



Course Title: **Careers & Entrepreneurship - Intern, DMACC**

Description: The Marketing Education Internship is a cooperative arrangement between student, school, and employer. The goal of the internship is for students to receive work supervised work experience and evaluation by professionals in the work force. Students will apply what they learn in class to their work-site. Students will work 120 hours to receive the DMACC Credit for Supervised Practical Experience. Marketing Education Internship corresponds with ADM936 in the DMACC course guide.

ADM936 - Occupational Experience

Opportunity for supervised work experience related to the major academic interests of students in an approved business setting. Students are guided by coordinated efforts of the employer/supervisor and the instructor. Skills and knowledge are applied by working a minimum of 120 hours. (This course is Pass/Fail).

<u>Learning Requirement</u>	<u>Course Level Standards</u>	<u>Competency Statement</u>
<p><b><u>Workplace Communication Skills</u></b></p>	<ul style="list-style-type: none"> <li>● Communicate to commonly accepted business standards (read, write, speak, and listen).</li> <li>● Apply intercultural communication skills in a diverse workplace.</li> <li>● Follow oral and written directions.</li> <li>● Ask appropriate questions in seeking clarification.</li> <li>● Process information in order to make an informed decision.</li> </ul>	<p>Students will use effective workplace communication skills with individuals and/or in group settings.</p>
<p><b><u>Personal Management Skills</u></b></p>	<ul style="list-style-type: none"> <li>● Develop personal responsibility characteristics regarding workplace situations involving workplace safety, discrimination, harassment, and personal ethics.</li> <li>● Acquire knowledge about work-related issues such as conflict management, unexpected or unusual events, and/or relationships with co-workers.</li> <li>● Demonstrate work habits/employability skills to enter, advance, and compete in the workplace.</li> <li>● Illustrate the value of utilizing time management skills as a means to manage stress and maintain professionalism.</li> </ul>	<p>Students will understand personal management skills needed for a specific profession or occupation</p>



<p><b><u>Self-Awareness</u></b></p>	<ul style="list-style-type: none"> <li>● Examine how personal interests are reflected in career decision-making and educational advancement.</li> <li>● Apply personal learning styles to build on personal development.</li> <li>● Show willingness to transfer knowledge and skills to new situations.</li> <li>● Demonstrate the use of supervision as a vital tool to appropriately meet performance requirements.</li> </ul>	<p>Students will acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills, and talents as seen by self and others</p>
<p><b><u>Employability Skills</u></b></p>	<ul style="list-style-type: none"> <li>● Develop lifelong learning skills that lead to ongoing career development and success in higher education.</li> <li>● Behave professionally and exhibit a positive attitude at all times.</li> <li>● Recognize the impact of professional values.</li> <li>● Illustrate how receiving constructive feedback can enhance one's insights and improve professional behaviors.</li> <li>● Explain how continuous professional staff growth, development, and advanced educational training are necessary for improving skills competencies.</li> </ul>	<p>Students will demonstrate employability and career development skills</p>
<p><b><u>Professional Image</u></b></p>	<ul style="list-style-type: none"> <li>● Demonstrate etiquette, self-confidence, appropriate dress and grooming, verbal and nonverbal expressions to communicate an appropriate business image.</li> <li>● Follow safety and health principles in the workplace.</li> <li>● Practice honesty, punctuality, respect, courtesy, a cooperative attitude, and a willingness to be a team player.</li> <li>● Maintain confidentiality guidelines.</li> </ul>	<p>Students will understand the importance of a professional image in the workplace</p>
<p><b><u>Work Experience</u></b></p>	<ul style="list-style-type: none"> <li>● Study the Des Moines Area Community College Internship/Work Experience Student handbook and accept the conditions set forth therein.</li> <li>● Complete college and employer forms and reports as</li> </ul>	<p>Students will meet established criteria of the occupational work experience</p>



	<p>required.</p> <ul style="list-style-type: none"><li>● Examine experiences that affect job performance.</li><li>● Develop learning objectives that improve the student's performance using current tasks in the workplace.</li><li>● Evaluate measurable learning objectives as an assessment of one's knowledge, abilities, and skills.</li><li>● Complete the 120 hours of on-the-job training</li></ul>	
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<b>Workplace Communication Skills</b>		<b>Sample Tasks</b>
<b>Competency Statement:</b> Students will use effective workplace communication skills with individuals and/or in group settings.		
<b>Score 4.0</b>	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.	
<b>Score 3.5</b>	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.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting course level standard(s):</b></p> <p><b>Use effective workplace communication skills with individuals and/or in group settings.</b></p> <ul style="list-style-type: none"> <li>● Communicate to commonly accepted business standards (read, write, speak, and listen).</li> <li>● Apply intercultural communication skills in a diverse workplace.</li> <li>● Process information in order to make an informed decision.</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting course level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching course level standard(s):</b></p> <ul style="list-style-type: none"> <li>● Follow oral and written directions.</li> <li>● Ask appropriate questions in seeking clarification.</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching course level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



<b>Personal Management Skills</b>		<b>Sample Tasks</b>
<b>Competency Statement:</b> Students will understand personal management skills needed for a specific profession or occupation.		
<b>Score 4.0</b>	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.	
<b>Score 3.5</b>	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.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting course level standard(s):</b></p> <p><b>Understand personal management skills needed for a specific profession or occupation</b></p> <ul style="list-style-type: none"> <li>• Develop personal responsibility characteristics regarding workplace situations involving workplace safety, discrimination, harassment, and personal ethics.</li> <li>• Illustrate the value of utilizing time management skills as a means to manage stress and maintain professionalism.</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting course level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching course level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge about work-related issues such as conflict management, unexpected or unusual events, and/or relationships with co-workers.</li> <li>• Demonstrate work habits/employability skills to enter, advance, and compete in the workplace.</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching course level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



<b>Self-Awareness</b>		<b>Sample Tasks</b>
<b>Competency Statement:</b> Students will acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills, and talents as seen by self and others.		
<b>Score 4.0</b>	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.	
<b>Score 3.5</b>	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.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting course level standard(s):</b></p> <p><b>Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills, and talents as seen by self and others.</b></p> <ul style="list-style-type: none"> <li>• Examine how personal interests are reflected in career decision-making and educational advancement.</li> <li>• Show willingness to transfer knowledge and skills to new situations.</li> <li>• Demonstrate the use of supervision as a vital tool to appropriately meet performance requirements.</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting course level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching course level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Apply personal learning styles to build on personal development.</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching course level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	



<b>Employability Skills</b>		<b>Sample Tasks</b>
<b>Competency Statement:</b> Students will demonstrate employability and career development skills.		
<b>Score 4.0</b>	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.	
<b>Score 3.5</b>	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.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting course level standard(s):</b></p> <p><b>Demonstrate employability and career development skills</b></p> <ul style="list-style-type: none"> <li>• Develop lifelong learning skills that lead to ongoing career development and success in higher education.</li> <li>• Illustrate how receiving constructive feedback can enhance one’s insights and improve professional behaviors.</li> <li>• Explain how continuous professional staff growth, development, and advanced educational training are necessary for improving skills competencies.</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting course level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching course level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Behave professionally and exhibit a positive attitude at all times.</li> <li>• Recognize the impact of professional values.</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching course level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	



<b>Score 0.0</b>	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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<b>Professional Image</b>		<b>Sample Tasks</b>
<b>Competency Statement:</b> Students will understand the importance of a professional image in the workplace		
<b>Score 4.0</b>	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.	
<b>Score 3.5</b>	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.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting course level standard(s):</b></p> <p><b>Understand the importance of a professional image in the workplace</b></p> <ul style="list-style-type: none"> <li>• Demonstrate etiquette, self-confidence, appropriate dress and grooming, verbal and nonverbal expressions to communicate an appropriate business image.</li> <li>• Maintain confidentiality guidelines.</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting course level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching course level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Practice honesty, punctuality, respect, courtesy, cooperative attitude, and a willingness to be a team player.</li> <li>• Follow safety and health principles in the workplace.</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	
<b>Score 1.5</b>	Students show some evidence of considerations for approaching course level standards.	





<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	

<b>Work Experience</b>		<b>Sample Tasks</b>
<b>Competency Statement:</b> Students will meet established criteria of the occupational work experience.		
<b>Score 4.0</b>	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.	
<b>Score 3.5</b>	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.	
<b>Score 3.0 Learning Goal</b>	<p><b>Considerations for meeting course level standard(s):</b></p> <p><b>Meet established criteria of the occupational work experience.</b></p> <ul style="list-style-type: none"> <li>• Develop learning objectives that improve the student’s performance using current tasks in the workplace.</li> <li>• Evaluate measurable learning objectives as an assessment of one’s knowledge, abilities, and skills.</li> <li>• Complete the 120 hours of on-the-job training</li> </ul>	
<b>Score 2.5</b>	Students show some evidence of considerations for meeting course level standards.	
<b>Score 2.0</b>	<p><b>Considerations for approaching course level standard(s):</b></p> <ul style="list-style-type: none"> <li>• Study the Des Moines Area Community College Internship/Work Experience Student handbook and accept the conditions set forth therein.</li> <li>• Complete college and employer forms and reports as required.</li> <li>• Examine experiences that affect job performance.</li> </ul> <p><b>Recall or recognize specific vocabulary, such as:</b></p>	



<b>Score 1.5</b>	Students show some evidence of considerations for approaching course level standards.	
<b>Score 1.0</b>	Significant gaps in student understanding are present, though there is progress toward approaching course level standards.	
<b>Score 0.0</b>	Based on student evidence that has been collected, the student has not demonstrated any understanding of course-level information and skills.	