Exploring Your Potential™ (EYP) is an online learning system that helps you sculpt a life and career that uniquely suits you. Through a series of lectures, videos, and exercises, you will explore and discover your skills, interests, and unlimited opportunities. EYP is your gateway to access the current world of work.
# Table of Contents

1. About Exploring Your Potential™ ............................................................................................................................................ 2
2. Competencies and Program Learning Goals.......................................................................................................................... 3
3. IRMA Curriculum Map: Locating stages of progress in the program ........................................................................................ 4
4. Course Learning Objectives .................................................................................................................................................... 6
5. How to Use this Program ........................................................................................................................................................ 7
6. Tips and Strategies for Integrating EYP .................................................................................................................................. 7
7. Checklist for Implementation .................................................................................................................................................... 8
8. Course Facilitation .................................................................................................................................................................... 9
9. Evaluation and Assessment .......................................................................................................................................................... 9
Exploring Your Potential™ (EYP) is a program series of four, courses designed to assist students in identifying and leveraging their best options for experience, employment, and entrepreneurship. The four online courses are: Discovering Your Options, Sculpting Your Value Proposition, Marketing Yourself, and Activating Your Plan. Each course guides students in structuring pathways and achieving career goals. Courses consists of six learning modules that offer actionable strategies, thought-provoking activities, exercises to be done outside of the classroom, and assessment tools.

Through scaffolding activities, each course supports students in developing the necessary knowledge, skills, attitudes and actions to demonstrate strategic planning and competent decision making regarding their career advancement. Dynamic content intersects competency-based learning by using students’ experiences, dreams, and goals as guideposts for development.

Course 1: Discovering Your Options
Get a clear sense of who you are, what you want to achieve, what skills and experience you have to leverage, and what will truly make you happy. Then you can make it happen.

- Who Are You?
- Dream Big
- Overcoming Obstacles
- The Opportunity Spectrum
- The Power of Information
- Take a Taste

Course 2: Sculpting Your Value Proposition
You can have all the potential and talent in the world, but packaging what you have to offer strategically maximizes your opportunities. Give yourself the best shot.

- What Do You Have to Offer?
- Earning Credibility and Respect
- Master Your Universe
- Core Competencies
- Real World University
- Build Your Network

Course 3: Marketing Yourself
We’re all in sales. We all have to market ourselves every day, especially when looking for internships, jobs, consulting projects, or even launching a startup.

- Tell Your Story
- Recognize Opportunity
- Create Leverage and Negotiate
- Build Your Brand
- Manage Your Social Network
- Cultivate Professional Relationships

Course 4: Activating Your Plan
Elevating your strategy will make you aim higher, expect more from yourself, and achieve more in return. Take your big new plans and put them into action. Results await!

- Major Life Decisions
- Think Like an Entrepreneur
- Earn, Manage and Raise Money
- Your Grand Plan
- Be a Leader
- Surround Yourself with Success

Students complete each course online at the pace set by the instructor and parallel to institutional curriculum requirements. Exploring Your Potential™ leads students to look at who they are, what they want, challenges they may experience, and real opportunity pathways for success. Each course is designed to foster the necessary knowledge, skills, and attitudes needed for a 21st century world. Students will participate in creative writing, organizational techniques, visual maps, storytelling, and digital media activities to meet course objectives and demonstrate modular learning outcomes. Students will engage in constructive planning practices that are student-centered and applicable to their individual needs.
Assessment of each course is portfolio-based, and can evaluated as individual courses or modules or as complete program. Portfolios consist of a body of evidence that includes quiz results, exercise outcomes, and products from projects. Courses are Pass/Fail, and students have an opportunity to revise and improve any exercises or projects to meet maximum potential. Course-level and module-level assessment is mapped to the program-level learning outcomes. Student self-assessments provide quantitative data at the end of the course for instructors to compare with the formative exercises. A table of key deliverables for evaluation provide formative evidence to be used with summative data from the course-level assessments. A Course Completion Certificate is issued to each student who finishes the Exploring Your Potential™ Program.

Competencies and Program Learning Goals

Course 1 Description:
Discovering Your Options is a 6-module course that assists students in discovering the wide range of professional opportunities ahead of them. Students will engage in powerful self-assessments, use a variety of skills to continuously expand their opportunity spectrums, learn how to overcome obstacles, conduct effective research, and also experience a first-hand taste of different potential careers. Time-on-task for course module completion is from 1 to 3 hours, per module.

Course 3 Description:
Marketing Yourself is a 6-module course that refines students’ ability to present and leverage their personal brand while experiencing new opportunities for growth. Building on activities from Course 1 and 2, Course 3 immerses students in a variety of real-life experiences including volunteering, branding, and social networking to demonstrate who they are, where they want to go, and how they will get there. Time-on-task for course module completion is from 1 to 3 hours, per module.

Course 2 Description:
Sculpting Your Value Proposition is a 6-module course that supports students in packaging what they have to offer strategically to maximize opportunities. Students will identify their assets and liabilities to develop new pathways for improvement, map out organizations and key players within their chosen industry, and create a powerful network of connections to guide them while navigating career steps. Time-on-task for course module completion is from 1 to 3 hours, per module.

Course 4 Description:
Activating Your Plan is a six-module course which capstones the series Exploring Your Potential™. Through practical planning and careful review, students refine skills acquired in Courses 1, 2 and 3 to produce a dynamic toolkit for reaching their ideal life. Students demonstrate whom they have created themselves to be and the strategies they have developed to navigate and fulfill their potential. Time-on-task for course module completion is from 1 to 3 hours, per module.
Students complete each course online at the pace set by the instructor and parallel to institutional curriculum requirements. The EYP Program is based on six core competencies, Self-Awareness, Problem-Solving, Decision Making, Career Orientation, Strategic Planning, and Execution. Each competency forms an overall program goal to orientate instructors and students in maximizing learning and development throughout the courses. Course learning objectives integrate the six program goals to ensure students are developing the competency areas. Modules offer scaffolded activities that continually engage students in each of the program goals. Modular learning outcomes from each course demonstrate applications of the learning objectives.

**Self-Awareness** - Demonstrate an aligned sense of self and career goals.
**Problem Solving** – Develop career preparedness and skills to overcome challenges and create opportunities.
**Decision-Making** – Build relevant packaging and personal branding to leverage experiences and abilities.
**Career Orientation** – Increase personal and professional expectations and resources to obtain career potential.
**Strategic Planning** – Create strategic steps and actions based on resources and knowledge to meet career goals.
**Execution** – Implement a well-organized career plan with demonstrated impact.
IRMA Curriculum Map: Locating stages of progress in the program:

Each course in the EYP Program supports the stated program goals and learning objectives. Knowing where learning happens throughout the curriculum can assist instructors in aligning institution or discipline standards to the program, plan interventions in student development, and measure outcomes for student growth. The IRMA Map; Introduced, Reinforced, Measured and Assessed, locates the cross sections of learning as aligned to the overall program goals. Instructors should review this map, as well as the course learning objectives, to understand how the program will meet their own institutional standards.

### Exploring Your Potential™ Program Learning Goals

I = Introduced; R = Reinforced; M = Measured; A = Assessed

<table>
<thead>
<tr>
<th>I = Introduced; R = Reinforced; M = Measured; A = Assessed</th>
<th>Self-Awareness</th>
<th>Problem Solving</th>
<th>Informed Decision-Making</th>
<th>Career Orientation</th>
<th>Strategic Planning</th>
<th>Execution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course 1: Discovering Your Options</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1: Who Are You?</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2: Dream Big</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3: Overcoming Obstacles</td>
<td></td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4: Opportunity Spectrum</td>
<td></td>
<td>R</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5: The Power of Information</td>
<td></td>
<td>R</td>
<td>I</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6: Take a Taste</td>
<td></td>
<td>R</td>
<td>I</td>
<td></td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

| **Course 2: Sculpting Your Value Proposition** | | | | | | |
| Module 1: What Do You Have to Offer? | | R | | R | | R |
| Module 2: Earning Creditability and Respect | | | R | | | |
| Module 3: Master Your Universe | | R | | | | |
| Module 4: Core Competencies | | R | | | R | |
| Module 5: Real World University | M | | | | | |
| Module 6: Build Your Network | | | | | M | |

© 2018 EYP Ventures Inc.
I = Introduced; R = Reinforced; M = Measured; A = Assessed

<table>
<thead>
<tr>
<th>Course 3: Marketing Yourself</th>
<th>Self-Awareness</th>
<th>Problem Solving</th>
<th>Informed Decision-Making</th>
<th>Career Orientation</th>
<th>Strategic Planning</th>
<th>Execution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Tell Your Story</td>
<td>R</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2: Recognize Opportunity</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3: Leverage and Negotiate</td>
<td>M</td>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4: Build Your Brand</td>
<td>M</td>
<td></td>
<td>R</td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Module 5: Manage Your Social Network</td>
<td>R</td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6: Cultivate Professional Relationships</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 4: Activate Your Plan</th>
<th>Self-Awareness</th>
<th>Problem Solving</th>
<th>Informed Decision-Making</th>
<th>Career Orientation</th>
<th>Strategic Planning</th>
<th>Execution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Major Life Decisions</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2: Think Like an Entrepreneur</td>
<td>A</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3: Earn, Manage, and Raise Money</td>
<td>A</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4: Your Grand Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 5: Be a Leader</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6: Surround Yourself with Success</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Learning Objectives:
All course objectives support a well-rounded approach to maximizing potential and achieving career success. Designed from the core competencies of the program, each course leverages the necessary knowledge, skills, and attitudes required to create tangible outcomes and evidences. Review the list of course objectives before choosing how you want to use the program and to help decide which, if not all, of the courses are aligned to your learning path.

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
</table>
| • Explore a variety of career opportunities to gain skill diversity and capitalize on life experiences.  
• Develop a plan of action for achieving career goals that align to their dreams.  
• Identify and create strategies to overcome challenges in achieving desired goals.  
• Demonstrate clear and intentional language when speaking about personal and professional goal pathways. | • Objectively look at self in relation to adding value to the marketplace.  
• Develop a clear talent assessment.  
• Design strategies for leveraging assets and improving liabilities through continued education.  
• Aggregate expert resources and knowledge to effectively apply insights to career goals.  
• Build a powerful network of connections to establish credibility, create opportunities, and expand professional pathways. | • Describe personal and professional attributes clearly in a consistent manner using sales and marketing strategies.  
• Develop a personal brand that succinctly packages information gained from previous courses.  
• Identify and interpret potential opportunities in a variety of social networks and adjust pitch to meet the changes.  
• Evaluate and adapt communication behaviors to successfully and responsibly manage support networks. | • Understand the impact of and prepare to make choices regarding major life decisions that affect the projected career path.  
• Develop a life plan of action to include intermediate steps, benchmarks, and outcomes strategies that align with each action.  
• Create experiences for volunteering and mentoring that give back to communities while growing opportunities and increasing knowledge in a field.  
• Design pathways to access power and influential key players in an industry to become part of a vast network of opportunity. |
How to Use this Program:
There are several unique ways in which Exploring Your Potential can be integrated into the academic environment, ranging from independent study to a structured classroom. The following are a few examples of how the program can be integrated into most any academic environment.

1. **Independent Study.** Students are offered the opportunity to complete the EYP program through the institution’s career development center, often in conjunction with other related career preparedness activities.

2. **Separate Course.** Students complete the EYP program within an existing or new academic course, with or without credit awarded.

3. **Embedded Activities Within Existing Course(s).** Students complete the EYP courses as a series of embedded activities within an existing course or courses. The EYP courses could be distributed over several courses over several terms, or included all within one course.

4. **Single Course Over Multiple Terms.** The most common way in which Exploring Your Potential is integrated into the academic environment is when students complete one or two courses per year. For undergraduate programs, 1-2 courses/semester works very well. For graduate programs, 2-4/semester is acceptable.

5. **Blended Learning.** Students complete the EYP courses as independent study (or within an existing or new course) and then attend an end-of-course seminar. If such a construct is used, representatives from the employer community could be invited to participate in the seminar to link students with employers. The blended learning approach is most commonly used within a multi-language environment where the online EYP instruction is in English, but the seminar is conducted in the native language.

Tips and Strategies for Integrating EYP:
Instructors should plan appropriately with their department directors to decide what integration pathway is most suitable according to institutional and curricular standards. Here are some helpful strategies and tips for integrating Exploring Your Potential into your curriculum.

Flipped Classroom:
The flipped classroom is an instructional method in which instructors invert the class delivery, and have students’ complete instructional content outside the classroom. This method uses blended learning to free up class time for more focus on interaction, group work, dialogue, reflection and meta-cognition activities. Whether you choose to use this program in totality, over a semester or year, the flipped classroom approach provides a space for increased dialogue, reflective thinking, collaboration and exploration in your learning community.

**Effective practices for using this course as a flipped classroom:**
Review the curriculum learning objectives map. Choose if you will use the complete program, specific courses, or isolated modules.
If selecting only specific courses or modules based on the learning objectives you need to meet, plan for the appropriate moments in the time line of your own course when each section would be addressed.
For both stand-alone and embedded courses, assign students sections of the courses (modules and/or exercises) to be done on their own time. Provide deadlines as well as expectations for the activity. For example, be sure to provide the rubric they will be evaluated on, the learning objectives they are developing, and any practical information about how or when they should be using the online platform.
Have students return to class prepared to discuss and demonstrate the outcome of the section or exercise. Provide critical questions that guide the reflective process or ask students to list one critical question that the experience of the activity has left them wondering about. Students should come prepared with this question to class and be ready for discussion. Some supportive instructional strategies for the flipped classroom are small group and whole class discussions, gallery walks, Socratic seminar, and Think/Pair/Share reporting.
For grading and assessing a flipped classroom, see the evaluation and assessment section of this guide. Strategies like peer review and cumulative review will help you to determine a pass or failing result for the flipped classroom student.

**Stand-Alone Courses:**
For many educators and institutions, offering Exploring Your Potential as a stand-alone course provides the student with a comprehensive learning path in developing essential competencies like Self-awareness, Problem-Solving, Decision-Making, Career Orientation, Strategic Planning, and Execution. Using this program as a stand-alone course requires use of one or more course sections in completion. An effective strategy for implementing the program includes identifying institution and discipline standards, a timeline, student developmental needs, and determination of desired outcomes and evidences that qualify.

**Embedded Courses and Activities:**
For instructors or institutions who will use Exploring Your Potential via interchangeable modules, it is imperative that the institution and discipline learning standards act as a starting point for integration. Once you have identified which learning standards are required for your curriculum, you can choose from the courses and modules to decide the most appropriate exercises and outcomes. Use the IRMA curriculum map and course learning objectives to help choose which courses are aligned to your needs. Explore the modules within the courses to determine the learning outcomes, activities, and evidences that will demonstrate your learning requirements.

**Checklist for Implementation:**

- Identify institution and discipline standards
- Review the Exploring Your Potential Framework, IRMA curriculum map, and course objectives in the beginning of this guide
- Align standards and goals to meet any requirements you may have
- Review courses to better understand any additional learning outcomes in each module and the evidences produced
- Select which courses will be offered and design an implementation timeline/plan of action
- Align each course selected to any institutional grading requirements. *Since this is a pass/fail program, ensure that this is acceptable. Instructors may use the rubrics and quiz points to determine a percentage system for grading. See the evaluation and grading section of this guide.*
- Include any additional strategies such as flipped classroom
- Follow the user instructions of the platform for setting up student and instructor accounts
- Follow your timeline for implementation
- Assess each module of the courses via portfolio
Course Facilitation:
The instructor wears many hats when moderating and facilitating an online course: teacher, schedule maker, social director, and even technical support. Regardless of the hat you might be wearing at any particular time, always remember that communication is the key factor. Online students are more successful and more satisfied if they are given clear direction, receive ample feedback, and feel there are open lines of communication between them and their instructor.

Evaluation and Assessment
The Exploring Your Potential Program is a pass or fail set of courses that are intended to develop students’ competence for achieving career success. Since this program is based on a combination of knowledge, skills, and attitudes that lead to demonstrated outcomes, evaluation and assessment for the program and its sections are best managed through portfolio review. This includes several components of evidence focused on both quantitative and qualitative approaches. There are three evidence bases in the portfolio that are eligible for evaluation and assessment: Quizzes, Exercise Outcomes, and Module Projects. Included are several levels of evaluation and assessment for the overall program and courses. Instructors may choose to integrate the suggested practices in this section of the guide into their already existing grading systems.

Module-level Evaluation
Within each module, there are specific written activities that the students complete in order to complete a course. These written activities are stored within the My Portfolio folder and can be submitted to course instructors for grading purposes, using a pass/fail basis for completion. Course instructors determine which, if any, of these activities need to be submitted for grading purposes.

Each module concludes with a set of 3 clarifying questions to support students in reflecting on their experience with the content. Comprehension, engagement, and impact is measured using Likert-type questions.

Each module also includes a set of multiple-choice questions that ask the students to consider which of the specific module activities was most valuable and which was least valuable, along with why the activity was most valuable and least valuable.

Accountability Testing
Test banks for each course are available for the school to use with the school’s learning management system to administer quizzes at the end of each module (e.g. a 5-question quiz) and/or for an end-of-course test (e.g. a 25-question test). Each test bank includes 25 questions for each module (150 questions for the course). Schools can therefore create randomized testing within the LMS to verify that the students read the material and complete the activities. The test bank includes both multiple-choice and true/false questions. When administered through the school’s LMS, the grading of the quizzes is automatic. The test banks are provided in Excel for ease of upload to the school’s LMS.

Course-level Assessment
Each course has a pre-course survey that the students are required to complete before seeing the content and a post-course survey that is required to obtain a course completion certificate. The questions for the surveys are based on the learning outcomes for the course. Course-level assessment is conducted by comparing the results from the pre-course survey to the post-course survey.
Program-level Assessment

The program-level learning outcomes are mapped to the module-level evaluations and course-level assessments. Program-level assessment is conducted by comparing the program's learning outcomes with the results from the module-level evaluations and course-level assessments.

Qualitative Evaluation:

Modular exercises and capstone projects can be evaluated using the rubric to determine a Pass or Needs Work result for students. Provide the rubric to students prior to starting the course so they are aware of requirements, along with the objectives and outcomes for the course. Instructors can also provide feedback and open-ended critical questions to support students in the process of development. Keeping observation notes about students' experiences supports portfolio review for final assessments.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Responses to form questions or scenarios show that readings and activities were done and understood</td>
<td>- Responses suggest that readings or activities not completed or understood</td>
</tr>
<tr>
<td>-Responds thoughtfully and constructively to the issues under examination</td>
<td>-Points raised are not relevant</td>
</tr>
<tr>
<td>-Uses examples to support point of view or share suggestions</td>
<td>-Does not write length of response required by assignment</td>
</tr>
<tr>
<td>-Shares relevant and interesting ideas</td>
<td>-Submissions are late and/or incomplete</td>
</tr>
<tr>
<td>-Proper mechanics of writing and grammar are intact</td>
<td>-Does not submit</td>
</tr>
<tr>
<td>-Demonstrates substantial effort</td>
<td>-Shows lack of effort</td>
</tr>
</tbody>
</table>

Course Completion Certificates:

After completion of all required activities, quizzes, and surveys in a specific course, the student is issued a Course Completion Certificate. After the completion of all required activities, quizzes, and surveys in Exploring Your Potential™ the student is issued a Program Completion Certificate. These certificates are available on the students dashboard and are also downloadable in a PDF format.

Peer review:

For the smaller exercises and activities in each module, ask students to partner up and issue a peer review. Provide the rubrics and allow partners to evaluate each other, offering feedback. If a student receives a Needs Work review from their partner, they have an opportunity to revise the exercise before making the final submission to the platform and their portfolio. This can assist you as the instructor in ensuring passing quality work.

Cumulative Review:

Courses are Pass or Fail. Full assessment can be based on cumulative review of the student portfolio at the end of the course, taking into consideration three areas:

- Quizzes – Knowledge
- Exercise outcomes – Skills and Attitudes
- Capstone projects – Knowledge, Skills and Attitudes, Applications
Course Pre/post surveys

Pre- and post-surveys provide quantifiable data on the experience of the individual student as well as the group, to gain insight into growth of student confidence, ability, and knowledge. The surveys evaluate the course efficacy and identify areas of opportunity for scaffolding into future lessons or courses. Partnered with the portfolio, the results can assist instructors in determining development and assigning a pass or fail outcome.
Thank you!

You are a vital part of Exploring Your Potential™ and we would like to hear from you. Have any insights, challenges, or success stories you would like to share? Please share with us!

Sincerely, The Exploring Your Potential™ Team.

Visit ExploringYourPotential.com Today!