

**ORIGINATOR'S SECTION:**

1. College:  CHABSS  CoBA  CoEHHS  CSM  
 Desired Term and Year of Implementation (e.g., Fall 2008):  
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No

3. Course will be a variable-topics (generic) course?  Yes  No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* **BUS 300**

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
 Business Professional Development

6. Abbreviated Title for PeopleSoft:  
 (no more than 25 characters, including spaces)  
 Bus Prof Development

7. Number of Units: 2

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)  
 This course helps students <sup>D</sup> develop <sup>students</sup> as business professionals. Focus is on identifying career options that align with interests, values, and skills, and on pursuing a position in one's desired field. The course also emphasizes developing and using vehicles to communicate as professionals, and on professionally and effectively connecting and interacting in-person with others. The course culminates with an Individual Career Development Plan to help students clarify short and long-term career goals and create an action plan to reach those goals.  
 Emphasis on professional and effective interactions with others.

9. Why is this course being proposed?  
 See attached justification.

10. Mode of Instruction\*  
 For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	02
Activity		
Lab		

11. Grading Method:\*  
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

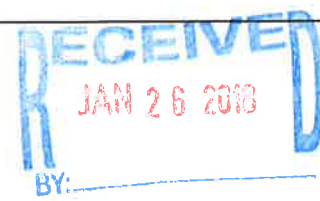
14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No At least sophomore standing.

17. Corequisite(s):  Yes  No

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established? Fall and spring semester.

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:  
 Bachelor of Science in Business Administration

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

1. Wayne New 1.18.18  
 1. Originator (please print or type name) Date

2. [Signature] 1.18.18  
 2. Program Director/Chair Date

3. [Signature] 1.18.18  
 3. College Curriculum Committee Date

4. [Signature] 1.18.18  
 4. College Dean (or Designee) Date

**(UNIVERSITY LEVEL)**

5. \_\_\_\_\_ Date  
 5. UCC Committee Chair

6. \_\_\_\_\_ Date  
 6. Vice President for Academic Affairs (or Designee)

7. \_\_\_\_\_ Date  
 7. President (or Designee)

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## **Business Professional Development Course Justification**

### **January 2018**

#### **Purpose**

To add Business Professional Development (BUS 300) into the business major as a required core course. This is a new 2-unit course and all seven options within business agreed to reduce 2 units from their curriculum to maintain the current 51-unit upper-division program:

Accounting: replaces BUS 444 (4 units) with BUS 442 (2 units)

Finance: reduces electives by 2 units

Global Business Management: reduces electives by 2 units

Global Supply Chain Management: replaces MIS 304 (4 units) with MIS 302 (2 units)

Management Information Systems: replaces OM 305 (4 units) with OM 302 (2 units)

Management: reduces electives by 2 units

Marketing: replaces BUS 444 (4 units) with BUS 442 (2 units)

#### **Importance of the Course**

The College of Business Administration (CoBA) recognizes that we have a responsibility to our students to provide an excellent education, and quality services and programs that enhance students' knowledge, skills, and employability post-graduation. Higher education is under scrutiny with regards to post-graduate outcomes. The concern of employability post-graduation is valid. The CoBA career outcome surveys that are given to the seniors before graduation indicate that roughly 65% of CoBA students are still seeking employment or have no immediate plans. As a College, we agree there is a need for a course on soft skill development and career readiness.

CoBA developed the Business Professional Development (BPD) program that is led by our Director of Student Success and a group of highly qualified business executives, also known as, Executives in Residence (EIR). The current program is required for all business students and is a prerequisite of Senior Experience (BUS 495) and Global Management Experience (GBM 495). The program has been designed to help increase students' confidence in career decision-making and job search strategies. It also strongly emphasizes soft skill development. We have modeled the current program after a combination of highly successful career development courses, including a Career Development course (MGT 445) offered as an elective in our Management Department. The National Association of Colleges and Employers (2018) championed defining career readiness and created 8 career readiness competencies in 2015 for educators to integrate into curriculum and co-curricular programming. CoBA uses these competencies when creating learning outcomes for students in BPD. Despite BPD being a required program, it has been effective in preparing our students but we find that engagement numbers are low due to the lack of course credit attached to the program.

Research suggests that having a course led by faculty and executives increases employability and career decision-making skills (Achenreiner & Hein, 2010; Clark, 2005; Johnston 2004). Since rolling out the BPD program to our students in fall 2016, we have received consistent feedback through survey and focus groups that students are less engaged due to outside obligations such as work, athletic, and family commitments and because the BPD program is not in the format of a course for academic credit.

Student data, we have collected from our BPD program participants, shows that the participants who take the program increase in their career confidence. In the fall 2017 survey for the BPD program, 75% of students attribute the BPD Program to increasing their confidence in making a career decision, and 80% of the participants stated that their executive coach (i.e., EIR) made them feel more confident about making a career decision. We educate students and provide them with opportunities to enter into the real-world as better critical thinkers, prominent and ethical leaders, and life-long learners. The BPD program further increases their chances of excelling and advancing in social and economic circles and providing for life-long career satisfaction through an emphasis on career decision-making and self-analysis.

CoBA recognizes through our personal interactions with our students and data that there is a strong need to focus on soft skill development in a formal course. From a Gallup and Lumina Foundation poll, only 11% of the business leaders had agreed that graduates have the necessary skills to succeed in the workplace (2014). In multiple conversations with CoBA advisory board members and employers, the common theme echoed about CSUSM students was that our students lack soft skills. The CSUSM Career Center (2017) conducted a survey with employers for graduates hired in 2016 across southern California and compared our CSUSM students to those hired from the University of San Diego, University of California San Diego, and San Diego State University. From the data they collected, it reiterated that CSUSM students lack the soft skills they need to secure a job. Ninety-three percent of the employers rated CSUSM students' interview skills below average because students are not connecting experience to the positions they interview for as well as reporting that 86% of our students fail to secure a position after the second round of interviews. In addition to this, 81% of the employers surveyed rate CSUSM students' confidence below average.

As a University that serves first-generation college students, underrepresented minority students, low-income students, and students who primarily stay in the San Diego region (CIRP, 2018; College Portraits, 2018; IPA, 2018), we have found that many of these students need more proactive support around the area of career development. Many of the students we serve just have not had the conversations with family members about the connection between higher education and employment. The National Center for Education Statistics (2018) reported that employment rates were higher for graduates with a bachelor's degree or higher in 2016. Many of our students are not prioritizing post-graduate goals and often focusing more on the present (how to pay for school) as opposed to long-term success and employability in a field they have a passion for. The BPD course forces our students to engage earlier in their career decision-making and long-term goal setting process. BPD will be an upper-division course offered as one of the first semester courses to take in business status; however, we will encourage pre-business students in at least their sophomore year to take BPD as well. The importance of offering such a course to our pre-business students is two-fold: 1) it forces lower-division students to have the conversation about how they will use their degrees post-graduation, with their instructor of the course earlier on in their career, which will clarify their major choice and subsequently increase retention within the University if they decide that business is not the degree for them, 2) it provides our students an earlier start to gaining experience in their fields of interest as recruiters are starting to recruit as early as a student's fall semester in their sophomore year for summer internships. Our students currently have a disadvantage against other local regional institutions in that they are waiting until their senior year to look for internships and full-time employment that will help them to gain experience in their fields of interest.

Offering BPD to business students teaches them the importance of networking and gaining experience in the real-world earlier in their educational career. The only way students will improve their soft skills is

to practice. This course is designed to entail both academic rigor and practical application of soft skills in a variety of business settings.

### **Alignment with Mission Statements and Accreditation**

The mission of CSUSM focuses on the student as an active learner. BPD offers students an opportunity to be active participants in the learning process by helping them make the connections between curriculum, co-curricular activities, and future employment. The Academic Affairs mission statement includes preparing students to be life-long learners and productive contributors to a global society. Students taking BPD will acquire the necessary knowledge, skills, and values to be life-long career decision makers and productive contributors to a global society.

BPD also aligns well with the standards set by the Association to Advance Collegiate Schools of Business (AACSB) with regards to academic and professional engagement ensuring that students are professionally developed as well as educated in theory of their chosen CoBA option.

### **Community Support and Academic Solution**

Through various relationships CoBA has developed around the region, we have gained great support from executives in the field who are currently volunteering 125 hours per semester to coach students on soft skill and career development. Our 15 EIRs see the value of bringing the real-world to the classroom. With the help of the EIRs, we will integrate mock interactions (e.g., mock interviews, business etiquette dinners, effective communication techniques, resolving team conflict, effective presentation skills, etc.) in the classroom that students will encounter in various business settings so that students will have many opportunities to practice what they are learning in theory. Our faculty members are developing the curriculum to ensure the course is rigorous but well balanced with practical application. EIRs participation in course development will provide insight into ensuring the curriculum addresses industry standards and formalities. Additionally, there is an important emphasis on ethics in professional settings incorporated into the course curriculum.

We are not pioneers in offering a course like this in a College of Business Administration; however, we are confident based on the student feedback, and wide-spread support amongst employers and community members who contribute time, money, and expertise towards developing our aspiring professionals, that this course is necessary for our students' post-graduation success and retention.

### **References**

- Achenreiner, G. & Hein, M.D. (2010). Executives in Residence: A Review and Assessment. *Journal of Advancement of Marketing Education*. Volume 16. Retrieved from <http://www.mmaglobal.org/publications/JAME/JAME-Issues/JAME-Summer-2010/JAMESummer2010v.16p.1-9.pdf>
- Clark, T. (2005). The Business Profession: A Mandatory, Noncredit, Cocurricular Career Preparation Program for Undergraduate Business Majors. *Association of Business Communication, Business Communication Quarterly*, Volume 68, Number 3, 271-289.
- College Portraits. (2018). Cal State San Marcos College Portrait 2015.

<http://www.collegeportraits.org/CA/CSUSM/characteristics>

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<http://www.csusm.edu/ipa/surveys/survey-reports/cirp-reports/2016-cirp-institutional-profile-ftft.pdf>

CSUSM Career Center. (2017). CSUSM Career Center Statistics. San Marcos, CA: Author.

Gallup, Inc. & Illumina Foundation (2014). The 2013 Lumina Study of the American Public's Opinion on Higher Education and U.S. Business Leaders Poll on Higher Education: What America Needs to Know about Higher Education Redesign. Retrieved from

<http://www.gallup.com/services/176759/america-needs-know-higher-education-redesign.aspx>

Institutional Planning and Analysis (IPA), CSUSM. (2018). Student Profile Fall 2017. Retrieved from

[https://tableau.csusm.edu/views/StudentProfile\\_O/EnrollmentSummary?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay\\_count=no&%3AshowVizHome=no](https://tableau.csusm.edu/views/StudentProfile_O/EnrollmentSummary?%3Aembed=y&%3AshowShareOptions=true&%3Adisplay_count=no&%3AshowVizHome=no)

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National Association of Colleges and Employers. (2018). Career Readiness Defined. Retrieved from

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

National Center for Education Statistics. (2018). Employment Rates of College Graduates. Retrieved from

<https://nces.ed.gov/fastfacts/display.asp?id=561>

# BUS 300, Business Professional Development

California State University San Marcos

Instructor:

Office Hours:

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- CoBA Mission**
- Provide rigorous and relevant educational programs
  - Use a balance of theoretical, experiential, and applied learning
  - Educate students to become responsible, engaged citizens with a global mindset
  - Collaborative relationships among faculty, staff, students and the community
  - Faculty involved in a combination of academic scholarship, applied scholarship, and professional experience

**Course Description**

This course helps students develop as business professionals in two main ways. First, emphasis is on identifying career options that align with interests, values, and skills, and on pursuing and securing a position in one's desired field. Second, the course emphasizes developing and using vehicles to communicate as professionals—online presence, resume, and cover letter—and on professionally and effectively connecting and interacting in-person with others—networking, job interviews, and presentations. The course culminates with an Individual Career Development Plan to help students clarify short and long-term career goals and create an action plan to reach those goals.

- Learning Outcomes**
- Upon successful completion of this course, each student will be able to:
- Develop an effective resume and cover letter
  - Develop and professionally use social media
  - Explain attributes of an effective team member
  - Effectively and professionally perform during a networking event
  - Effectively and professionally perform in a job interview
  - Develop and deliver an effective oral presentation
  - Develop an individual career development plan

**Materials** To be determined

**Disabled Student Services**

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: [dss@csusm.edu](mailto:dss@csusm.edu) Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

**Academic Honesty**

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

**Grading**

Final course grades will be based on the following scale:

93% & up =A	90-92.9%=A-	87-89.9%=B+	83-86.9%=B	80-82.9%=B-	77-77.9%=C+
73-76.9%=C	70-72.9%=C-	67-69.9%=D+	63-66.9%=D	60-62.9%=D-	below 60%=F

**Tentative Schedule**

<b>Week</b>	<b>Topics</b>	<b>Assignments</b>
1	<b>Introduction to Business Professionalism and Self-Assessment</b>	
2	<b>Career Exploration and Occupational Research</b>	
3	<b>Ethics in Career Development</b>	Graded assignment: Self-assessment, career exploration, and informational interview
4	<b>Professionalism in Written Communication</b> E.g., email	Graded assignment: Ethics
5	<b>Resume</b> Content, writing, layout and design	
6	<b>Cover letter</b> Content, writing, layout and design	Graded assignment: Resume
7	<b>Professionalism in Social Media</b> Developing and using	Graded assignment: Cover letter
8	<b>Professionalism in Interpersonal Communication</b> E.g., verbal, listening, technology-based	
9	<b>Professionalism in Interpersonal Communication</b> E.g., persuasive communication, adjusting communication styles to context, dress, body language, emotional IQ	
10	<b>Introduction to Teamwork and Collaboration</b>	
11	<b>Networking</b> Preparing, conducting, and following-up	
12	<b>Networking</b> Preparing, conducting, and following-up	Graded assignment: Social media, e.g., LinkedIn
13	<b>Job Interviewing</b> Preparing, conducting, and following-up	
14	<b>Job Interviewing</b> Preparing, conducting, and following-up	Graded assignment: Interview
15	<b>Oral Presentation</b> Content, design, and delivery	
16	<b>Final exam week—oral presentations</b>	Graded assignments: Presentation & Career Development Plan