| DO NOT TYPE IN THIS BOX |
|---|
| Bulletin # : _____ |
| Academic Year : _____ |

# FLORIDA INTERNATIONAL UNIVERSITY
# UNIVERSITY CURRICULUM COMMITTEE
## *Proposal for a New Course*

1. **School/College** College of Engineering and Computing
   **Div./Dept. in Which Taught** Knight Foundation School of Computing and Information Sciences

2. | CIS | 4 | | | 3 |
   |---|---|---|---|---|
   | **Alpha Prefix** | **1st Digit** | **Last 3 Digits** | **"C"-lec-lab "L"-Lab** | **Cr. Hrs.** |

   **CIP Code** ***(Leave this blank):*** _____

3. **Grading Method (select one):** ■ Graded ☐ Pass/Fail

4a. **Course Title** Empowering Emerging Tech Talent

b. **Abbreviated course Title** ***(for computer class schedules, transcripts)*** Emerge Tech Talent
   LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Computer Science and Information Systems

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
   *College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*

   Survey of skills for emerging tech talent to make a professional impact quickly. Includes: Introduction to business, technopreneurship, complex projects, team dynamics, and career development.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** Senior standing
9. **Corequisite(s):** Panther Career Ready Microcredential
10. **Objective(s) of Course:**

    Empower students with knowledge and skills on:
    - Business and Technopreneurship
    - Complex Projects

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes
    **If yes, please explain:** _____
12. **What other closely related department(s) have been consulted about this course?**
    _____
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** ☑ **No** ☐ **Yes**

**PROPOSAL REQUESTED BY:**

**Faculty Contact** Masoud Sadjadi _____ 1 / 16 / 2024
**(Type name)** **(Signature)**
sadjadi@cs.fiu.edu 305-348-1835
**(Email address)** **(Phone number)**

**Chairperson (Dept./Div.)** Jason Liu _____ ____ / ____ / 2024
**(Type name)** **(Signature)**

**Chairperson (Curr. Comm.)** Alexander Afanasyev _____ ____ / ____ / 2024
**(Type name)** **(Signature)**

**College/School Dean** Ines Triay _____ ____ / ____ / 2024
**(Type name)** **(Signature)**

Submit one original form. Attach one copy of the course justification and a draft of the course syllabus for this New Course Proposal. *The complete syllabus should include all components listed on the New Course Checklist.*

# New Course Proposal Guidelines

The following serve as guidelines when reviewing for approval of a New Course proposal. Please follow each step to assure the completion of this form.

**Cover Page (titled):** Florida International University Curriculum Committee Proposal for a New Course

1. Visit the Faculty Senate Website: Make sure that the cover page/curricular forms are the **most updated** on the Faculty Senate website under "**Curriculum Other Forms."**
2. Note on the form that the effective date is specified by the Faculty Senate – University Curriculum Calendar facultysenate.fiu.edu (e.g., bulletin 1-3 is the following fall, bulletin 4-6 is the Spring of the next academic year)
3. Common Errors /Recommendations in completing the Form:
    - Select a grading method (Graded or Pass/Fail)
    - The course description must be limited to 200 characters (including spaces and symbols)
    - Course objectives may be presented as "see attached syllabus" instead of typing in the box.
4. All supporting documents should be included (e.g., email to assessment office, email(s) communication with other departments on duplication/overlap with existing FIU courses)
    - Question 13: Does this proposed change impact the assessment process of a program or certificate? This question refers to the student learning outcomes of a degree program and the specific courses used to gather student artifacts to access critical thinking, communication, content knowledge, etc. Typically, courses that reflect culminating experiences of a degree are identified in the assessment plan.
5. Insert the justification in front of the syllabi, which clearly and accurately describes the rationale for the course.

**Syllabus**

1) Required Syllabus Components: (Generic Syllabus not specific to any semester)
    a) Course Prefix, number, and full name as stipulated on the new course form.
    b) Prerequisites and co-requisites (if any are included on the New Course form).
    c) Course Description: The description from the New Course form must be reflected (but does not have to be verbatim) . A detailed description is acceptable to provide students with a more specific course overview.
    d) Objectives/Learning Outcomes: Include student learning outcomes and ensure that they are written using measurable verbs (e.g., Bloom's Taxonomy). Note that the Faculty Senate review Curriculum process includes determining the course outcomes reflecting the higher-level learning of a college course (lower division, upper division, graduate).
    e) Required purchases, including texts (ISBN), lab supplies, artistic supplies, and professional and ancillary items. If there is no required text, a preliminary list of readings should be included to reflect the depth of learning expected of students. Texts/readings should be from valid sources and timely.
    f) Grading standards to be used in calculating final grades.
    g) A tentative outline that includes essential topics in a weekly format along with anticipated week due dates: assignments, performances, artistic submissions, and examinations.
    h) Performance measures for evaluation in awarding final grades. The description of the significant assignments should reflect appropriate rigor for the course level (lower division, upper division, graduate).
    i) Any instructor and department policies that may impact a student's enrollment or final grade.

The following documents can assist with ensuring that the submitted syllabus meets all the requirements:

2020-2021 Faculty Handbook (Pages 33-36)

**Syllabi Requirements**

Policy and Procedures Library - 300.010 Course Syllabi Requirements

# Course Justification
# CIS 4XXX Empowering Emerging Tech Talent

The term "Tech Talent" often conjures the notion of a Software Engineer sitting in a Research and Development department coding away on the next great product. However, the world of Emerging Tech Talent is much more robust. Many of today's students will take roles like IT Systems Administrator, Cybersecurity Analyst, AI Prompt Engineer, or Technical Product/Project Manager. Others will become Technopreneurs or skilled Contract Consultants, hopping from project to project as Solopreneurs. All these roles necessitate broad situational awareness to contextualize and navigate how to apply technical skills successfully.

For example, perhaps an AI Prompt Engineer or Data Scientist will be asked to identify customers who intend to *churn*? Or, perhaps a Techno Entrepreneur will need to *sell the value* created by his/her product to a Venture Capitalist. Or, perhaps the project objectives could be solved using more than one type of technology, and the consultant must make recommendations with pros and cons to the stakeholders (and actually, the best answer may not be the coolest code).

This course is not an "engineering course" per se, but rather a "course for Engineers" to stand out as top talent who are ready to make an impact. This course surveys four major sequences of knowledge and skills:

- Business and Technopreneurship
- Complex Projects
- Working with People and Teams
- Technical Career Development

Emerging Tech Talent is an elective targeted at students in their Senior year exploring their career options. Success will be measured by the number who are employed upon graduation.

As part of a university-wide initiative, the Knight Foundation School of Computing and Information Sciences has partnered with The Tech Talent Academy and FIU Career and Talent Development (CTD) Department to align this course with the Career Milestones Guide (see Appendix) and will be delivered as a complement to the Career Readiness Micro-Credential. This course will specifically utilize key resources, like Clifton Strengths Finder, provided by CTD and ensures students apply these skills gained in this course using experiential learning that can be referenced on resumes or during interviews.

## Knight Foundation School of Computing and Information Sciences

**Course Title:** Empowering Emerging Tech Talent **Date:** 12/24/2023

**Course Number:** CIS 4XXX

**Number of Credits:** 3

| | |
|---|---|
| **Subject Area:** XX | **Subject Area Coordinator:** XX<br>**email:** XX@fiu.edu |
| **Catalog Description:** Survey of skills for emerging tech talent to make a professional impact quickly. Includes: Introduction to business, technopreneurship, complex projects, team dynamics, and career development. | |
| **Textbooks:** None | |
| **References/Resources:**<br>This course will use pragmatic resources found in professional environments, provided by Career and Talent Development (CTD)<br><br>LinkedIN Learning<br>Clifton Strengths Finder,<br>Sample Articles:<br>• HBR: Final Voyage of the Challenger<br>• NYT: What Google Learned from Its Quest to Build the Perfect Team<br>• Gartner Survey Reveals Talent Shortages as Biggest Barrier to Emerging Technologies | |
| **Prerequisites Courses:** Senior standing | |
| **Corequisite Courses:** Panther Career Ready Microcredential (https://microcred.fiu.edu/micro-credentials-catalog/index.html#&query=Career ) | |

Type: Elective for Cybersecurity, IT, AI and Data Science Majors in their Senior (4th) year

Prerequisites Topics:

1. None

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

Course Description

The term "Tech Talent" often conjures the notion of a Software Engineer sitting in a Research and Development department coding away on the next great product. However, the world of Emerging Tech Talent is much more robust. Many of today's students will take roles like IT Systems Administrator, Cybersecurity Analyst, AI Prompt Engineer, or Technical Product/Project Manager. Others will become Technopreneurs or skilled Contract Consultants, hopping from project to project as Solopreneurs. All these roles necessitate broad situational awareness to contextualize and navigate how to apply technical skills successfully.

For example, perhaps an AI Prompt Engineer or Data Scientist will be asked to identify customers who intend to *churn*? Or, perhaps a Techno Entrepreneur will need to *sell the value* created by his/her product to a Venture Capitalist. Or, perhaps the project objectives could be solved using more than one type of technology, and the consultant must make recommendations with pros and cons to the stakeholders (and actually, the best answer may not be the coolest code).

This course is not an "engineering course" per se, but rather a "course for Engineers" to stand out as top talent who are ready to make an impact. This course surveys four major sequences of knowledge and skills:

- Business and Technopreneurship
- Complex Projects
- Working with People and Teams
- Technical Career Development

Emerging Tech Talent is an elective targeted at students in their Senior year exploring their career options. Success will be measured by the number who are employed upon graduation.

As part of a university-wide initiative, the Knight Foundation School of Computing and Information Sciences has partnered with The Tech Talent Academy and FIU Career and Talent Development (CTD) Department to align this course with the Career Milestones Guide (see Appendix) and will be delivered as a complement to the Career Readiness Micro-Credential. This course will specifically utilize key resources, like Clifton Strengths Finder, provided by CTD and ensures students apply these skills gained in this course using experiential learning that can be referenced on resumes or during interviews.

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

Course Outcomes:

Arm emerging talent in fields like Cybersecurity, IT, AI, Data Science and Technopreneurship with the ability to contextualize their tech skills in business, project management, and people terms.

1. Identify common challenges with Emerging Technologies and Talent (to overcome them!) [Remembering]
2. Apply business literacy in professional situations. [Applying]
3. Exemplify the ability to communicate the merit of ideas (value) i.e. to leadership or sources for entrepreneurial using the funding. [Understanding]
4. Explain technical concepts to non-technical counterparts in ways they understand. [Understanding]
5. Assess critical success factors for complex projects. [Evaluating]
6. Create the most appropriate tool / tech / project methodology to produce the desired outcome. [Creating]
7. Demonstrate constructive interaction in dynamic team environments. [Applying]
8. Distinguish abilities of those in the work-world who are different from yourself to better relate. [Analyzing]
9. Develop a mechanism for self-accountability. [Creating]
10. Demonstrate a professional mindset of one who is career ready. [Applying]

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

## Association between Student Outcomes and Course Outcomes

| BS in Computing: Student Outcomes | Course Outcomes |
|---|---|
| 1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. | 3, 5, 6 |
| 2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. | 5, 6 |
| 3) Communicate effectively in a variety of professional contexts. | 1, 2, 3, 4 |
| 4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. | 2, 5, 6, 10 |
| 5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. | 1, 7, 8, 9 |

**Program Specific Student Outcomes**

| | |
|---|---|
| 6) Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs. [DS] | 3, 5, 6, 10 |
| 6) Apply security principles and practices to maintain operations in the presence of risks and threats. [CY] | 2, 3, 4, 6, 7 |
| 6) Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals. [IT] | 2, 3, 4, 6, 7 |

## Assessment Plan for the Course and how Data in the Course are used to assess Student Outcomes

Student and Instructor Course Outcome Surveys are administered at the conclusion of each offering, and are evaluated as described in the School's Assessment Plan: https://abet.cis.fiu.edu/

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

# Outline

| Topic | No. of Lecture Hours | Course Outcomes |
|---|---|---|
| **Introduction to Business and Technopreneurship** | | |
| ○ Course Overview<br>○ Identify Common Challenges with Emerging Talent<br>○ Goals and Types of Businesses, Functional Overview<br>▪ Marketing / Sales<br>▪ Accounting<br>▪ Finance<br>▪ Operations<br>▪ HR / Legal<br>○ The Flow of Money -<br>○ Sales to Cash<br>○ EBITDA / Profitability<br>○ Types of Business Models (e.g. 1x fee vs. Recurring Revenue<br>○ Valuation | 6 | 1, 2, 3 |
| ○ Technopreneurship<br>▪ Idea, Opportunity, Customer Validation<br>▪ Minimum Viable Product<br>▪ Elements of a Business Strategy & Plan<br>▪ Funding and Growth | 3 | 2, 3, 4 |
| ○ Communication with non-Techs<br>▪ Situational Agility<br>▪ Unique Value / Benefits over Features / Problem-Solution<br>▪ Using Money: ROI / Cost-benefit / TCO<br>▪ Using Stories (Use Cases)<br>▪ Using Visualization / Data | 3 | 1, 4 |
| **Introduction to Complex Projects / Launching Products in the Real World** | | |
| ○ Inventive Problem Solving<br>▪ Perfect vs. Imperfect Information<br>▪ Risk vs. Reward (e.g. Choosing the appropriate tech approach)<br>▪ Time vs. Cost vs. Resources | 3 | 1, 5 |
| ○ Fundamentals of Project Management<br>▪ Traditional Waterfall (PMP)<br>▪ Scope / Charter / Critical Roles<br>▪ Planning / Kickoff<br>▪ Gantt<br>▪ Critical Path / Effective Meetings<br>▪ Go/No Go<br>▪ Post-Review<br>○ Agile Overview<br>○ Understanding Product Life Cycles<br>▪ MVP / Launch<br>▪ Adoption | 6 | 5, 6 |

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

| | | |
|---|---|---|
| ▪ Roadmap (features vs. tech debt)<br>▪ User Feedback | | |
| o Forecasting Work Accurately<br>▪ Roadmaps<br>▪ Capacity<br>▪ Task / Sub-task<br>▪ Buffers<br>▪ Confidence Estimations | 3 | 1, 5, 6 |
| **Introduction to Team Dynamics** | | |
| o Working in Teams<br>▪ Goals and Agendas<br>▪ Teamwork: Coordination / Cooperation / Collaboration<br>▪ Trust and Psychological Safety<br>▪ Rewards and Handling Stress & Grievances<br>o The role of Personality<br>▪ (e.g. Myers-Briggs or Disc)<br>▪ Using Your Strengths (Clifton Strengths) | 3 | 1, 7, 8 |
| o Self-accountability<br>▪ Mindset and Motivation<br>▪ Goals and Self-organization system<br>▪ Working 360 (Employees / Peers / Leaders)<br>▪ Self-awareness / Coachability / Performance Reviews<br>▪ Handling both Failure and Success | 3 | 1, 7, 9 |
| **Technical Career Development for Emerging Talent** | | |
| o Technical Career Paths<br>▪ Individual Contributor (Levels / Titles)<br>▪ Leadership (Levels / Titles)<br>▪ Technical Roles<br>▪ Sectors / Industries / Organizations | 3 | 10 |
| o Career Skills<br>▪ Interviewing Basics<br>▪ The Right “fit” Matters<br>▪ Professionalism Basics<br>▪ Networking and Mentorship<br>▪ Continuous Learning | 3 | 10 |

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

## Performance Measures for Evaluation

All assignments are assigned through the Canvas course site.

- Late Work Policy: Late submissions will receive a 10% automatic deduction for every day past the due date. The deduction will continue until 3 days past the due date. The assignment is automatically closed on the third day at midnight. The late work policy is non-negotiable.
- Policy Regarding Contesting a Grade: You will have one week (seven calendar days) following the posting of a grade to contest the grade. If the grade is not contested by 5 pm (Eastern) on the seventh day, then the grade posted will stand as final. If the seventh day falls on a holiday, then you will have until the next business day. For purposes of contesting a grade, an email to the email address listed above with a subject line of CONTESTING MY GRADE and a body with your name, the course, the assignment, and a brief explanation of why you are contesting the grade shall constitute notice of your intention to contest a grade.

| Assignment | Total Points | Percentage of Final Grade |
|---|---|---|
| Group Workshop Participation (8) | 100 each | 20% |
| Homework (7) | 100 each | 20% |
| Exams (2) | 100 each | 20% |
| Certificate for Panther Career Ready | 100 | 20% |
| Final Project | 100 | 20% |
| | **TOTAL** | 100% |

## Letter Grade Distribution Table

| Letter | Range% | | Letter | Range% | | Letter | Range% |
|---|---|---|---|---|---|---|---|
| A | 95 or above | | B | 83 - 86 | | C | 70 - 76 |
| A- | 90 - 94 | | B- | 80 - 82 | | D | 60 - 69 |
| B+ | 87 - 89 | | C+ | 77 - 79 | | F | 59 or less |

## Sample Group Workshops (8)

1. Evaluate a public company's Finance Statements and answer key questions about growth / expense / value / valuation.
2. Using the tool provided, find a product online and re-write their "pitch."
3. Review a scenario and provide the best approach for development (tech/tool, cost, time).
4. Build a gantt chart.
5. Forecast the workload for a given project.
6. Each member of the team shares Clifton Strengths. Describe how working together demonstrated strengths, and how working with others helps to overcome "watch-out" areas.
7. Share key takeaways from Career Readiness workshop. Determine 2-3 key attributes you are searching for to "Fit-in/Stand-out" in your ideal career profile."
8. Professionalism - write an email, schedule a meeting, speak in a room, use online comms "slack," work the room in a network situation.

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

## Sample Individual Homework (7)

1. Write a "pitch" for a product explaining unique value and quantifying expected benefit
2. Evaluate a complex project and provide the best approach using tech/tool, cost, time, and other key attributes.
3. Using the project scope provided, construct a gantt chart.
4. Using the scenario provided, estimate your work and the number of sprints needed to complete. Bonus: build key kanban cards in XX tool to demonstrate.
5. Complete Clifton Strengths Finder and bring results to the next class.
6. Create a Career Plan.
7. Attend One Career Readiness Workshop.

## Sample Exams (2)

- Introduction to Business and Technopreneurship – multiple choice
- Introduction to Complex Projects – multiple choice

## Panther Career Ready Microcredential

- https://microcred.fiu.edu/micro-credentials-catalog/index.html#&query=Career

## Sample Final / Capstone Project "Shark Tank"

- Assign teams of 3-5 students
- Find/create one idea for a compelling product to ask for funding to develop as a company
- Prepare a 5-10-min presentation
  - Describe the problem and proposed product solution
  - Explain the market opportunity
  - Quantify the cost and time of development
  - Explain how your investors will make money
  - Demonstrate why your leadership team is the right one to invest in!
- A team of industry leaders will serve as judges and score across the following rubrik.

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

| Criteria | **Excellent** | **Good** | **Average** | **Below Average** | **Poor** |
|---|---|---|---|---|---|
| Pitch the idea! | Uses Story<br><br>Explains in Problem-Solution format<br><br>Why Unique? | | | | |
| Explain the market opportunity | Quantifies TAM<br><br>Forecasts Unit Pricing / Sales<br><br>Forecasts Unit Profit Margin | | | | |
| Describe Cost/Time of development | Quantifies time/cost/risk<br><br>Acknowledges complexity and selects appropriate options<br><br>Shows detailed plan | | | | |
| Show investors make money | Uses ROI<br>Visualizes data | | | | |
| Demonstrate why leadership is worthy | Profiles each leader with unique strengths<br><br>Shows how relates to career aspirations | | | | |

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

# In Partnership with
# Career Talent Development – Career Readiness

## Reference: Career Milestones Guide

1. *Students will utilize FIU resources to identify their strengths, interests, and values to create a career plan.*
2. *Students will be able to build a network of peer and professional connections through participation in different opportunities on and off campus.*
3. *Students will be able to articulate their applied learning experiences in a variety of mediums to gain access to further career opportunities.*
4. *Students will be able to enhance and apply their skills through experiential learning that occurs on campus and in real life settings.*

**Panther Career Ready Microcredential**
https://microcred.fiu.edu/micro-credentials-catalog/index.html#&query=Career

**Developed within the Department of Career and Talent Development, this badge recognizes knowledge in identifying resources critical to career success. Earners have demonstrated their career readiness by creating a resume, developing an elevator pitch, completing a mock interview, and applying best practices to improve their LinkedIn profiles. Earners recognize the impact of experiential learning on career outcomes and how to find internships aligned with career preferences.**

**Sample Career Workshops (attendance is required)**

| Date | Topic | Time |
|---|---|---|
| | Week of Welcome! | |
| Wed., January 17th | GC Pit Event: New Year, New Career | 12:00 PM-2:00 PM |
| Wed., January 17th | Envision Your Semester: Vision Board | 2:00am-3:00pm |
| Mon., January 22nd | Springtime Resume Writing with VMock Resume Tool | 1:00pm - 2:00pm |
| Thurs., January 25th | Elevate your Interview Skills with VMock Interviewing Tool | 2:00pm-3:00pm |
| Tues., January 30th | Strategies for Landing Your Dream Internship | 3:00pm-4:00pm |
| Thurs., February 1st | Mastering your Elevator Pitch and Personal Branding | 2:00pm - 2:30pm |

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

| | | |
|---|---|---|
| Mon, February 5th | How to Prepare for the Career Fair | 1:00pm - 2:00pm |
| Thurs., February 8th | Navigating Job Offers and Salary Discussions with Love | |
| Mon., February 12th | Career Fair Combo | 12:00am-4:00pm |
| Wed., February 15th | Interviewing Skills with Disney | 2:00pm - 3:00pm |
| Tues., February 20th | CTD Mini Tutorials: VMock - Resume/Cover Letter Writing Edition | 1:00pm - 2:00pm |
| Thurs., February 22nd | Turning Professional Rejection into Triumph | 11:00 am - 12:00pm |
| February 26th – March 2nd | Spring Break | |
| Tues., March 5th | Taking you Career Abroad with GoinGlobal | 2:00 pm - 3:00 pm |
| Thurs., March 7th | Job and Internship Search Tactics for International Students | 3:00pm - 4:00pm |
| Tues, March 12th | LinkedIn 101- Stepping up your Networking Game | 2:00pm - 3:00pm |
| Wed., March 13th | Trailblazing Talk: a Panel for Future Leaders | 12:00 PM-1:30PM. |
| Thurs., March 14th | Are you Career Ready? | 1:30pm-2:00pm |
| Mon., March 18th | Tailoring your Resume for Targeted Employers | 1:00pm - 1:30pm |
| Wed., March 20th | Interviewing Skills | 11:00am - 12:00pm |
| Tues., March 26th | Outness in the Workplace | 2:00pm - 3:00pm |
| Thurs., March 28th | How to Prepare for the Career Expo | 3:00pm - 3:30pm |
| Tues., April 2nd | Job Offer/Salary Negotiation | 1:00pm - 2:00pm |
| Wed., April 3rd | Career Expo | |
| Thurs., April 4th | Career Expo | |
| Mon., April 8th | Navigating the Job Search and Internship Search Process | 11:00am-12:00pm |
| Thurs., April 11th | Networking Skills/Elevator Pitch | 11:00am - 11:30am |

**Knight Foundation School of Computing and Information Sciences**

**Tech Talent Academy**

**CIS 4XXX Empowering Emerging Tech Talent**

## Career Resources

- Insert: CTD Webpage
- Career Exploration / Fit
  - Clifton Strengths/MBTI/Strong Assessments
  - NACE Competencies (Panther Career Ready Micro Credential Workshops)
  - More exploration: affinity groups/career communities on soon to be published CTD webpage
- Career Search
  - Employer Info Sessions
  - Career Fairs (Internship, Tech, All Majors)
  - Internships: Handshake
  - Handshake Feedback on Employers
  - Micro Internships: Parker Dewey
  - LinkedIn (Use Vmock tool to enhance Profile)
  - Mock Interviews (Vmock tool for resumes, elevator pitch, mock interviews, linkedin optimization)

- Student Support
  - Student Organizations (aligned by Major)
  - Alumni Mentoring