

# 2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: GRAD ~~8020/8020~~ 1-9-15

Proposal Title: Transferable Skills for Career Success 6020/8020

Originating Department: The Graduate School

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		1/12/15	Approved	<u>DEPARTMENT CHAIR</u>  [print name here:] Katherine Hall-Hertel
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  [print name here:]
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:]
		2/6/15	Approved	<u>COLLEGE DEAN</u>  [print name here:] Susan Sell/ T. Reynolds
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses)  [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs)  [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
2-9-15	3-10-15	4-16-15	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)  ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

# LONG FORM COURSE AND CURRICULUM PROPOSAL

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\*To: Dr. Alan Freitag, Chair, Graduate Council

From: Dr. Katherine Hall-Hertel, Assistant Dean

Date: January 9, 2015

Re: New course – professional development – GRAD 6020/8020

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Please accept this long-form proposal for a new professional development course, GRAD 6020/8020, *Transferable Skills for Career Success*. This course addresses a need identified by students and faculty alike – a student's ability to move from the academic environment to a practice or industry setting. By helping a student understand their skill set, their expectations and their motivation, this course may bridge the gap between academic preparation and readiness for industry or corporate positions.

Please let me know if you have any questions.

Thank you.

New: Graduate Course

Course Proposal from: The Graduate School

*Establishment of a new course – GRAD 6020/8020 – Transferable Skills for Career Success*

II

**A. Summary:**

The Graduate School proposes to offer this two credit course, GRAD 6020/8020, for graduate students exploring non-academic career options. This course is offered as a strategic tool for bridging the gap between academic training and professional employment.

**B. Justification:**

Increasingly graduate students, both master's and doctoral, are interested in careers outside academia. While some degrees prepare students for corporate or industry careers explicitly, many are theoretical in nature. Students may not be able to infer the ways in which their skills could be applied in these sectors. Workshops addressing these issues have been offered in the past. However, students seem to want more content and depth than what can be offered in a workshop. This course is an attempt to help students evaluate their skills in areas of importance for career success: communication, leadership, ethics and research, teamwork, and training.

**Prerequisites:**

Enrollment in a master's or doctoral degree program.

**Course Level:**

This course will be open to both master's and doctoral students, as the course numbering reflects. Case study methodology will be used. Students will be expected to write, analyze, synthesize and reflect on their work process and product.

**Previous Offering:**

This course will be offered in the Spring 2015 term as a "Special Topics" course with one-time approval. Enrollment for this course is capped at 20, with 14 enrolled presently.

**C. A. IMPACT.**

The impact of this course is not yet known, but it can be anticipated. We expect that this course will encourage both masters and doctoral level students to consider their career trajectory in a more intentional way. This course should complement other professional development courses being offered in various colleges. The focus of the course can be somewhat tailored to the students who enroll in a given semester. If the course is populated by students in STEM programs, for example, the case studies and other material can be adapted for that group. The ability to be responsive to the enrolled students is one of the intentions behind this course.

This course will be offered at least once per year. If demand increases, we can imagine this course being offered each semester. As an elective course, it should not impact any other program's curriculum. This course will be listed with the GRAD courses offered by the Graduate School in the Catalog.

Collaboration with the University Career Center is an important part of this course. Currently the UCC will support this course with assessment tools.

### III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

- A. **PERSONNEL.** The course will be taught by the Executive in Residence in the Graduate School, Dr. Dipti Patel.
- B. **PHYSICAL FACILITY.** This course will be held in the Center for Graduate Life.
- C. **EQUIPMENT AND SUPPLIES:** NONE
- D. **COMPUTER.** NONE
- E. **AUDIO-VISUAL.** NONE
- F. **OTHER RESOURCES.** Minimal supply costs, such as copying. Perhaps\$50
- G. **SOURCE OF FUNDING:** GRADUATE SCHOOL BUDGET

### IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Attach copy of **Consultation on Library Holdings.**
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**  
This course has been under discussion for a long time. The primary advocates for this course are advisory board members and industry partners. Because this course is an elective and will not be required for any program, discussions with specific faculty or program directors have not been held. However, several meetings with UCC staff were held during the development phase of this course. Specifically, Jim Novak, Associate Director, was involved in discussions about the assessment components of the course during the fall of 2014.

### V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.**  
The Graduate School initiated this course after many discussions with faculty, programs, employers and advisory board members. The idea behind the course is

to help students strategically assess their skills and plan their career trajectory, particularly in non-academic arenas.

**B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

This definition has been reviewed and the syllabus assessed for the time needed to complete assignments. There is no faculty committee assigned to review the syllabus, but this course proposal will be reviewed by Graduate Council.

**C. ATTACHMENTS.**

**1. PROPOSED CATALOG COPY:**

GRAD 6020/8020 – TRANSFERABLE SKILLS FOR CAREER SUCCESS (2)

This course is designed to give graduate students a very early start on the process of career planning, self-assessment and leadership development. The process involves broad components: understanding personal strengths, skills and values, building strategic career plans, and implementation of that plan. (Tuesdays, Fall/Spring)

*a.* For a new course or revisions to an existing course, check all the statements that apply:

\_\_\_\_\_ This course will be cross listed with another course.

\_\_\_\_\_ There are prerequisites for this course.

\_\_\_\_\_ There are corequisites for this course.

\_\_\_\_\_ This course is repeatable for credit.

\_\_\_\_\_ This course will increase/decrease the number of credits hours currently offered by its program.

\_\_\_\_\_ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

*b.* If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

2. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
- Yes. If yes, please provide updated SLOs in template format.
- No.
3. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
- Yes. Briefly explain below.  
Timely articles and other on-line resources will be used.

**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



UNC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Judy Walker, Education/Psychology Librarian  
From: Dr. Katherine Hall-Hertel/ Assistant Dean & Associate Graduate Faculty  
Date: 1/12/15  
Subject: GRAD 8020/6020: Transferable Skills for Career Success

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: 01/12/15

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

This is a fairly self-contained course with very little research involved and little need for library resources. We do have resources to help students develop professionally which would be useful for the course.

*Judy Walker*

\_\_\_\_\_  
Evaluator's Signature

01/12/15  
Date

# Transferable Skills for Career Success

## GRAD 8020/6020

Tuesdays, 10:00 am – 12:00 pm  
Center for Graduate Life, 268 Cone Center  
Dr. Dipti Patel-Misra

### What is the Transferable Skills Course?

*TSCS*, offered for the first time in Spring 2015, is a 2-credit course designed to give graduate students a very early start on the process of career planning, self-assessment and leadership development. The process involves three broad components:

- Understanding Personal Strengths and Skills:
  - Self-Assessment of Interests, Skills and Values
  - Personal Strengths, Interests and Beliefs
  - Personal Assessment of Work-Related Values and the way in which they Align with Goals
- Building a Strategic Career Plan:
  - Professional Skills, Experience, and Professional Acumen
  - Effective Communication
  - Recognizing and Exploring Opportunities
  - Informational Interviews
- Implementing Strategies:
  - Building a Professional Network
  - Resume, CV, Cover Letters, Online Presence
  - Articulating Leadership and Vision
  - Interviewing with Integrity

The goal of this course is to teach systematic skills for students, which can be used not only to launch and sustain a career, but also to build success in a career. This course will help graduate students transition from college student to professional employee while practicing valuable skills for long-term career success.

### Eligibility:

The course is available to all students currently enrolled in a graduate-level ( certificate, Master's or Doctoral) program at UNC Charlotte.

### Learning Objectives:

- to work effectively in a variety of team roles, including leadership, leader support, and a member role. Evaluation of outcomes based on feedback from the team members after each project, showing improvement will be used.
- To gain understanding of organizational culture and the ways in which leaders can be successful in different cultural environments. Case studies will be used to help students



understand who would be best suited for the company and what kind of personalities and skills would not be successful.

- to demonstrate the ability to understand and synthesize material. Students will present two-minute talks several times over the semester and be evaluated by their peers.

### **Course Faculty**

he course is taught with key lectures by faculty and guests from industry, including panelists, who will give a realistic view of the work life in the profession.

The Center for Graduate Life, University Career Center and faculty and staff will also participate in the instruction because they have the immediate role of assisting students in finding internships, part-time employment, and career opportunities after graduation. This team approach to instruction, supplemented by follow-up projects and assigned readings, is designed to facilitate students achieving short-term and long-term career goals.

### **Design**

his course is designed following a simple model of self-assessment, exploration, strategic goal setting and implementation. This is a *strategic career planning* course, not just a “*how to get a job*” course. Students are expected to invest in a strategic approach to career options.

- **Self-assessment** – an honest, self-reflective appraisal of your interests, skills, personality, and values using tools like DISC, Enneagram, Myers Briggs, etc.
- **Strategic professional career options** - what are the options for someone with your credentials, skills and experience?
- **Making it happen**
- **Learn** about yourself:
  - What do I want to do with my life?
  - What careers interest me?
  - What skills do I have?
  - What skills do I need?
  - What new skills would I like to acquire?
  - How do I best prepare for my career?
  - Which courses, and supplemental education, would be best for me?
  - How do I get practical experience while in school?
  - Should I take an internship? Should I study abroad? Where? When?
  - How can I develop leadership and other skills?

### **Course Materials**

Reading material will come from publications, online journals and books, such as *The Five Levels of Leadership*, and *Ten Strategies for Maximizing your Leadership Potential*. Templates/ Documents for resume, CV, cover letter, etc. will be used. Materials will be handed out in class or made available on-line.

### **Course Requirements**

1. Build your resume/CV – 10% of your grade

2. Attendance and Participation- 30% of your grade (missing work may be completed to meet the participation requirement; see below)
3. Group Projects, including written and oral presentations - 60% of your grade (30% presentation/30% project)

### **Grading Policy**

Doctoral students - pass/ unsatisfactory

Master's/Certificate students – graded- A = 90 or above, B= 80 – 89, C= 70- 79, U= below 70 (but may request p/u at the start of the course, as stated in the Catalog)

### **Ethics and Expectations**

Please respect your classmates and team members.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

All students are required to read and abide by the **Code of Student Academic Integrity**. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available on-line <http://legal.uncc.edu/policies/up-407>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

### **Class Etiquette**

**Think of the class as if it were a job.**

Treat the guests, each of your instructors, all course-related personnel, and your colleagues with the courtesy and respect that you expect to receive in return.

### **Lectures:**

Class sessions are often comprised of panels with faculty, career professionals, Career Center staff, and/or alumni. Faculty will provide information to give you an opportunity to compare and contrast career opportunities in your profession. The panelists discuss careers in the participants' functional fields. Some of the questions that guests will address include the following:

What are your entry-level positions like?	How many hours per week do you work?
What kinds of qualities and skills should successful graduating students have when applying for these jobs?	Do you work in teams or alone?

What University courses would help prepare me for a successful career in that area?	What is the work environment like?
What functions do you perform?	What do you like and dislike about your job?
How does involvement in outside activities factor in to the overall assessment of potential candidates?	What kinds of personality traits are assets in your type of work?
What type of background do you have?	What are you looking for in students when you recruit here?

## Class Topics

- Introduction to Professional Career Development
- Introduction to Career Planning: Self-Assessment
- Identifying Your Professional Skills and Talents
- Introduction to Career Planning: Career Exploration
- Developing Your Professional Resume, CV
- Enhancing Your Professional Resume, CV
- Preparing Your Career and or Internship Cover Letters
- Professional Communications
- Informational Interviews
- Preparing for Your Employment and or Internship Interviews
- Conducting Your Employment and or Internship Interviews
- Introduction to the Career Fair Search Process
- Exploring Options within Your Profession
- Networking Strategies and Influencing Your Networking Partners
- Developing Your Professional Career Portfolio

### *Attendance and Participation Points (30%)*

**You must attend each class to receive credit for attending.** Your instructor will be taking attendance, which will influence your class grade. There are no make-ups; however, students are allowed excused absences and will need to complete make up work for that class to get attendance and participation points. Students are expected to attend every class and remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is responsibility for all the work of class meetings, including all written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points.

Project points (30%) based on:

Your contribution for the team project	How well did your team do?
Did you understand what was being asked ?	Did you think creatively?
Were you problem solving or problem creating?	Effective communication
Did you analyze deliver on time?	Did you synthesize what was being asked?

Presentation points (30%) based on:

Have you thoughtfully considered what was asked of you in the project and carefully selected, organized and presented key points for your presentation?	Do you have gestures or habits (tapping pencil, playing with keys or change in your pocket, tearing paper) that may prove distracting to listeners?
What about form and style? Is your presentation nicely paced, or do you speak too quickly or too slowly?	How is your posture? Pronunciation?
Are you able to think and analyze on your feet?	Are there other aspects of non-verbal communication you could improve?
Are there habits of speech (“you know,” “um,” “like”) that you should seek to eliminate?	Do you make appropriate eye contact?
Are your gestures appropriate for the points you are making?	Are you an enthusiastic speaker?

**Planned Class Schedule (subject to change):**

- 1 Professional Career Development
- 2 Career Planning - Self Assessment, Defining Personal Success
- 3 Identifying your Professional Talents, Defining Personal Goals
- 4 Leadership Skills Development
- 5 Building a Professional Portfolio using digital media
- 6 Professional Communications
- 7 Presentation Skills
- 8 Strategic Career Planning, Job Vs. Career Planning
- 9 Professional Networking
- 10 Collaboration Skills Development
- 11 Project Management Skills
- 12 Exploring Internship Opportunities
- 13 Finding the Right Opportunity for Long Term
- 14 Learning Accountability
- 15 Developing Cross Functional Expertise
- 16 Understanding Enterprise Culture

**Requests for Accommodation:** If you have a disability that qualifies you for academic accommodations, please provide a letter of accommodation from Disability Services in the beginning of the semester. For more information regarding accommodations, please contact the Office of Disability Services at 704-687-4355.

(Unsatisfactory) will affect eligibility for continued enrollment and will not apply toward requirements for the degree. Graduate students may not the Pass/Unsatisfactory option for a standard graded course, with the exception of GRAD 6000-level courses.

### Grade Point Average (GPA)

The grade point average for a graduate student is based only on those graduate courses taken at UNC Charlotte. It is determined by multiplying the number of grade points for each grade (A=4, B=3, C=2, U=0) by the number of semester hours credit received in that courses adding all accumulated grade points together, and then dividing by the total number of semester hours the student has attempted except those for which the student received a grade of I, IP, W, P, N, AU, or NR. When a course not listed as "May be repeated for credit" is repeated, no additional credit hours attempted accrue and the hours earned and grade points of the previous grade are replaced by those of the current grade.

Graduate students must have a 3.0 GPA in the courses on their degree plan of study in order to graduate. However, the grades for all courses attempted will remain on the transcript and will be included in the calculation of the student's GPA as it is reported on the transcript (except as described in the above paragraph).

### Repeating Graduate Courses

Graduate students are allowed to repeat a maximum of two courses in which the student has been assigned a grade of C or U (but not an I). If the course grade has resulted in suspension or termination of enrollment, the student must appeal to be reinstated in order to repeat the course. A given course may be repeated one time only. Each grade earned in a repeated course is shown on the student's transcript. The record of the first attempt remains a part of the student's permanent record and counts in the number of marginal (C) grades accumulated. However, the hours earned and grade in the first attempt are not computed in the GPA. Successfully repeating a course does not change the number of marginal (C) grades accumulated. Enrollment will be terminated if a student receives a grade of U in a repeated course for which the student previously earned a U.

### Final Grades

Final grades are available through the secure student access pages of 49er Express, online at [49erexpress.uncc.edu](http://49erexpress.uncc.edu).

### Final Grade Changes and Appeals from Final Course Grades

When a final course grade other than Incomplete (I) is officially reported by the instructor at the end of an academic term, the grade is recorded by the Office of the Registrar and can be changed only if the grade has been assigned arbitrarily or impermissibly as defined in University Policy 410, *Policy and Procedures for Student Appeals of Final Course Grades*, available online at [legal.uncc.edu/policies/up-410](http://legal.uncc.edu/policies/up-410).

For guidelines on applying this policy, please visit University Policy 411, *Request for Review of a Final Course Grade Guidelines for Students*, online at [legal.uncc.edu/policies/up-411](http://legal.uncc.edu/policies/up-411).

Students should follow the procedures outlined in that policy if they believe that the final course grade that has been assigned is incorrect. The policy encourages the student to discuss the grade with the instructor as soon as possible after the grade is received. Students should note, however, that the University is not obliged to respond to a grade appeal unless the student files it with the appropriate department chairperson or interdisciplinary program director within the first four weeks following the last day of the regular semester or the summer term in which the grade was received. When a grade is assigned consistent with University policy, only the instructor has the right to change the grade except as provided in the Incomplete grade policy. When an instructor reports a grade change for a grade other than I, the Change of Grade request must be approved by his/her Department Chairperson and the Graduate School.

## Academic Standing

### Requirements for Continued Enrollment

All graduate students whether degree seeking or non-degree seeking (post baccalaureate) must maintain satisfactory grades. In addition, students enrolled in any graduate program must maintain satisfactory progress toward the degree. Students are expected to achieve a commendable or satisfactory grade (A or B) in all coursework attempted for graduate credit. Students who fail to maintain satisfactory progress toward their degree or who do not achieve commendable or satisfactory grades in all their graduate coursework are subject to suspension and/or termination from their program of study and/or the Graduate School.

International students on F-1 or J-1 visa status must carry a full course load each academic semester (Some exceptions apply. See International