

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
 (Attach copy of syllabus)

SUBMITTED BY:

Department	Business Administration	College/School	School of Management
Prepared by	Amber Lammers	Phone	Ext. 4622
Email Contact	allammers@alaska.edu	Faculty Contact	Kevin Berry Kberry9@alaska.edu

1. ACTION DESIRED
 (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **BA** Course # **309** No. of Credits **1**

Justify upper/lower division status & number of credits: This course will cover topics pertinent to graduating students and will expand upon topics they have learned at the lower-division classes. This class is one of three one credit courses that SOM is proposing.

3. PROPOSED COURSE TITLE: **Professional Development: Finding a Career**

4. To be CROSS LISTED? YES/NO No If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO No If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **As demand warrants**
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Fall 2017**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)
 Mode of delivery (specify lecture, field trips, labs, etc) **Lecture**

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

BA 309 Professional Development: Finding a Career
1 credit Offered as demand warrants

The course involves the development and use of skills in critical analysis and composition of business and personal communications. This includes evaluating the mechanics and content of resumes, letters, reports and memoranda. The course is designed to give students a comprehensive view of planning and implementation of career advancement strategies; crafting an effective social media presence; interviews, 2nd round interrogations, and site visits. Prerequisites English 211 or 213, & BA 308. (1+0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CIA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

11/17/2016 email from K. Berry confirmed "X" is NOT sought for course.

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**
Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. **PREVIOUS HISTORY**
Has the course been offered as special topics or trial course previously?
Yes/No

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The only impact outside of SOM is the need for an additional classroom for this course. This course will be taught in person and as such will require the use of a classroom. The instructor is already part of SOM and no additional faculty will be required.

19. **LIBRARY COLLECTIONS**
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
No X Yes This course will not need any additional library resources

20. **IMPACTS ON PROGRAMS/DEPTS**
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

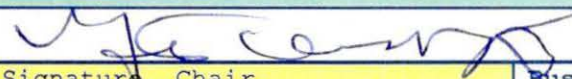
21. **POSITIVE AND NEGATIVE IMPACTS**
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course will ensure students graduating from SOM have the knowledge and information to successfully apply for jobs and secure long-term employment. The goal of the Professional Develop series of courses is to address the employment needs of students and ensure they are ready for the workforce after graduation.

APPROVALS: Add additional signature lines as needed.

	Date	11/10/16
Signature, Chair, Program/Department of:	<u>Business Administration</u>	

	Date	11/10/16
Signature, Chair, College/School Curriculum Council for:	<u>School of Management</u>	

	Date	11/11/16
Signature, Dean, College/School of:	<u>School of Management</u>	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**UNIVERSITY of ALASKA FAIRBANKS
SCHOOL OF MANAGEMENT**

**PROFESSIONAL DEVELOPMENT: FINDING A CAREER
BA 309: 1 Credit Course**

Fall 2017

INSTRUCTOR: Kristina Racina

PHONE: 474-6532
E-MAIL: khracina@alaska.edu

OFFICE: 213H Bunnell

OFFICE HOURS: TBD

CLASS HOURS: TBD

CLASSROOM: TBD

PREREQUISITE: English 211 or 213, & PDEP 1 (i.e., BA2XX)

TEXT: *Naked at the Interview: Tips and Quizzes to Prepare You for Your First Real Job*, Burton Jay Nadler

OTHER READINGS:

Human Resource Management, 12th Ed., by John Ivancevich & Robert Konopaske, ISBN 978-0-07-802912-7. Appendix C.

Strunk, W. (2014). *The Elements of Style: Everything you need to know to write*. ISBN-13: 978-1557427281

Harvard Business Review – How to Improve Your Business Writing: <https://hbr.org/2014/11/how-to-improve-your-business-writing>

Harvard Business Review- One unbreakable rule in business writing: <https://hbr.org/2016/09/the-one-unbreakable-rule-in-business-writing>

COURSE DESCRIPTION:

The course involves the development and use of skills in critical analysis and composition of business and personal communications. This includes evaluating the mechanics and content of resumes, letters, reports and memoranda. The course is designed to give students a comprehensive view of planning and

implementation of career advancement strategies; crafting an effective social media presence; interviews, 2nd round interrogations, and site visits.

COURSE OBJECTIVES AND VALUE OF THE COURSE:

We have all heard the saying “Never get a second chance to make a good first impression”. Employers have an expectation that students will transition nicely from student to professional. However, being a professional does not come naturally to most students. Your classes required for completing your degree prepare you for the technical aspects of your career. What they have not taught you is how to walk into an interview or your first day on the job with confidence in your professional appearance and demeanor.

You will learn how to and practice participating in interviews, conversations, engagements, meetings, teams, etc. Participating is more than being present and commenting. You will learn and practice tools for listening and communicating that make your interactions with those around you effective and meaningful.

The Student Learning Outcomes of this class include (but are not limited to):

1. Create a portfolio including an accurate cover letter, resume, acceptance and decline letters, memos, and executive summaries.
2. Conduct a strong, excellent initial interview, second interview and complete follow-up employment correspondence.
3. Develop interpersonal skills that contribute to effective and satisfying personal, social and professional relationships.
4. Expand on a career action plan.
5. Demonstrate a professional work ethic and demeanor during evaluative contexts and how to engage professionally.
6. Feel confident in accepting and declining job offers.

COURSE POLICIES:

Class Format: The environment of this class is one of a professional meeting. The format of this course is lecture/writing/public speaking. Instructor lectures will be used to introduce new materials and as a focal point for discussion. ***Your participation in class is required.*** You should be prepared daily to participate in class on pre-assigned topics and present either prepared presentations or impromptu networking exercises.

Participation: One of the key objectives of this class is for you to become more comfortable with interviews, public speaking and professional meetings; thus attendance and participation is **required**. This grade is subjective and worth a significant portion of your grade. Each class meeting time is worth 10 points of participation (14 class periods * 10 points each class period = 140 points). Satisfactory participation means that you are present and willing to engage in the discussion and in-class assignments.

You should treat each class as a professional meeting and behave as you would in a professional environment. Examples of appropriate conduct are below. Non-compliance will result in a reduction in participation points.

- Be on time.
- No cursing or swearing. Keep language appropriate.

- Actively listen to your peers. If you switch the letters in “listen”, you will have “silent”. A key to active listening is being silent and paying attention to your peers.
- Do not talk without giving thought or deliberation to what others are saying.

Portfolio: You will create a written portfolio that includes cover letters, resumes, memos, executive summaries, and acceptance/declining letters.

Interviews: You will have to participate in numerous mock interviews. The interviews will be recorded and viewed in class. The mock interviews will include interviews with your peers, where you will be asked to participate as the interviewer and the interviewee; one interview with a business professional from campus and the community; and your final interview will be with your instructor during the final exam time for the class. Part of your grade from each interview will include self-evaluation that will consist of you watching yourself after each interview and indicate ways that you could have improved.

Grading Policy: The following points will be assigned to examinations:

Portfolio – Cover letters	75
Portfolio – Resumes	75
Portfolio – Executive Summaries and Memos	125
Portfolio – Acceptance & Decline letters	75
Professional LinkedIn Profile	75
Mock Interviews – In class (5 minute)	40
Mock Interviews – In class (10 minute)	80
Mock Interview – Business professional	100
Mock Interview – Instructor	100
Participation	<u>140</u>
Total points	1,150

The grading scale is as follows:

A+	95% - 100%
A	92% - 94%
A-	90% - 91%
B+	86% - 89%
B	83% - 85%
B-	80% - 82%
C+	76% - 79%
C	70% - 75%
C-	67% - 69%
D+	66% - 69%
D	63% - 65%
D-	60% - 62%
F	below 55%

STUDENTS WITH DISABILITIES: If you have a specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation for your disability to UAF Disability Services in the Center for Health and Counseling (Whitaker Bldg). Students with disabilities

are encouraged to contact the coordinator of Disability Services (Mary Matthews) at the Center for Health and Counseling (Phone 474-5655).

UA Student CODE: You should familiarize yourself with the student code of conduct, located at: <http://uaf.edu/usa/student-resources/conduct/#condu>. The code of conduct is incorporated by reference into this syllabus. You are responsible to know the code of conduct and to behave in a manner consistent with the code of conduct. I will enforce the code of conduct in my classroom; failure to review the code of conduct does not release you from your responsibility to abide by it.

Academic Dishonesty: Students are strictly forbidden from talking or communicating with another student, looking at another student's paper, consulting notes during the exam, or cheating in any other way. As a minimum sanction, a student discovered cheating or assisting another student with cheating would receive a grade of zero on the exam. If a student is found cheating more than once, they will be permanently removed from the class.

Plagiarism* is using someone else's words or ideas without properly acknowledging the source. It is intellectual theft, and is taken very seriously by academic institutions worldwide. Unfortunately, we have had several recent experiences with plagiarism in some of our species accounts contributed by students. As a result we will be actively looking for evidence of plagiarism in accounts submitted to our editing staff. This includes critical review of your references and of prominent online sources; it may also include using plagiarism detection software, which has become very powerful in recent years.

The key to avoiding plagiarism is to:

1. always convey information and ideas in your own words and writing style, and
2. always properly acknowledge the source of your information

*Plagiarism exert retrieved September 21, 2016 from the University of Michigan found online at http://animaldiversity.org/teach/plagiarism_policy/

NOTE: The instructor reserves the right to make changes in the syllabus and class schedule. All changes will be announced in class and it is the student's responsibility to learn of these changes.

TENTATIVE OUTLINE: The attached schedule should be considered tentative. We inevitably will not be able to stick to it exactly.

Class Day	Topic/Material Covered	NEEDS WORK
1	Introduction, Developing personal and professional goals, writing for business	
2	Cover letter, resume, acceptance/decline letters	
3	Cover letter, resume- round 2, and Appropriate Dress	
4	The 3 Inappropriates: interviews, emails, and behavior! Communicating in Organizations	
5	Executive Summaries and Memos	
6	Interview Discussion, Site Visits 101	
7	5-Minute Interviews	
8	5-Minute Interviews	
9	10-Minute Interviews	
10	10-Minute Interviews	
11	10-Minute Interviews	
12	Professional Online Social Networking	
13	Mock Interview w. Business Professional	
14	Mock Interview w. Business Professional	
15	Mock Interview w. Business Professional	
Finals Week	1-3 pm – Final Mock Interview- Instructor	