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
- Business
- XX
- Education

Proposal Submitted By: Ken Machande  
Date Prepared: 13 Jan 2015

Course Title:  
- Professional Development for Seniors

Department/discipline and course number*:  
BUAD401

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

Number of credits proposed:  
- 1

Prerequisites:  
- BUAD major or permission of the Associate Dean for Faculty

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?)

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
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<tbody>
<tr>
<td>XX</td>
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</table>

Date of first offering of this new course:  
- FALL SEMESTER, year 2015

Proposed frequency of offering of the course:  
- 1 time per year

List the faculty who will likely teach the course:  
- Potentially all CoB Faculty

Are ANY new resources required?  
- NO
- XX
- YES

Document in attached impact statement

This new course will be (check all that apply):

- Required in the major
- General Elective
- 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:

Prerequisites: BUAD Major or permission of the Associate Dean for Faculty. An orientation in which students learn how to plan a job search, best practices in interviewing preparation and follow up, how to evaluate a job offer, negotiating skills for salaries and benefits, office etiquette, networking, living within your means, planning for retirement, and the importance of community service.

COURSE HISTORY

Was this course taught previously as a topics or experimental course?  
- YES
- xx
- NO

Course Number and Title of Previous Course:  
BUAD471B4 Professional Development for Seniors

Semester Offered:  
Fall 2014

Enrollment:  
16

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:  
Ken Machande  
Date:  
January 28, 2015

CCC Chair Approval:  
Nichole Phillips  
Date:  
January 30, 2015

UCC Chair Approval:  
Date:  

New Course Proposal Cover Sheet (July 2013)
Rationale for Professional Development Series of Courses:

Our students are well regarded in terms of their work ethic and academic preparation. The College of Business (COB) faculty, staff and Advisory Board members discussed how to best prepare business students for the workplace. Anecdotal stories were shared by numerous faculty and advisory board members indicating a void in the ‘soft skills’ preparation. Our students may not be as successful because we have not exposed them to critical factors such as interviewing and networking skills, dining etiquette, professional attire, and the like. While some students take advantage of extracurricular opportunities to address these needs, the majority of our students do not.

To address this void, we propose a sequence of four one-hour courses. Each course will address subjects that many of us think a college graduate should know, but often times they do not. Many of these topics are presented in a just-in-time basis based on the needs that students have at the point in their college career. Topics will be modified, as necessary, to address needs faculty and employers see in the student and alumni population.

Enclosed is the syllabus for each of the four proposed courses that were offered in the College of Business in the Fall 2014 on a test basis. These syllabuses provide excellent examples of the types of information that will better equip our graduates to be much better prepared for life after college without needing to learn many concepts on the fly after graduation. The course evaluations for the coursework are also enclosed and are instructive as to the value provided by the course as well. Finally, a letter from the College of Business Advisory Board is provided to illustrate how successful business people, most of whom graduated from UMW, view these courses.

This program is modeled on curricula found at other business schools. For example, the Kelley School of Business at Indiana University, generally ranked in the Top 10 Undergraduate Business Schools by US News & World Report (and others), has a three-course curricula offered the freshman, sophomore, and junior years.

Our goal is to graduate students who have navigated the job search (or graduate school) process well and who are prepared to enter the next stage of their lives as professionals.

Impact Statement:
The resource impact of these courses is minimal because one faculty member will be able to teach three single courses in a semester assigned as a service assignment to the College and University. Classrooms will need to be made available in which the classes will be taught.

Catalog Copy:
Prerequisites: BUAD Major or permission from the Associate Dean for Faculty. An orientation in which students learn how to plan a job search, best practices in interviewing preparation and follow up, how to evaluate a job offer, negotiating skills for salaries and benefits, office etiquette, networking, living within your means, planning for retirement, and the importance of community service.
University of Mary Washington
PROFESSIONAL DEVELOPMENT FOR SENIORS
Fall 2014          Wednesdays @ 12         ITCC 329

Professor:       Lynne Richardson     540.654.1455      Lynne.richardson@umw.edu    GW 213
Office Hours:    By appointment

Required Texts:  There is no required text for this course.

Course Description: This course is designed for senior business majors. It will focus on the job search process, including evaluating job offers. It will also include topics of interest to students post-UMW, including creating realistic expectations of the workplace and navigating the first year after college, both personally and professionally.

Course Prerequisites: There is no prerequisite for this course.

Course Objectives: Upon completion of this course, you should be able to:
1. Plan your job search strategy.
2. Evaluate the entirety of a job offer, not just salary.
3. Understand office etiquette, politics and hierarchy.
4. Set realistic expectations for your first year in the workforce.
5. Help you prepare for retirement.

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 Policy
Students will receive a grade of A, B, C, D or F for Professional Development for Seniors. Evaluation will occur in the following areas:

1. Completion of assigned exercises. Assignments are due 30 minutes after class begins on the day the assignment is due.
2. Participation in classroom activities.
Grading will be based on the following combinations of participation in classroom activities and completion of assignments:

A – Student participates in at least 12 classes and completes at least 9 assignments (included all required assignments)

B – Student participates in 10-11 classes and completes 7-8 assignments only (including all required assignments)

C – Student participates in 8-9 classes and completes 5-6 assignments only (including at least 4 required assignments)

D – Student participates in 6-7 classes and completes 3-4 assignments only

E – Student participates in 4-5 classes and completes 1-2 assignments only

**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 class. 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.”

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Class meeting</th>
<th>Topic(s)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1—Aug. 27</td>
<td>Introduction/Syllabus review/Get to know each other</td>
<td>1. Update resume—to be critiqued by professionals (REQUIRED)</td>
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<tr>
<td>2—Sept. 3</td>
<td>Planning your job search/next steps in academic career</td>
<td>2. Answer top 10 interview questions</td>
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<tr>
<td>3—Sept. 10</td>
<td>Best practices in interviewing preparation and follow up</td>
<td>3. Compare three job offers—scenario created (REQUIRED)</td>
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<tr>
<td>4—Sept. 17</td>
<td>Living on and understanding your paycheck (Ken Machande)</td>
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<tr>
<td>5—Sept. 24</td>
<td>How to evaluate a job offer, including benefits (HR professional and alumnus Eileen Adenan)</td>
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<td>6—Oct. 1</td>
<td>Saving for retirement and other goals (Financial planning professional and alumnus Christopher Fines)</td>
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<td>Date</td>
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<tr>
<td>7—Oct. 8</td>
<td>Effective negotiating skills for salaries, benefits (Smita Jain Oxford)</td>
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<td>8—Oct. 15</td>
<td>Office etiquette and politics (Adjunct and local business leader Julie Rettinger)</td>
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<td>9—Oct. 22</td>
<td>Networking – how to and the importance of</td>
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<td>10—Oct. 29</td>
<td>Recognizing hierarchy and respecting authority in the workplace</td>
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<td>11—Nov. 5</td>
<td>Personal Finance: housing alternatives</td>
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<tr>
<td>12—Nov. 12</td>
<td>Importance of community service to companies and YOU – ‘giving back’ (Alumnus and Rappahannock Electric Cooperative CEO Kent Farmer)</td>
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<tr>
<td>13—Nov. 19</td>
<td>How to run an effective meeting; travel as a part of work</td>
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<tr>
<td>14—Dec. 3</td>
<td>Setting realistic expectations and preparing for “life in the fast lane”</td>
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<td>15—Dec. 10</td>
<td>Creating your ten year plan/list of accomplishments</td>
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<td>4. Timeline exercise plotting 401K in order to reach a retirement goal (REQUIRED)</td>
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<td>5. Pick out five “don’ts” in Mad Men/Office Space (TV show/movie)</td>
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<td>6. Find a house in a city that you want to live in (not currently living in) and use the mortgage calculator/compare it with rentals in the same area (same size).</td>
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<td>7. Planning a visit to a prospective client travel exercise (REQUIRED)</td>
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<td>8. Create a 10 year plan with 5 major events; look back 10 years and identify 5 major events (REQUIRED)</td>
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9. Participate in Speed Networking
10. Attend Career Fair – collect materials from three (3) employers to turn in
11. Be matched with a mentor/connect once per month and write journal entries reflecting conversations (REQUIRED)—due last day of class
12. Attend Etiquette Dinner
13. Attend LinkedIn seminar with Kara Vanderpool Ward
14. Attend Office of Academic and Career Services’ Dress for Success seminar
15. Attend Office of Academic and Career Services’ Resumania seminar
Individual Report for BUAD 471B4-01 Prof Development for Seniors (Lynne Richardson)

Course Evaluation
Project Audience 16
Responses Received 11
Response Ratio 68.75%

Creation Date  Fri, Dec 12, 2014

https://umw.explore-blue.com/umw/rvg-eng.aspx?lang=eng&redi=1&SelectedIDforPrint=...  1/13/2015
Course Evaluation

Focus on Your Experience

1. I acquired substantial knowledge and/or skills in this course.

2. I found instructor's feedback useful.

3. I was encouraged to ask questions about the course material.

4. I found the instructor to be helpful in clarifying difficult material.

5. I was encouraged to reflect critically on course content.

6. I found the instructor to be available outside of class for help (e.g., during office hours, special appointments, via e-mail, telephone).
I acquired substantial knowledge and/or skills in this course.

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<tr>
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<tr>
<td>5 Strongly Agree</td>
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<td>90.91%</td>
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<tr>
<td>4 Agree</td>
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<td>3 Somewhat Agree</td>
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<tr>
<td>2 Disagree</td>
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<tr>
<td>1 Strongly Disagree</td>
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<td>Total</td>
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Statistics

5th Percentile

Value: 2.00

95th Percentile

Value: 5.00

I found instructor's feedback useful.

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Value: 2.00

95th Percentile

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I was encouraged to ask questions about the course material.

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Value: 5.00

I found the instructor to be helpful in clarifying difficult material.
I was encouraged to reflect critically on course content.

I found the instructor to be available outside of class for help (e.g., during office hours, special appointments, via e-mail, telephone).
## Comments

Your professor values your open comments on this course. Please comment on your experiences and observations of the course below.

<table>
<thead>
<tr>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Good intentions, not very organized</td>
</tr>
<tr>
<td>I think this is a really important class to offer, especially for speakers. The guest lecturers were fantastic and made the class worthwhile. I liked the variety of topics</td>
</tr>
<tr>
<td>Very useful class, really recommend it as a requirement for future students.</td>
</tr>
<tr>
<td>This class was extremely helpful and enlightening. Being an environmental science major, I believe that this class is beneficial to all majors and should be a requirement (or at least available and encouraged) to everyone.</td>
</tr>
<tr>
<td>This class provided so much useful information that will correlate to real world issues. Not only is this a great class, but Dean Richardson is a great professor and I wish she taught more than just one 8am class next semester. From the information I have gathered about the other sections, I am not sure that they should be required but this is a definite must take course for a college student.</td>
</tr>
<tr>
<td>Dean Richardson is a excellent communicator. She is very approachable, and can relate to her students. That is a great quality in a dean. The course itself was helpful, especially helpful because I am getting ready to go out in the career world. I believe I am now equipped to utilize these skills that I have learned from this class.</td>
</tr>
<tr>
<td>Dean Richardson's Professional Development class is a wonderful class to take! She puts a lot of emphasis on the importance of saving for retirement and I think it is really good to start thinking about these things prior to graduating and accepting a full-time position. I think COB students would really benefit from taking a course like this!</td>
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<tr>
<td>This course was very beneficial and I believe all business majors should be required to take this course in the future. I feel more prepared to graduate because of what I learned in this class. I especially enjoyed having a variety of guest speakers that were experts in the various areas we were discussing come in and teach us. Dean Richardson is extremely experienced and provided me with advice that I will carry with me for the rest of my life :}</td>
</tr>
<tr>
<td>Very useful, I think it should definitely be a mandatory class, still as 1 credit. I liked having all the different speakers and learned a lot!</td>
</tr>
</tbody>
</table>
This letter is in support of Dean Lynne Richardson and the business faculty's initiative to bring a real world practicum to students studying in the University of Mary Washington's College of Business.

As a collective group, we came to Dean Richardson asking for help. Members of the Advisory Board come from diverse backgrounds representing a host of various industries under the business umbrella. As individuals who are seeking to hire we have found that there is a huge void in the pool of potential candidates.

While nobody can debate the importance of a strong academic background, we all agree that what it takes to get hired isn't just the GPA, but what we like to refer to as the EAA, or the Everyday Ability to Achieve. These are things that you won't find in any textbook, and in few college curricula. The EAA includes topics like how to do face-to-face networking, how to make a proper introduction, and how to properly follow up with potential clients. Other important topics include how to deal with office politics, how to negotiate and effectively communicate internally and externally, and, certainly one of the most important things, proper business etiquette - from business dinners and travel to meetings. Combined with the knowledge they gain from their academic education, these are the skill sets that we desire.

In a world where business moves faster than ever, it is essential for us to have employees who can quickly and easily integrate into the pace necessary for all of our companies to remain competitive in the marketplace. It is easy to fill desks with qualified individuals to do the work once it gets beyond the lobby. It's an entirely different experience finding someone who can get the work to the front door and navigate the life cycle of the project. Should a potential candidate demonstrate both GPA and EEA, we guarantee their resume will be put on the top of the stack.

We commend the College of Business faculty for taking the initiative to respond to the needs of the business community by creating a program specifically designed to ensure that students from the College of Business are the type of candidates we described above. Many of us have already spoken to the students involved in the program first hand and can attest that the early results are on point for what all of us are seeking.

We want the College of Business to continue this program and understand there are protocols that must be followed for this to happen. We encourage those involved to support this effort. We firmly believe that this program will offer UMw the opportunity to be recognized as an innovative leader in business education but, more importantly, better prepare business graduates for our world.

Respectfully submitted on behalf of the entire Advisory Board,

Dave Carey '96
Chair
UMW College of Business Advisory Board