

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 <input checked="" type="checkbox"/>	Business <input type="checkbox"/>	Education <input type="checkbox"/>
Proposal Submitted By: Tim O'Donnell		Date Prepared: October 25, 2015 (Rev. 11/30/15)	
Course Title:	Personal Development for Life and Career		
Department/discipline and course number*:	IDIS 193		

*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 <input type="checkbox"/> YES <input checked="" type="checkbox"/>

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:	O'Donnell, Richardson, staff in the CCPD
Are ANY new resources required?	NO <input checked="" type="checkbox"/> YES <input type="checkbox"/> <i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major	<input type="checkbox"/>	General Elective	<input checked="" type="checkbox"/>
Elective in the major	<input type="checkbox"/>	General Education**	<input type="checkbox"/>

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

Catalog Description:	<p>This course is for students who are preparing to start their strategic job search and is designed to support them as they seek to understand, assess, and refine their professional identity. Offered as pass/fail only.</p>
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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 Juniors			19
BUAD 471 – Professional Development for Juniors			13

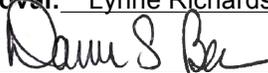
x **CHECK HERE** if the proposed course is to be **equated** with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

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 _____

CCC Chair Approval:  _____ **Date:** 12/10/15 _____

UCC Chair Approval: _____ **Date:** _____

Memorandum

TO: CAS Curriculum Committee

FROM: Lynne Richardson and Tim O'Donnell

RE: Revisions to Professional Development Courses

DATE: December 1, 2015

Thank you for your review and feedback on the proposed professional development courses. We were delighted to learn of your approval of IDIS 191 and appreciate your good advice and feedback on IDIS 193 and 195. We believe that it has improved these proposals substantially.

As requested, we have:

(a) Removed the word “brand” from the Course Title and Learning Outcomes from IDIS 193 and combined the overlapping content from 195 so that IDIS 193 is now the only proposed course focused on students who are initiating the strategic job search process.

(b) Revised the content for IDIS 195 so that it is appropriate for seniors who are preparing to leave UMW (and does not overlap with material that would be covered in IDIS 193). The learning outcomes and course content now reflect what should be the focus for seniors -- post-search aspects of professional development, including: the job offer, personal finance, workplace culture, life outside of work, and preparing for a lifetime of career transitions.

Personal Development for Life and Career • Fall 2016

IDIS 193 • Monroe 111 • M 10:00 – 10:50

Tim O'Donnell

Professor of Communication and Associate Provost for Academic Engagement and Student Success

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Office Hours: TR 12:15-1:00 and by appointment

Readings/Required Materials:

The primary materials for this course will be a series of short essays and videos which are accessible from the web and/or from the class Canvas site. Students who have not previously completed a StrengthsFinder Assessment should purchase and complete this at the beginning of the term.

Course Description and Objectives:

This course is for students who are preparing to start their strategic job search and is designed to help them understand, assess, and refine the ways in which they communicate about themselves. Students will conduct a personal self-assessment while examining the wide-variety of factors, messages, and forces that shape others understanding of who they are and how they will perform as employees. Students will work to create an individualized and custom identity that informs the wide variety of written and oral components of their post college transition to professional life.

Learning Outcomes:

Students will be able to:

- Identify and evaluate the various dimensions and components of their personal identify and its relationship to their professional aspirations.
- Students will be able to refine, develop, and implement personal and professional development strategies that hone the ways in which they plan for the job search and present themselves in both oral and written messages that impact their personal identity.

Grading:

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

- Component 1 (10%) – Digital Identity Audit
- Component 2 (10%) – Reflection Essay 1 (Strengths)
- Component 3 (20%) – Reflections Essay 2 (Your Forty Year Plan)
- Component 4 (15%) – Resume (2 drafts)
- Component 5 (10%) – Cover Letter
- Component 6 (15%) – Speech of Introduction
- 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 of “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.

Attendance:

Attendance in class is expected, required, and essential to a seminar style learning environment and success in this course (which meets only once per week).

Class Participation:

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 of an oral citation or reference.

Tentative Schedule

August 26, 2015 – Introduction to the Course

September 2, 2015 – The Other 4.0

- WATCH: Jullien Gordon, How to Graduate College (TEDxMidwest, 2012)

September 9, 2015 – Your Identity

- READ: Peters, Tom (August/September 1997). "The Brand Called You." FASTCOMPANY, <http://www.fastcompany.com/28905/brand-called-you>
- READ: Clark, Dorie. 2011. "Reinventing Your Personal Brand." *Harvard Business Review* 89, no. 3: 78-81. *Business Source Complete*, EBSCOhost (accessed August 4, 2015).
- WATCH: David Brooks: Should you live for your resume ... or your eulogy?

September 16, 2015 – Your Digital Footprint

- READ: Tulathimutte, Tony. 2013. September 4 "You Are What You Tweet." . *The New Yorker*. Accessed August 4. <http://www.newyorker.com/business/currency/you-are-what-you-tweet>.
- WATCH: Chip Kidd: The art of first impressions – in design and life
- DUE: Digital Identify Audit (use the template provided on Canvas)

September 23, 2015 – Revisiting Your Strengths

- READ: Drucker, Peter F. 2005. "Managing Oneself." *Harvard Business Review* 83, no. 1: 100-109. *Business Source Complete*, EBSCOhost (accessed August 4, 2015).
- WATCH: Jacob Cass: Building a personal brand (TEDxCMU)

September 30, 2015 – Your Speech of Introduction

- WATCH: Larry Smith: Why you will fail to have a great career
- Speech of Introduction Delivered in Class (3 minutes)

October 7, 2015 – Crafting Your Resume

- WATCH: Bryan Kramer: Why sharing is reimagining our future

October 14, 2015 – Peer Resume Reviews

- WATCH: Susan Colantuono: The career advice you probably didn't get
- Draft 1 of Resume Due

October 21, 2015 -- Drafting Your Written Introduction

- Final Resume Due

October 28, 2015 – Interviewing Strategies

November 4, 2015 – Mock Interviews

November 11, 2015 – Mock Interviews

November 18, 2015 – Body Language

- WATCH: Amy Cuddy: Body language shapes who you are

November 25, 2015 – Thanksgiving Holiday

December 2, 2015 – GRIT

- WATCH: Angela Lee Duckworth: The key to success? Grit

Exam Week - Final Reflection Due

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:

Term	IDIS 191	IDIS 193	IDS 195
Fall 2014	23	19	16
Fall 2015	Not offered	13	20

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.