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.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>XX</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Ken Machande</td>
<td>Date Prepared: 13 Jan 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Professional Development for Juniors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>BUAD301</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>1</th>
<th>Prerequisites:</th>
<th>BUAD major or permission of the Associate Dean for Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable &quot;special topics&quot; course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>XX</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of first offering of this new course:</th>
<th>FALL SEMESTER, year</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed frequency of offering of the course:</td>
<td>1 time per year</td>
<td></td>
</tr>
<tr>
<td>List the faculty who will likely teach the course:</td>
<td>Potentially all CoB Faculty</td>
<td></td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
<td>XX</td>
</tr>
</tbody>
</table>

**DOCUMENT IN ATTACHED IMPACT STATEMENT**

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

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>General Education**</td>
</tr>
</tbody>
</table>

*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 the appropriate personal appearance and professional attire, job search skills, corporate culture and identifying that culture in which you will excel, business etiquette, grad schools, and budgets and personal finances.

### COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>xx</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title of Previous Course</td>
<td>Semester Offered</td>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td>BUAD471B3 Professional Development for Juniors</td>
<td>Fall 2014</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

xx 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: February 25, 2015

CCC Chair Approval: Nicole Phillips Date: February 25, 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 the appropriate personal appearance and professional attire, job search skills, corporate culture and identifying that culture in which you will excel, business etiquette, grad schools, and budgets and personal finances.
University of Mary Washington
PROFESSIONAL DEVELOPMENT FOR JUNIORS
Fall 2014 Wednesdays @ 1 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 junior students who have declared business as their major or who are designated pre-business. It will focus on professional image and career fit issues and will also assist students in preparing for their personal financial futures.

Course Prerequisites: There is no prerequisite for this course.

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

1. Articulate the image you project with your appearance and actions.
2. Understand the importance of your ‘fit’ within an organizational culture.
3. Leave UMW prepared to embrace your personal financial future, including budgets, insurance, credit, and investments.
4. Know the do’s and don’ts of professional etiquette, including dining etiquette.

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 Juniors. Evaluation will occur in the following areas:

1. [Satisfactory/successful/Exemplary] completion of assigned exercises. Assignments are due 30 minutes after class begins on the day the assignment is due.
2. Active 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
F – 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."

<table>
<thead>
<tr>
<th>Class meeting</th>
<th>Topic(s)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Aug. 27</td>
<td>Introduction/Syllabus review/Get to know each other</td>
<td></td>
</tr>
<tr>
<td>2—Sept. 3</td>
<td>Messages you send with your behaviors (e.g. taking responsibility for actions, timeliness, use of smartphones in meetings)</td>
<td>1. Update resume' and suggest plans to improve it during the next year (REQUIRED)</td>
</tr>
<tr>
<td>3—Sept. 10</td>
<td>Professional appearance (from head to toe)</td>
<td></td>
</tr>
<tr>
<td>4—Sept. 17</td>
<td>Professional attire, continued</td>
<td>2. Wear appropriate attire, and critique classmates (REQUIRED)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>5—Sept. 24</td>
<td>Job search skills (HR professional and alumnus Eileen Adenan)</td>
<td></td>
</tr>
<tr>
<td>6—Oct. 1</td>
<td>Myers Briggs Inventory—a short version (Dr. Mark Saffirstone)</td>
<td>3. Complete MBTI and bring to class (REQUIRED)</td>
</tr>
<tr>
<td>7—Oct. 8</td>
<td>Corporate culture – and identifying the type of culture in which you will excel</td>
<td>4. Complete BLS.gov career research test; develop career “to do” list</td>
</tr>
<tr>
<td>8—Oct. 15</td>
<td>Mentors – why you need one; how to find one</td>
<td>5. Describe the type of corporate culture in which you will best ‘fit’</td>
</tr>
<tr>
<td>9—Oct. 22</td>
<td>Is Grad School in your future?</td>
<td></td>
</tr>
<tr>
<td>10—Oct. 29</td>
<td>Business etiquette, including preliminary dining info</td>
<td>6. Research two schools for appropriate graduate program (REQUIRED)</td>
</tr>
<tr>
<td>11—Nov. 5</td>
<td>Dining etiquette</td>
<td></td>
</tr>
<tr>
<td>12—Nov. 12</td>
<td>Credit cards/loans (PNC bankers)</td>
<td></td>
</tr>
<tr>
<td>13—Nov. 19</td>
<td>Investment Program (Financial services professional and alumnus Ben Maxwell)</td>
<td>7. Compare buying new car vs. used car (cost of loans)—scenario to be given (REQUIRED)</td>
</tr>
<tr>
<td>14—Dec. 3</td>
<td>Creating a budget (Ken Machande)</td>
<td>8. Attend etiquette dinner</td>
</tr>
<tr>
<td>15—Dec. 10</td>
<td>Insurance topics (State Farm agent Buster Nelson)</td>
<td>9. Create a personal budget</td>
</tr>
</tbody>
</table>

10. Participate in Speed Networking
11. Attend Career Fair – collect materials from three (3) employers to turn in
12. Be matched with a mentor/connect once per month and write journal entries reflecting conversations (REQUIRED)—due last day of class
13. Attend Academic and Career Services’ Resumania seminar
14. Attend Academic and Career Services’ Dress for Success seminar
15. Compare two internships found on Employ-an-Eagle
Individual Report for BUAD 471B3-01 Prof Development for Juniors (Lynne Richardson)

Course Evaluation
Project Audience 19
Responses Received 12
Response Ratio 63.16%

Creation Date  Fri, Dec 12, 2014
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.

![Bar chart showing the responses to the statement about acquiring knowledge and skills.]

Statistics
5th Percentile
Value
2.00

Statistics
95th Percentile
Value
5.00

I found instructor's feedback useful.

![Bar chart showing the responses to the statement about finding instructor's feedback useful.]

Statistics
5th Percentile
Value
2.00

Statistics
95th Percentile
Value
5.00

I was encouraged to ask questions about the course material.

![Bar chart showing the responses to the statement about being encouraged to ask questions.]

Statistics
5th Percentile
Value
2.00

Statistics
95th Percentile
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.

Comment

Felt the course was helpful and informative. The course should be seriously looked at for a required course for the program. Certain lessons such as understanding a budget, credit cards and resumes are important knowledge that you need to be successful after graduation. This knowledge might not be exactly business related but it is important.

This course was extremely helpful. We studied topics that I was worried about not knowing before I entered the business world, such as making a resume. Dr. Richardson was great;

This class was very informational, I strongly believe every single person on this campus would benefit from this class. It not only helped me as a business major, but it made me more comfortable with my life after college.

There was very little that I learned in this class. Most of it was review from high school courses. I felt like I would have benefited from the topics in the senior level class.

Very useful information. Every college student should take it. I really like all these topics that Professor Richardson told in the class.

Dr. Lynne Richardson is an excellent instructor for the course. She brings in personal stories based on experience in the ways of the workforce, and bringing in guest speakers really makes the course enlightening (and entertaining).

This version of the course is preferable for people who wish to take a one-credit version. Assignments are pretty easy, so there would be little excuse not to complete them.

Absolutely loved Dr. Richardson. She's by far the best professor I've had at this university. She kept me interested in the topics and the topics we learned about were to help prepare us for the real world- something I've yet to really learn in other classes.

Dean Richardson is awesome!!!

I loved this class! Well first off, Dr. Richardson is just the best. Not only did I love her, but I have really enjoyed the material covered in this class. We have learned so much useful information in this class for not only the future but for job preparedness. I now feel more confident in looking for jobs (what to wear on interviews, how to construct a good resume, proper etiquette, etc). If people do not take this class, they're crazy. I am hoping that there will be a class for Seniors next year because I will definitely be signing up. Overall, great class and great teacher.

This class was beneficial to me and likely everyone else in the course as well. We learned about different ways to save money, budget our money, the difference between buying a new car versus a used car, and how to dress appropriately for an interview. I think that we learned a lot of things that will be helpful now and in the future.

I really enjoyed this class with Dr. Richardson. I took it as a last minute decision, and I am very glad that I did. The class topics were very useful for life in the business world, and her expectations for the class and the assignments were very clearly laid out and followed. I feel as though we were given the opportunity to develop a personal relationship with Dr. R, and that will prove to be a major asset in the future. This class made us think about the future in a way that we hadn't before, and it will help us majorly with our planning and growing after college.
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