



## CIS 2920

**Division:** Career and Technical Education

**Department:** Information Technology

**Course:** CIS 2920

**Title:** Professional Development - Course 4

**Catalog Description:**

This is the fourth in a series of courses designed to expose students to employment trends, risks related to employment changes, ethical and unethical behaviors, and entrepreneurship. They will also be introduced to mentoring, job searching, team work, and leadership skills.

**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 is approved by the program advisory committee.

**Student Learning Outcomes:**

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

- forecast employment trends and risks of employment changes
- reevaluate career goals and establish long term goals
- compare ethical and nonethical workplace attitudes
- develop a working relationship with a mentor
- illustrate an organizational structure
- construct a job search network
- plan and implement a leadership project
- investigate entrepreneurship opportunities
- evaluate professional competencies
- organize an employment portfolio

**Content:**

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

- employment trends
- long term and career goals
- ethical workplace attitudes
- mentoring
- organizational structuring
- job search network
- leadership projects
- entrepreneurship
- professional competencies
- 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 1*, 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)