



Course Title: Careers & Entrepreneurship, DMACC

Description: The Marketing Education class will provide instruction in a classroom setting. Marketing Education students will study a variety of subjects which will include: self-assessment, exploring careers, finding a job, joining the workforce, professional development, life skills, and lifelong learning. Classroom opportunities include entry-level requirements for succeeding and progressing on the job and application of classroom learning to an internship in a chosen career area. Marketing Education corresponds with ADM 269 and ADM 221 in the DMACC course guide.

ADM 221 DMACC Course Description: The course covers aspects of professional career placement including various interview methods, job application materials, electronic career portfolios, digital footprint, and professional image, as well as negotiating the job offer. Prepare a cover letter, resume, letter of acceptance, resignation letter, thank you letter, and answers for behavioral interview questions.

ADM 269 DMACC Course Description: Designed to make students aware of their personal strengths and identify areas for improvement. Concentrates on helping students develop marketable personal and professional image and work behavior. Includes personal styles, leadership, diversity. Students may not receive course credit for both ADM 269 and ADM 259.

Standards are from DMACC Courses ADM 221 & ADM 269, plus Iowa CTE Business, Finance, Marketing, Management Standards #2, #3, #4, #5, #6, #8, #12, #13

<u>Learning Requirement</u>	<u>Course Level Standards</u>	<u>Competency Statement</u>
<u>Finding A Job</u>	<ul style="list-style-type: none"> ● Explain the need to plan the job search process. ● Describe how a job search is conducted. ● Utilize job-seeking methods, (as appropriate with current trends for each industry such as on-line applications, via social media, etc.)to the job search process. 	Students will assess the job search process.
<u>Career Search</u>	<ul style="list-style-type: none"> ● Give examples of ways job or career decisions affect an individual's life. ● Identify job wants and needs which offer work satisfaction. ● Convert individual strengths to match employer needs. ● Identify interests, aptitudes, skills, experiences and accomplishments. ● List job related strengths. 	Students will develop a personal inventory.



	<ul style="list-style-type: none"> ● Discuss how individual weaknesses can be communicated in a positive way. ● Write clear and concise short, intermediate and long term career goals. ● Define the ideal job or position being sought. ● Complete a personal and professional reference list. ● Review your online presence/foot-print and understand “digital citizenship”. 	
<u>Researching Careers</u>	<ul style="list-style-type: none"> ● Identify an employer target market. ● Prepare a list of network sources for assistance in identifying prospective employers. ● Conduct an interview with an individual working in the career goal position. ● Demonstrate proper telephone/email/communication techniques to gain appointments. ● 	Students will assess the job market.
<u>Job Portfolio</u>	<ul style="list-style-type: none"> ● Prepare a personal resume. ● Write a letter of application. ● Complete an employment application properly. ● Write a follow-up letter to the interviewer. ● Establish a professional online presence with a platform such as Linked-In and/or an electronic portfolio. ● Compile and assemble an employment resource binder. ● 	Students will develop a job seeking promotional portfolio.
<u>Interviewing</u>	<ul style="list-style-type: none"> ● Identify necessary steps to prepare for the interview. ● Plan appropriate interview attire/image. ● Prepare responses for commonly asked interview questions. ● Demonstrate the proper technique for greeting the interviewer. ● Demonstrate ways to sell oneself during the interview. 	Students will prepare for the employment interview.



	<ul style="list-style-type: none"> ● Prepare questions to ask the interviewer. ● Role play the appropriate techniques for a phone/web interview. ● Demonstrate the proper way to end the interview. ● Identify proper techniques in negotiating starting salary and/or employment benefits. ● 	
<u>Job Transition</u>	<ul style="list-style-type: none"> ● Determine ways to adapt to a new workplace environment. ● Discuss appropriate exit techniques from a current position. ● Become aware of and prepare for your role in an exit interview. ● Create a letter of resignation. ● Analyze transferable skills and the best strategies for a career change. 	Students will examine job transition strategies.
<u>Professional Image</u>	<ul style="list-style-type: none"> ● Demonstrate physical poise ● Describe the importance of portraying a professional image ● Identify an office's professional dress code ● Analyze present business attire 	Students will develop a professional image.
<u>Principles of Communication</u>	<ul style="list-style-type: none"> ● Identify the communication cycle, verbal and nonverbal ● Analyze how social media influences business communication ● Identify the various communication styles and relate to each style ● Evaluate common causes of breakdown in communication 	Students will apply principles of communication.
<u>Positive Attitude</u>	<ul style="list-style-type: none"> ● Describe the importance of positive self-esteem ● Interact with others in a courteous manner 	Students will practice a positive attitude.



	<ul style="list-style-type: none"> ● Cooperate with others with diverse attitudes, customs, practices ● Accept criticism and/or praise ● Evaluate personal behavior for positive change. 	
<u>Utilizing Professional Organizations</u>	<ul style="list-style-type: none"> ● Observe activities and/or work procedures of business professionals ● Utilize professional journals and resources ● Expand your personal and professional life with service learning and volunteer activities ● Learn to present and describe valuable skills obtained while serving others 	Students will recognize the value of professional organizations and service learning.
<u>Time Management</u>	<ul style="list-style-type: none"> ● List goals both for personal/professional growth ● Describe obstacles to achievement of goals ● Apply time management skills ● Describe money management principles 	Students will apply self-management principles.
<u>Business Etiquette</u>	<ul style="list-style-type: none"> ● Define telephone techniques ● Describe business meeting/meal etiquette ● Explain how to make introductions and begin conversations 	Students will apply principles of business etiquette.
<u>Leadership Skills</u>	<ul style="list-style-type: none"> ● Demonstrate personal management techniques including problem solving, critical thinking, and teamwork negotiation ● Demonstrate personal management techniques including problem solving, critical thinking, and teamwork negotiation ● Facilitate team interaction ● Identify leadership characteristics ● Explain the importance of empowering and mentoring others ● Collaborate with team members and give presentation 	Students will build Leadership Skills.



<u>Job Adjustment</u>	<ul style="list-style-type: none">● Recognize a need for retraining and learning new skills● Identify the importance of supportive relationships with supervisors and coworkers	Students will explain job adjustment skills.
<u>Personal Values & Ethics</u>	<ul style="list-style-type: none">● Identify personal values● Recognize relevant ethical issues in business● Explore personal integrity and the integrity of the employer● Review fairness policies that are part of the office culture	Students will describe personal and business ethics.
<u>Cultural Diversity</u>	<ul style="list-style-type: none">● Illustrate strategies to embrace the value of diversity and generational influences in the workplace● Explore today's culturally-diverse society● Illustrate strategies to embrace cultural diversity● Identify the value of individual differences	Students will illustrate strategies to embrace the value of diversity and generational influences in the workplace.
<u>Health Management</u>	<ul style="list-style-type: none">● Practice personal hygiene and cleanliness● Apply principles of food nutrition and a healthy lifestyle● List the benefits of exercise● Apply stress management techniques	Students will apply principles of health management.



Finding a Job		Sample Tasks
Competency Statement: Students will assess the job search process.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Assess the job search process</p> <ul style="list-style-type: none"> • Utilize job-seeking methods, (as appropriate with current trends for each industry such as on-line applications, via social media, etc.)to the job search process. • Identify interests, aptitudes, skills, experiences and accomplishments. • Explain the need to plan the job search process. <ul style="list-style-type: none"> ○ Use the steps to search for a job. • Describe how a job search is conducted. <ul style="list-style-type: none"> ○ Conduct a job search to find a job. 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	



Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	
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Career Search		Sample Tasks
Competency Statement: Students will develop a personal inventory.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Develop a personal inventory</p> <ul style="list-style-type: none"> ● Identify interests, aptitudes, skills, experiences and accomplishments. ● Find their ideal job/position. ● Give examples of ways job or career decisions affect an individual's life. <ul style="list-style-type: none"> ○ List their job related strengths. ● Identify job wants and needs which offer work satisfaction. <ul style="list-style-type: none"> ○ Communicate a weakness in a positive way. ● Convert individual strengths to match employer needs. <ul style="list-style-type: none"> ○ Write a clear and concise goal. ● List job related strengths. <ul style="list-style-type: none"> ○ Complete a personal and professional reference list. ● Discuss how individual weaknesses can be communicated in a positive way. <ul style="list-style-type: none"> ○ Review their online presence. ● Write clear and concise short, intermediate and long term career goals. <ul style="list-style-type: none"> ○ Identify an employer target market. ● Define the ideal job or position being sought. 	



	<ul style="list-style-type: none"> ○ Find their ideal job/position. ● Complete a personal and professional reference list. ● Review your online presence/foot-print and understand “digital citizenship”. 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> ● <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	

Researching Careers		Sample Tasks
Competency Statement: Students will assess the job market.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	Considerations for meeting course level standard(s):	



	<p>Assess the job market</p> <ul style="list-style-type: none"> • Identify an employer target market. • Prepare a list of network sources for assistance in identifying prospective employers. • Conduct an interview with an individual working in the career goal position. • Demonstrate proper telephone/email/communication techniques to gain appointments. 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	

Job Portfolio		Sample Tasks
Competency Statement: Students will develop a job seeking promotional portfolio.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	Considerations for meeting course level standard(s):	



	<p>Develop a job seeking promotional portfolio</p> <ul style="list-style-type: none"> • Compile and assemble an employment resource binder. • Prepare a personal resume. • Write a letter of application. • Complete an employment application properly. • Write a follow-up letter to the interviewer. • Establish a professional online presence with a platform such as Linked-In and/or an electronic portfolio. 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	

Interviewing		Sample Tasks
Competency Statement: Students will prepare for the employment interview.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	



<p>Score 3.5</p>	<p>Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.</p>	
<p>Score 3.0 Learning Goal</p>	<p>Considerations for meeting course level standard(s):</p> <p>Prepare for an employment interview</p> <ul style="list-style-type: none"> • Identify necessary steps to prepare for the interview. • Plan appropriate interview attire/image. • Prepare responses for commonly asked interview questions. • Demonstrate the proper technique for greeting the interviewer. • Demonstrate ways to sell oneself during the interview. • Prepare questions to ask the interviewer. • Role play the appropriate techniques for a phone/web interview. • Demonstrate the proper way to end the interview. • Identify proper techniques in negotiating starting salary and/or employment benefits 	
<p>Score 2.5</p>	<p>Students show some evidence of considerations for meeting course level standards.</p>	
<p>Score 2.0</p>	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
<p>Score 1.5</p>	<p>Students show some evidence of considerations for approaching course level standards.</p>	
<p>Score 1.0</p>	<p>Significant gaps in student understanding are present, though there is progress toward approaching course level standards.</p>	
<p>Score 0.0</p>	<p>Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.</p>	



Job Transition		Sample Tasks
Competency Statement: Students will examine job transition strategies.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Examine job transition strategies</p> <ul style="list-style-type: none"> • Analyze transferable skills and the best strategies for a career change. • Determine ways to adapt to a new workplace environment. • Discuss appropriate exit techniques from a current position. • Become aware of and prepare for your role in an exit interview. • Create a letter of resignation. 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Professional Image		Sample Tasks
Competency Statement: Students will develop a professional image.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Develop a professional image</p> <ul style="list-style-type: none"> ● Describe the importance of portraying a professional image ● Demonstrate physical poise ● Identify an office’s professional dress code ● Analyze present business attire 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> ● <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Principles of Communication		Sample Tasks
Competency Statement: Students will apply principles of communication.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Apply principles of communication</p> <ul style="list-style-type: none"> • Identify the communication cycle, verbal and nonverbal • Analyze how social media influences business communication • Identify the various communication styles and relate to each style • Evaluate common causes of breakdown in communication 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Positive Attitude		Sample Tasks
Competency Statement: Students will practice a positive attitude.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Practice a positive attitude</p> <ul style="list-style-type: none"> • Evaluate personal behavior for positive change. • Describe the importance of positive self-esteem • Interact with others in a courteous manner • Cooperate with others with diverse attitudes, customs, practices • Accept criticism and/or praise 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Utilizing Professional Organizations		Sample Tasks
Competency Statement: Students will recognize the value of professional organizations and service learning.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Recognize the value of professional organizations and service learning</p> <ul style="list-style-type: none"> • Expand your personal and professional life with service learning and volunteer activities • Observe activities and/or work procedures of business professionals • Utilize professional journals and resources • Learn to present and describe valuable skills obtained while serving others 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Time Management		Sample Tasks
Competency Statement: Students will apply self-management principles.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Apply self-management principles</p> <ul style="list-style-type: none"> • Apply time management skills • List goals both for personal/professional growth • Describe obstacles to achievement of goals • Describe money management principles 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Business Etiquette		Sample Tasks
Competency Statement: Students will apply principles of business etiquette.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Apply principles of business etiquette</p> <ul style="list-style-type: none"> • Define telephone techniques • Describe business meeting/meal etiquette • Explain how to make introductions and begin conversations 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Leadership Skills		Sample Tasks
Competency Statement: Students will build Leadership Skills.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Build leadership skills</p> <ul style="list-style-type: none"> • Demonstrate personal management techniques including problem solving, critical thinking, and teamwork negotiation • Demonstrate personal management techniques including problem solving, critical thinking, and teamwork negotiation • Facilitate team interaction • Identify leadership characteristics • Explain the importance of empowering and mentoring others • Collaborate with team members and give presentation 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	



Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	
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Job Adjustment		Sample Tasks
Competency Statement: Students will explain job adjustment skills.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Explain job adjustment skills</p> <ul style="list-style-type: none"> • Recognize a need for retraining and learning new skills • Identify the importance of supportive relationships with supervisors and coworkers 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Personal Values & Ethics		Sample Tasks
Competency Statement: Students will describe personal and business ethics.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Describe personal and business ethics</p> <ul style="list-style-type: none"> • Identify personal values • Recognize relevant ethical issues in business • Explore personal integrity and the integrity of the employer • Review fairness policies that are part of the office culture 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Cultural Diversity		Sample Tasks
Competency Statement: Students will illustrate strategies to embrace the value of diversity and generational influences in the workplace.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Illustrate strategies to embrace the value of diversity and generational influences in the workplace</p> <ul style="list-style-type: none"> • Explore today’s culturally-diverse society • Illustrate strategies to embrace cultural diversity • Identify the value of individual differences 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



Health Management		Sample Tasks
Competency Statement: Students will apply principles of health management.		
Score 4.0	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>consistently</i> demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.	
Score 3.5	Students consistently and independently demonstrate considerations for meeting course level standard(s). Student performance reveals they <i>occasionally</i> demonstrate understanding of in-depth inferences and application of information and skills that go beyond what was explicitly taught in class.	
Score 3.0 Learning Goal	<p>Considerations for meeting course level standard(s):</p> <p>Apply principles of health management</p> <ul style="list-style-type: none"> • Practice personal hygiene and cleanliness • Apply principles of food nutrition and a healthy lifestyle • List the benefits of exercise • Apply stress management techniques 	
Score 2.5	Students show some evidence of considerations for meeting course level standards.	
Score 2.0	<p>Considerations for approaching course level standard(s):</p> <ul style="list-style-type: none"> • <p>Recall or recognize specific vocabulary, such as:</p>	
Score 1.5	Students show some evidence of considerations for approaching course level standards.	
Score 1.0	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
Score 0.0	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	