

# 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.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: Tim O'Donnell		Date Prepared: October 25, 2015 (Rev. 12-1-15)	
Course Title:	Life and Career After UMW		
Department/discipline and course number*:	IDIS 195		

\*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 <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			<b>NO</b> <input type="checkbox"/> <b>YES</b> <input checked="" type="checkbox"/>

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>	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
<b>Are ANY new resources</b> required?	<b>NO</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <i>Document in attached impact statement</i>

<b>This new course will be (check all that apply):</b>			
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.

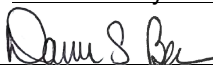
<b>Catalog Description:</b>
<p>This course is for seniors who are preparing for their post-college transition to the world of work and independent living. <span style="color: red;">Offered as pass/fail only.</span></p>

<b>COURSE HISTORY</b>			
Was this course taught previously as a topics or experimental course?	<b>YES</b> <input checked="" type="checkbox"/>	<b>NO</b> <input type="checkbox"/>	
<b>Course Number and Title of Previous Course</b>	<b>Semester Offered</b>	<b>Enrollment</b>	
BUAD 471 – Professional Development for Seniors	Fall 2014	16	
BUAD 471 – Professional Development for Seniors	Fall 2015	20	
<input checked="" type="checkbox"/> <b>CHECK HERE</b> if the proposed course is to be <b>equated</b> 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.			
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> 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**

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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.

## **IDIS 195 - Life and Career After UMW**

**Professor:** Lynne Richardson

**Office Hours:** TBA

### **Required Texts:**

Christensen, Clayton M., James Allworth, and Karen Dillon. *How Will You Measure Your Life?* 4/15/12 edition. HarperBusiness, 2012.

Siegel, Cary. *Why Didn't They Teach Me This in School?: 99 Personal Money Management Principles to Live By.* 2.4.2013 edition. CreateSpace Independent Publishing Platform, 2013.

**Course Description:** This course is designed for seniors who are about to make the transition from the college classroom to the world of work. It will focus on life and career after UMW in five critical areas: (1) evaluating and negotiating the job offer, (2) practical skills for independent living, (3) navigating workplace culture, (4) life outside of work, and (5) preparing for subsequent career transitions.

**Course Prerequisites:** There is no prerequisite for this course.

**Course Objectives:** Upon completion of this course, you should be able to:

1. Evaluate job offers and skillfully enter into and conclude negotiations.
2. Make use of practical skills for independent living in such areas as personal finance, retirement planning, job related benefits,
3. Navigate the challenges associated with workplace cultures.
4. Establish goals and personal development plans for life outside of work.
5. Prepare for and thrive during inevitable career and job transitions that follow the first post-college destination.

**Class Format:** Students are expected to attend class each day (the course meets one day per week) and have completed the assignments due. Class time will include class discussions, guest speaker presentations, and in-class activities. Attendance will be taken each day. When you are absent, you cannot contribute to or benefit from information shared. No late assignments will be accepted (assignments, when appropriate, can be turned in electronically BEFORE the beginning of class on the day the assignment is due).

The Office of Disability Resources (540-654-1266) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already 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. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and need accommodations, I will be happy to refer you. Documentation of a disability is required.

### Grading

Your grade will be computed from the following:

- Job Offer Scenario Exercise (10%)
- Monthly Budget Exercise (10%)
- Retirement Planning Exercise (15%)
- Housing and Cost of Living Exercise (15%)
- Community Service Reflection Paper (10%)
- Measuring Your Life Reflection Paper (20%)
- Flower Exercise/Oral Presentation (20%)

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.

Assignments are due at the beginning of class (unless the professor indicates they may be submitted online). Late assignments will not be accepted.

#### Cellular Phones and Laptops

Out of respect for your classmates, guest speakers and your instructor, please turn off all cellular phones when entering class. Students who text, surf the web, and/or make phone calls during class will be considered absent and will be asked to leave. Additionally, during the next class period, the cellphone will reside on the instructor’s desk during the class. There is no valid reason you should have a laptop open during this course. In my experience, rarely are students using laptops in class for class-related reasons, and they become a distraction for other students.

#### UMW Honor Code

The Honor System applies to every student who is enrolled at the University of Mary Washington. The Honor Pledge:

“I, as a student at the University of Mary Washington, do hereby accept the Honor System. I have read the Honor Constitution, understand it, and agree to abide by its provisions. Accordingly, I resolve to refrain from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others, and from deliberately falsifying facts. I acknowledge that, in support of the Honor System, it is my responsibility to report any violations of the Honor Code of which I am aware. I realize that, in the event of a violation of the Honor Code, a plea of ignorance will not be acceptable, and that such a violation could result in my permanent dismissal from the University. I further pledge that I shall endeavor at all times to create a spirit of honor, both by upholding the Honor System myself and helping others to do so.”

## Class Schedule

The Chapters referenced are from *What Color is Your Parachute?*

<b>Class meeting</b>	<b>Topic(s)</b>	<b>Assignment</b>
1	Introduction/Syllabus review/Get to know each other	
2	<b>After the Job Offer:</b> Evaluating the offer	

3	<b>After the Job Offer:</b> Salary and Benefits Negotiation	<b>Job Offer Scenario Exercise</b>
4	<b>Independent Living:</b> Personal Budgeting	<b>Monthly Budget Exercises</b>
5	<b>Independent Living:</b> Insurance and Health Benefits	
6	<b>Independent Living:</b> Financial and Retirement Planning	<b>Retirement Planning Exercise</b>
7	<b>Independent Living:</b> Credit Cards, Debt, and Loans	
8	<b>Independent Living:</b> Housing Alternatives	<b>Housing and Cost of Living Exercise</b>
8	<b>Independent Living: Cost of Living,</b> Your Paycheck, and Taxes	
9	<b>Discussion:</b> How Will You Measure Your Life? discussion	<b>Reflection Paper: How Will You Measure Your Life?</b>
10	<b>Workplace Culture:</b> Identifying the type of culture in which you will excel	
11	<b>Workplace Culture:</b> Conflict management and human resources	
12	<b>Life Outside of Work:</b> Striking the Work/Life Balance	<b>Reflection Paper: Community Service Project</b>
13	<b>Life Outside of Work:</b> Community Service	
14	<b>Career Transitions:</b> How many jobs will you have?	
15	<b>Career Transitions:</b> Setting realistic expectations and preparing for “life in the fast lane”; creating your ten year plan/list of accomplishments	<b>Complete Flower Exercise/Oral Presentation</b>

## MEMORANDUM

TO: CAS Curriculum Committee

FROM: Tim O'Donnell

RE: Professional Development Courses (IDIS 191, 193, 195)

DATE: November 7, 2015

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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.