topics for these essays are:

- What do the liberal arts mean to you? (250 words)
- Of the insights gleaned from your informational interview, which do you want to apply to your own career and professional development journey and why? (400 words)
- Now that you’ve completed the Strengths assessment, how and in what ways do these results illuminate for you where your talents meet your passions and how that connects to your academic and career plans? (500 words)
- The final essay for the class tasks you with pick one of the principles in Joe Plumeri’s book that has the greatest resonance for you, implement the strategy, and reflect on what you learned

Informational Interview:

An informational interview is a meeting with someone in the career or profession that you would like to explore. Your assignment is to identify a field and individual with whom you would like to conduct this interview. You might identify the individual you would like to interview by asking family, friends, professors, peers, or alumni. You are responsible for creating a pre-interview profile of the individual and their career field and the questions you will ask during the interview. After the interview, you will write a reflection essay that explores what you have learned from this experience. Your pre-interview profile should be turned in with the reflection essay.

Career Development Plan:

Over the course of the semester, you will work on developing a career development plan. The development of this plan will be a multistage process and will include multiple drafts. This plan will include completion of the Holland Code career assessment, identification of your top three career choices, identification of industry specific job boards and professional organizations and events for networking, internship and shadowing prospects, a timetable for implementing your plan, and a sketch of your ideal personal board of directors. Plans should be completed using the template provided in class.
### Attendance/Class Participation:

Attendance in class is expected and essential to a seminar style learning environment and success in this course (which meets only once per week). Everyone is expected to be an active participant in this seminar. This means: attending class regularly, being an active listener and cooperative learner when present, as well as being prepared for class by doing the reading and listening to/watching the talks and participating in and contributing to class discussions both in-class and online. Your class participation grade will be based on (1) the frequency and quality of your contribution to the class, (2) the degree to which you make use of the videos, readings and other materials in sharing your insights with the rest of us (3), the energy, enthusiasm and involvement you bring to our meetings and the material of the course, and (4) the degree to which you function as a “civilized” member of our social learning community.

### Disability Resources:

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.) I will be happy to refer you. The office will require appropriate documentation of disability.

### Honor System:

The Honor Code is a critical component of this course and relates to all written and spoken assignments. Please write and sign the University of Mary Washington honor pledge on every written assignment. I assume that you are observing the honor code for all of your work in this course, including each of your spoken and written assignments. Appropriate actions in accordance with the Honor Code will be taken as warranted. In this course, honor system violations include the willful claiming in a speech, as one’s own, another’s ideas, words, phrases and the like without appropriate acknowledgement in the form or an oral citation or reference.
Tentative Schedule

Week 1 – Introduction to the Course

Week 2 – On the Liberal Arts
   READING: Selections from Bruce Kimball, the Liberal Arts Tradition.

Week 3 – Career Planning – What is it all about?
   • READING: Brooks, Chapters 1-2
   • DUE – Reflection Essay on the Liberal Arts

Week 4 – Finding Your Academic Pathways
   • READING: Brooks, Chapters 3-4

Week 5 – Preparing for Informational Interviews
   • READING: Brooks, Chapters 5-6

Week 6 – What are Employers Looking For?
   • READING: Selections from AACU and Hart and Associates (on Canvas)

Week 7 – Making the UMW Curriculum Relevant to Employers
   • READING: Brooks, Chapter 7
   • READING: The UMW Undergraduate Catalog

Week 8 – 101 Things To Do Before You Graduate
   • READING: Hudak and Gordon
   • DUE – Draft 1 of Career Development Plan

Week 9 – Checking off #36 – Discover Your Strengths
   • DUE – Strengths Report

Week 10 – Everyone has the Same Plumbing
   • READING: Plumeri – Principle 1
   • DUE – Reflection Essay on the Informational Interviews

Week 11 – Show the Way to Grandma’s House
   • READING: Plumeri, Principle 2

Week 12 – Cutting Your Own Path
   • READING: Plumeri, Principle 3
Week 13 – Look Up, Not Down

- DUE – Reflection Essay on your Strengths Assessment
- READING: Plumeri, Principle 5

Week 14 – Thanksgiving Holiday

Week 15 – Make Your Heart Your Teleprompter

- DUE – Final Draft of Career Development Plan
- READING: Plumeri, Principle 7

Exam Week - Final Reflection Due