



## WELD 1581

**Division:** Career and Technical Education

**Department:** Industrial Technology

**Course:** WELD 1581

**Title:** SkillsUSA - Level 1

**Catalog Description:**

This is the first course in a series of four which helps students gain and improve workplace and interpersonal skills. Leadership and service opportunities are a foundation of this program. Students participating in this program will be members of and participate in the SkillsUSA career and professional leadership organization.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 1; Lecture: 1; Lab: 0

**Clock/Hour Requirements:** 15

**Offered for Non-Credit:** Yes

**Prerequisites:** N/A

**Corequisites:** N/A

**Justification:**

This course fulfills the Human Relations requirement for this Career and Technical Education program and provides students with employability skills which will better prepare them for future career success.

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- identify individual learning styles
- establish short-term goals
- use individual time management skills
- define future occupations
- identify issues of cultural diversity and equity
- define the customer
- identify benefits of doing a community service project
- demonstrate effective communication with others
- identify components of an employment portfolio.

**Content:**

Course objectives will be achieved by providing students with instructional and hands-on experiences in the following areas:

- identify individual learning styles
- establish short-term goals
- use individual time management skills
- define future occupations
- identify issues of cultural diversity and equity
- define the customer
- identify benefits of doing a community service project
- demonstrate effective communication with others
- identify components of an employment portfolio.

### **General Education Outcomes:**

3) Speak effectively in a variety of contexts.

Students are required to give oral presentations on job-related topics. Effective oral communication is a key component in this program.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students will participate in employment research utilizing printed and electronic media. Employment outlook, availability, and job description information is researched and reported.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will understand the importance of culturally diverse workplace and their role in participating in the same. Students will research and discuss issues relating to cultural diversity and sensitivity.

8) Apply ethical reasoning to a variety of contexts.

Students will discuss business and workplace ethics as they pertain to a given field of work. Special emphasis is placed on work ethic, honesty, and dependability on the employee's part

10) Apply personal-fitness and wellness-management principles to lifestyle choices.

Students will discuss personal hygiene and grooming as keys to professional success. The importance of maintaining one's health and appearance is discussed as it pertains to professionalism.

### **Applied Education Outcomes:**

1) Students will acquire entry-level skills specific to and appropriate for employment in their chosen field of study.

Student involvement in SkillsUSA builds and reinforces self-confidence, positive attitudes toward work, and communication skills.

2) Students will become aware of industry specific certification and develop skills sufficient to acquire the same.

Students are informed of what employment opportunities are available.

4) Students will demonstrate interpersonal skills specific to the skills and environment inherent in their field.

Students enrolled in SkillsUSA should develop an attitude of believing in themselves and their abilities.

### **Key Performance Indicators:**

Student Learning Outcomes will be assessed by two or more of the following Key Performance Indicators:

- class discussion
- presentations
- performance activities
- assignments
- performance in subsequent courses.

### **Representative Text and/or Supplies:**

- *PDP SkillsUSA-VICA Student Workbook*, current edition, The Professional Development Program.

**Optimum Class Size:** 30

**Maximum Class Size:** 50

**Signatures:**

I hereby submit this course syllabus:

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Alan Palmer, M. Ed., Associate Professor

I hereby find this course consistent with the goals and resources of the Industrial Technology Department:

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Alan Hart, AAS, Instructor, Chair

I hereby find this course consistent with the goals and resources of the Career and Technical Education Division:

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Michael P. Medley, MBA, Assistant Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)