



## CIS 1920

**Division:** Career and Technical Education

**Department:** Information Technology

**Course:** CIS 1920

**Title:** Professional Development - Course 2

**Catalog Description:**

This course is the second in a series of courses designed to deal with stress, positive images, government awareness, team skills, professional meetings, social etiquette, employment opportunities, public speaking, job application, and employment portfolios.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: .5; Lecture: .5; Lab: 0

**Clock/Hour Requirements:** 8

**Offered for Non-Credit:** Yes

**Prerequisites:** N/A

**Corequisites:** N/A

**Justification:**

This course fills 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. This course is approved by the advisory committee.

**Student Learning Outcomes:**

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

- measure/modify short term goals
- identify stress sources
- select characteristics of positive image
- demonstrate government awareness
- apply team skills to a group project
- observe and critique team skills at a local professional meeting
- demonstrate business meeting skills
- demonstrate social etiquette
- complete survey for employment opportunities
- develop a 3-5 minute speech
- complete a job application

- assemble an employment portfolio

### **Content:**

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

- goals
- stress
- government awareness
- group project and team skills
- business meeting skills
- social etiquette
- employment opportunities
- public speaking
- job applications
- 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 the Professional Development Program builds and reinforces self-confidence, positive

attitudes towards work, and communication skills.

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

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

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

Students enrolled in the Professional Development Program 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:

- workbook assignments
- review problems
- performance in subsequent courses.

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

- *Professional Development Program Level 2*, current edition, The Professional Development Program.
- Supplemental instructional material

**Optimum Class Size:** 15

**Maximum Class Size:** 20

**Signatures:**

I hereby submit this course syllabus:

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Michael P. Medley, MBA, Assistant Professor

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

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Michael P. Medley, MBA, Assistant Professor, 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)