Code # UC02 (2015)

**New Course Proposal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

|  |
| --- |
| [x] **New Course or** [ ]  **Experimental Course (1-time offering) (Check one box)***Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Barbara Doyle, bdoyle@astate.edu, 870.680.8365

2. Proposed Starting Term and Bulletin Year

Fall, 2016; Bulletin 2016-2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

UC 120V (1 or 3 hours depending on various program needs.) 3-hour course will be key component of the Teacher Cadet Program which is administered as a concurrent course. Course easily adaptable for a 1-hour 7-week course.

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Foundations in Professionalism (Fdn in Professionalism)

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Provides instruction and strategies for building professional skills and personal responsibility competencies necessary for successful entry into a professional career.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
	1. If yes, which ones?
	2. Why or why not?

1. Is this course restricted to a specific major? Choose an item.
	1. If yes, which major? No

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential Learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

1. Are these courses offered for equivalent credit? Choose an item.

 Please explain.

12. Is this course in support of a new program? Choose an item.

a. If yes, what program?

 No

13. Does this course replace a course being deleted? Choose an item.

a. If yes, what course?

No

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? Yes

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? Choose an item.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Foundations in Professionalism
UC 120V
Course Outline

Week One: Principles of Professionalism
A. Appearance

B. Communication

C. Demeanor

Week Two: Principles of Professionalism - Continued

A. Appearance

B. Communication

C. Demeanor

Week Three: Principles of Professionalism - Continued

A. Appearance

B. Communication

C. Demeanor

Week Four: Principles of Personal Responsibility
A. Work Ethic

B. Punctuality & Attendance

C. Life Long Learning
D. Planning a Future

Week Five: Principles of Personal Responsibility - continued
A. Work Ethic

B. Punctuality & Attendance

C. Life Long Learning
D. Planning a Future

Week Six: Principles of Personal Responsibility - continued
A. Work Ethic

B. Punctuality & Attendance

C. Life Long Learning
D. Planning a Future

Week Seven: Professional Shadowing – Expectation vs. Reality

A. One to three hour shadowing experience

Week Eight: Professional Shadowing – Expectation vs. Reality

A. Shadow Debriefing
B. Shadowing Reflection (paper)

Week Nine: Professional Shadowing – Professionalism in the Real Environment
A. One to three hour shadowing experience

Week Ten: Shadowing – Professionalism in the Real Environment

A. Shadowing Debriefing

B. Shadowing Reflection (paper)

Week Eleven: Choosing a Profession
A. Education
B. Lifestyle
C. Commitment

Weeks Twelve – Fourteen: “My Journey in Professionalism”
A. Individual presentations

Week Fifteen: Final Exam

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The course will include discussions of professionalism followed by immediate application of skills through role-play, case studies, and shadowing opportunities. Self-reflection will be an integral part of the curriculum.

19. Department staffing and classroom/lab resources

Staffing will be provided by University College.

1. Will this require additional faculty, supplies, etc.?

The course will be covered with existing UC faculty. Additional supplies required include duplication costs and testing materials.

20. Does this course require course fees? No

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 Business and industry leaders identify “soft skills” as being one of the major areas of concern with new employees. While continuous program assessment, course assessments, and licensure requirements assure discipline specific academic learning outcomes are being met, some students lack the necessary personal responsibility and personal interaction skills to be successful in their chosen profession. The goal of this course is develop an understanding and application of required personal responsibilities in the professional work environment, thus presenting a polished professional to prospective employers. The course is developed for student enrollment from various academic disciplines.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 University College serves as a learning resource center for student seeking to enhance collegiate success. Services range from academic coaching to learning assistance to workshops for enhancing success. Foundations in Professionalism will provide a valuable opportunity for students to develop personal responsibility skills as well as explore professionalism in specific disciplines.

c. Student population served.

Students desiring to build professional demeanor, attitudes, and responsibilities

d. Rationale for the level of the course (lower, upper, or graduate).

Course learning outcomes consistent with lower-level course expectations.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. [ ] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [ ] Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course is not program specific. Foundations in Professionalism stands as a support course for student success in meeting professional expectations for various careers.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Not applicable |
| Assessment Measure |   |
| Assessment Timetable |   |
| Who is responsible for assessing and reporting on the results? |  |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| --- | --- |
| **Outcome 1** | Students will recognize and demonstrate principles of professional appearance, communication, and demeanor,  |
| Which learning activities are responsible for this outcome? | Students will participate in role-play scenarios and analyze case studies related to professionalism in the workplace. |
| Assessment Measure and Benchmark | Personal reflection and development of a plan for professional appearance, communicating effectively, and displaying appropriate demeanor. |

*(Repeat if needed for additional outcomes)*

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| --- | --- |
| **Outcome 2** | Students will analyze principles of personal responsibility in building successful professionalism.  |
| Which learning activities are responsible for this outcome? | Students will participate in role-play scenarios and analyze case studies related to personal responsibility in the workplace. |
| Assessment Measure and Benchmark | Personal reflection and development of a plan for demonstrating personal responsibility in the chosen profession. |

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UC 1161. Worry Management 101Basic concepts of worry management with a focus on personal application to help prevent or reduce the
 effects of cognitive, emotional, physical symptoms and behaviors resulting from unmanaged worry. Fall, Spring.

**INSERT>** UC 120V Foundations in Professionalism provides instruction and strategies for building professional skills and personal
 responsibility competencies necessary for successful entry into a professional career. Fall, Spring.

UC 1231. Career Planning and Decision MakingAssists students with the career planning and decision making process using Focus2 Career
 and Education Planning System for College Student. Assessment of interests, exploration of majors and career goals. Fall.