



Career Readiness Program

Program Guide and Course Syllabi

PROGRAM OVERVIEW

Exploring Your Potential (EYP) is an online program designed to assist students in identifying and leveraging their best options for experience, employment, and entrepreneurship. The four courses of the program (*Discovering Your Options*, *Sculpting Your Value Proposition*, *Selling Yourself*, and *Activating Your Plan*) guide students in structuring pathways and achieving career goals. Each course consists of six learning modules that offer actionable strategies, thought-provoking activities, dynamic exercises to be done outside of the classroom, and self-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.

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. Creative writing, organizational techniques, visual maps, storytelling, communication exercises, and digital media activities engage students in constructive planning practices that are student-centered and applicable to their individual needs.

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.

Exploring Your Potential can be used as a stand-alone or companion curriculum and produces the following expected learning outcomes:

1. Demonstrate a clear sense of self and career orientation.
2. Develop career preparedness skills.
3. Construct strategic packaging and personal branding to leverage experiences and abilities.
4. Design practical steps and implement actions to obtain career goals.
5. Elevate personal and professional expectations to obtain career potential.
6. Implement a career plan.



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COURSE SUMMARY

Course 1:

Discovering Your Options

Module 1: Who Are You?

Module 2: Dream Big

Module 3: Overcoming Obstacles

Module 4: The Opportunity Spectrum

Module 5: The Power of Information

Module 6: Take a Taste

Course 2:

Sculpting Your Value Proposition

Module 1: What Do You Have to Offer?

Module 2: Earning Credibility and Respect

Module 3: Master Your Universe

Module 4: Core Competencies

Module 5: Real World University

Module 6: Build Your Network

Course 3:

Selling Yourself

Module 1: Tell Your Story

Module 2: Recognize Opportunity

Module 3: Leverage and Negotiate

Module 4: Build Your Brand

Module 5: Manage Your Social Network

Module 6: Cultivate Professional Relationships

Course 4:

Activate Your Plan

Module 1: Major Life Decisions

Module 2: Think Like an Entrepreneur

Module 3: Earn, Manage & Raise Money

Module 4: Your Grand Plan

Module 5: Be a Leader

Module 6: Surround Yourself with Success



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PROGRAM INTEGRATION

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, one EYP course per year works very well. For graduate programs, two courses per year 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.



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COURSE SYLLABI

Course 1: Discovering Your Options

Discovering Your Options is a 6-module course to help students gain a clear sense of who they are, what they want to achieve, what skills and experience they have to leverage, and what will make them truly happy.

Course 1 Learning Outcomes are:

1. Explore a variety of career opportunities to gain skill diversity and capitalize on life experiences.
2. Develop a plan of action for achieving career goals that align to their dreams.
3. Identify and create strategies to overcome challenges in achieving desired goals.
4. Demonstrate clear and intentional language when speaking about personal and professional goal pathways.

Course 1 Instructional Modules:

1. Who Are You?
2. Dream Big
3. Overcoming Obstacles
4. The Opportunity Spectrum
5. The Power of Information
6. Take a Taste

Course 1 Assessment:

- Pre-Course Survey
- Module Assignments posted to *My Portfolio* and/or **Module Quiz provided in the school's LMS**
- Module Reflective Questions
- Post-Course Survey



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Course 1, Module 1: *Who Are You?*

In Module 1, *Who Are You?*, students explore what they want to do as a personal and professional vision, uncovering new possibilities **and a clear direction about what's next. Students will engage in 3** storytelling activities: My Story, My Life Lessons, and My Pitch, designed to help students gain a clear understanding of who they are, what they value most, what motivates, and what inspires them to create a life where they are excited by their work.

Course 1, Module 1 Expected Learning Outcomes:

- A. Identify personal milestones related to their career goals.
- B. Demonstrate clarity about who they are and the ways spoken and body language impact their professional image, through storytelling prompts and chronological reflection.
- C. Develop strategies for structuring intentional and specific communication that accurately reflects their professional goals through creative writing and digital media.

Course 1, Module 1 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
My Story	Major Life Events	The students fill out an activity form detailing major life experiences for them and why each experience was important.
My Life Lessons	My Life Lessons	Students list three major life lessons that they learned from the experiences they listed above.
Introduce Yourself		Students learn how to effectively introduce themselves to come across as professional, confident, and memorable.
My Pitch	My Pitch	Students walk through crafting a great introduction by prompting with specific questions.
Advice from Industry Pros		Nely Galan, first female president of Telemundo, speaks about the challenges and failures she has faced and how important it is to keep going. Sam Pietsch, YSN correspondent, discusses the essentials of what students need to know to create an introduction video.
Create Your Pitch	Create Your Pitch	Students are given the option to create either a video introduction of themselves or a written introductory paragraph.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 1, Module 2: *Dream Big*

Dream Big supports students in going beyond traditional life-planning strategies and breaking through comfort zones to uncover their dreams. In Module 2, students combine 3 practical and conceptual planning exercises: What My Success Looks Like, My Ideal Life in Stages, and My Life Plan, to develop a clear image of how they define success and how to reach their vision.

Course 1, Module 2 Expected Learning Outcomes:

- A. Describe expectations for personal and professional achievement.
- B. Analyze stages of development through scaffolding and vision boards.

Course 1, Module 2 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Do What Lights You Up		Topic Discussion
Be a Visionary		Topic Discussion
What My Success Looks Like	What My Success Looks Like	This activity asks students questions that will really get them thinking about things like what they envision the pinnacle of their career to look like, what type of impact they will make in the world, their ideal places to live and work, etc.
My Ideal Life... in Stages	My Ideal Life... in Stages	Students are asked to list their basic needs, what a nice and comfortable life would look like, and what their ideal life would look like.
My Life Plan	My Life Plan	Students focus on what they can do in the near future to start making progress toward the bigger, more faraway dreams they listed above.
Advice from Industry Pros		Josh Kaston, vice president of Financial Alliance, talks about how dreaming big means experiencing life like most people don't get to.
Create a Vision Board	Create a Vision Board	Students write down all their ideas, share them with friends, and make a digital vision board of these ideas.
Advice from Industry Pros		Tom Hamilton, former recruiter for SpaceX, shares his insights on the importance of dreaming big.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 1, Module 3: *Overcoming Obstacles*

Life is full of obstacles, which can make life both challenging and fascinating. In Module 3, *Overcoming Obstacles*, students learn skills to get where they want to go despite challenges. Using 2 critical thinking exercises: My Current Obstacles and My Obstacle Action Plan, students will identify roadblocks to success and create a powerful series of immediate actions to overcome each obstacle.

Course 1, Module 3 Expected Learning Outcomes:

- A. Identify and isolate specific challenges that are directly related to goals set using list building techniques.
- B. Demonstrate strategies for overcoming obstacles through a decisive written plan of action.

Course 1, Module 3 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
It's Your Life	It's Your Life	Students identify whether they are living their lives based on what they want or whether they are doing things that someone else wants them to do.
What's in the Way of Your Success	My Current Obstacles	Students describe what obstacles are currently in their way.
Perspective: Challenges or Opportunities		Topic Discussion
Advice from Industry Pros		Cuttino Mobley, former NBA athlete, shares how he dealt with an unexpected obstacle during the peak of his sports career.
Create My Action Plan	My Obstacles Action Plan	Students develop real solutions and time frames to move through the obstacles that they identified earlier in the module.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 1, Module 4: *The Opportunity Spectrum*

The Opportunity Spectrum is a concept created by YSN to describe the many different options for work and to expand possibilities for financial support. In Module 4, students will explore new models for earning money to provide sustainability while sculpting career paths. Brainstorming exercises such as Experience, Employment, and Entrepreneurship or My Potential Opportunities will help students categorize new opportunities for achieving their life goals and create resources for **life's** challenges.

Course 1, Module 4 Expected Learning Outcomes:

- A. Identify specific experiences and strengths to leverage as opportunities for potential work through brainstorming and sequencing exercises.
- B. Demonstrate alternative strategies for sustainability while sculpting career paths through function and industry network mapping.

Course 1, Module 4 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Exploring Different Routes	My Best Opportunities	Activity is divided into the categories of experience, employment, and entrepreneurship, depending on which path(s) they are most interested in pursuing.
What Kind of Work is Right for You?	Ideal Working Scenario	Students think through which scenarios feel best for their personalities and their overall career goals.
Advice from Industry Pros		Social entrepreneur Rishi Roongta talks about how he has tried many routes like jobs, internships, and volunteering, and has been part of multiple entrepreneurial startups.
Do What You Want, Where You Want to Be	My Potential Opportunities	Students list their top skills, functions, interests, and industries.
Advice from Industry Pros		Ami Dar, founder and executive director of Idealist, talks about all the opportunities available in the nonprofit sectors.
Share Your Ideas	Feedback from People I Admire	Students share the ideas they came up with during the module with people who they look up to and ask them for feedback.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 1, Module 5: *The Power of Information*

Knowing how to access information for a variety of reasons is a powerful skill to cultivate.

In Module 5, *The Power of Information*, students will focus on their ability to self-educate, explore, gather insights, uncover resources, and learn from others who have been in their shoes. Students will engage in two grouping activities, My Potential Resources and Industry or Function, to learn how to ask useful questions and locate powerful sources.

Course 1, Module 5 Expected Learning Outcomes:

- A. Research critical questions using vetted sources regarding a chosen industry and function through a one-page written information summary.
- B. Construct and communicate critical questions that relate to their specified goals for professional development using organizational techniques such as list building and process orientation.

Course 1, Module 5 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Be Informed. Don't Be Lazy.		Information about the importance of being informed.
Asking the Right Questions	My Questions	Students write their own big life questions.
Finding the Best Answers	My Potential Resources	Students list their critical questions and then list possible sources for them to get those questions answered.
Advice from Industry Pros		John Katzman, founder of the <i>Princeton Review</i> , 2U, and The Noodle companies, talks about advancing education and elevating career prospects, and how important it is to be well informed.
Read, Set, Research!	Research Report	Students spend some time researching answers to their questions online and then turning in a document listing all that they discovered.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 1, Module 6: *Take a Taste*

Decisions about what to do with life do not have to be big and overwhelming. In Module 6, *Take a Taste*, students learn that sampling different options for work and career pathways is the best way to make smart decisions, ensure growth, and reach goals. Dynamic activities such as the “I’ve always wanted to...” creative writing system and My Career Path Rotations have students design small tasks for experiencing a variety of industries and skills.

Course 1, Module 6 Expected Learning Outcomes:

- A. Create strategies for exploring and developing a variety of skills such as sales, marketing, and management in industries of interest.
- B. Develop techniques to experience different types of industries and skills.

Course 1, Module 6 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
I’ve Always Wanted To...	I’m Exploring These Ideas	Students list potential career choices.
Nibble on New Experiences		Information about the many options within each industry.
How Taking a Taste Works		Information about how to apply this “tasting” methodology to all aspects of their lives.
Advice from Industry Pros		Brian Hinman, international artist, shares how he spent much of his early 20s sampling various jobs in numerous cities all over the world, all within the art industry.
Choosing a Path	My Career Path Rotations	Students obtain clarity regarding their preferred skills, functions, interests, and industries.
Taking a Taste of Opportunities	Take a Taste of Opportunities	Students develop five to eight prospective activities where they can “take a taste” and experience what these different options would feel like.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 2: *Sculpting Your Value Proposition*

Sculpting Your Value Proposition is a 6-module course that supports students in strategically packaging what they have to offer 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. Expected learning outcomes for this course are:

1. Objectively look at self in relation to adding value to the marketplace.
2. Develop a clear talent assessment.
3. Design strategies for leveraging assets and improving liabilities through continued education.
4. Aggregate expert resources and knowledge to effectively apply insights to career goals.
5. Build a powerful network of connections to establish credibility, create opportunities, and expand professional pathways.

Course 2 Instructional Modules:

1. What Do You Have to Offer?
2. Earning Credibility and Respect
3. Master Your Universe
4. Core Competencies
5. Real World University
6. Build Your Network

Course 2 Assessment:

- Pre-Course Survey
- Module Assignments posted to *My Portfolio* and/or Module Quiz provided in the school's LMS
- Module Reflective Questions
- Post-Course Survey



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Course 2, Module 1: *What Do You Have to Offer?*

In Module 1, *What do you have to offer?*, students investigate their professional assets and liabilities to begin sculpting a value proposition in their desired industry. Dynamic activities such as Personal Balance and Competitive Talent Assessment help students uncover their current skills, how much their talent level is worth in the field, and where they have room for improvement, by using critical questioning and criteria sorting.

Course 2, Module 1 Expected Learning Outcomes:

- A. Recognize and document current professional assets and liabilities through list building.
- B. Compare talent value to the chosen market and identify steps for improvement.
- C. Analyze and interpret talents and strengths to identify current value in the desired industry.

Course 2, Module 1 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
How do you Balance Out?	Assets and Liabilities	Students use assets and liabilities concepts to help them assess their own strengths and weaknesses.
How to Best Present Yourself	Ways I Can Present Myself	Students choose their preferred introduction methods based on industry preferences and personalities.
Advice from Industry Pro		Scott Kaston, the youngest analyst on the Strategy and Innovation team at Macy's, talks about his own value proposition and how much he has to offer the workforce.
Determining Your Value	Talent Assessment	Students learn what they are likely to be paid for their level of education and expertise.
Advice from Industry Pros		Bryce Murray, vice president of talent acquisition at Red Bull, shares secrets about how to best present and value yourself as you look for work.
You Are Valuable	I am Valuable	Students write about their best guess on how much they are worth in the market.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 2, Module 2: *Earning Credibility and Respect*

Earning Credibility and Respect guides students in building strategies to leverage and improve their current value in their chosen industry. In Module 2, students define credibility and explore ways to grow their reputation in alignment with their professional goals. Through research and visual mapping exercises, students construct actions that address a 9-point plan including integrity, ambition, and effort, to establish credibility and respect.

Course 2, Module 2 Expected Learning Outcomes:

- A. Clearly define credibility within a variety of industries.
- B. Illustrate strategies for achieving credibility and respect based on industry standards and personal values.

Course 2, Module 2 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Standards of Success What's Your Current Level of Success?	What's Your Current Level of Success	Students think about what standards of success are important. Students rate themselves on their current level of success.
How to Build Credibility and Respect		Tried-and-true tips for building credibility and respect.
Advice from Industry Pros		Ellen Pollock, former editor in chief of <i>Bloomberg Businessweek</i> , shares her story about how building her credibility and respect got her to be the first woman to ascend to the top of the world's leading business magazine.
Creating My Credibility and Respect Game Plan	Credibility and Respect Game Plan	Students create their own plan to gain more credibility and respect.
Be a Person of Substance		Students learn the importance of being well-liked, respected, and having integrity.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 2, Module 3: *Master Your Universe*

Module 3, *Master Your Universe*, teaches students to investigate, evaluate, and integrate knowledge about their desired field including roles, functions, key terms, and models. Through scaffolding techniques, students apply the skills from Course 1 to research and identify terminology—the language of the Industry—and design an industry map.

Course 2, Module 3 Expected Learning Outcomes:

- A. Identify and articulate industry terminology
- B. Collect and categorize various aspects of different industries including key players, companies, and media.
- C. Design an industry map documenting experts, companies, resources, training programs, media, hotspots, organizations, etc.

Course 2, Module 3 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Cross-Pollinating Industries		Encourage students to think outside the box so they have more opportunities.
Which Industries Are You Interested In	My Favorite Industries	Students list their top six favorite industries.
Talk the Talk	My Industry-Specific Terminology	Students will identify specific terms and language used by industry.
Advice from Industry Pros		James Cascone, partner at Deloitte Advisory, talks about how to build fluency and mastery of any industry.
Master Your Universe	Resource Map	Students create a list of the resources that would serve them to reach out to potential resources.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 2, Module 4: *Core Competencies*

Module 4, *Core Competencies* teaches students to acknowledge, evaluate, and build the core competencies identified by employers globally as critical for emerging workers. Students will learn about these gaps via identification of terminology, introspection, and personal evaluation.

Course 2, Module 4 Expected Learning Outcomes:

- A. Identify strengths related to their core competencies through Likert scales.
- B. Evaluate action steps that can be taken to improve specific competencies including: communication, finance, entrepreneurship, and technology.
- C. Assess professional career readiness by ranking themselves on a comprehensive list of soft skills and gathering advisor feedback for a modified 360 review.

Course 2, Module 4 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
What Frustrates Employers Most		Information about employer frustrations with people entering the workforce.
New Rules – Business Today Requires These Top Competencies	Top Competencies	Students rate themselves on the top core competencies that businesses require.
Choose Your Trajectory		Information on choosing a trajectory that will lead to desired destination and goals.
Advice from Industry Pros		Brad Hargraves, co-founder of General Assembly and now Common, talks about what critical skills are needed in today's workplace to stay competitive.
Soft Skills	Soft Skills	A self-assessment of soft skills. Ellen Pollock, former editor in chief at <i>Bloomberg Businessweek</i> , discusses the importance of being a good writer.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 2, Module 5: *Real World University*

To increase students' possibility for success in reaching their goals, establishing a relationship with continued learning in their field is imperative. In Module 5, *Real World University*, students build a personal curriculum for maintaining industry knowledge and expanding skills that will keep them competitive in the field.

Course 2, Module 5 Expected Learning Outcomes:

- A. Locate appropriate information for a new field or industry.
- B. Demonstrate a commitment to pursuing continued learning beyond their current academic career.
- C. Develop a curriculum plan for supplementing existing knowledge outside of school.

Course 2, Module 5 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Intellectual Curiosity		The interest and desire to invest time and energy into learning about people, places, things, or concepts.
How Do You Learn Best?	My Learning Styles	Students learn to clearly understand what their personal learning styles are.
Advice from Industry Pros		Sonia Simon, chief content officer (CCO) and founding partner of Rainmaker Digital (formerly called Copyblogger), shares her expertise of the digital and social media worlds.
Design Your Ideal Learning Experience	Ideal Learning Experience	Students design their ideal learning experience.
Working Together		Students learn about modern workspaces.
Real World University	Construct Your Own Program	Students list real-life potential resources.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 2, Module 6: *Build Your Network*

Expert knowledge is essential. Maintaining a relationship with experts is invaluable. Module 6, *Build Your Network*, helps students design and manage relationships with a web of experts, professionals, and mentors who will support them in reaching their career goals. Students will create a Network Wish List, a dynamic activity that teaches the art of creating meaningful connections and efficiently maintaining beneficial professional relationships.

Course 2, Module 6 Expected Learning Outcomes:

- A. Recognize and select powerful key players who inspire and align appropriately with career goals.
- B. Plan clear approaches and key points of contact to make meaningful connections.
- C. Demonstrate effective strategies for maintaining and leveraging a network of professional connections.

Course 2, Module 6 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Let's Get Strategic		Informational tips and tricks about how to build a strong network.
Network Wish List	People you Admire	Students make a comprehensive list of various experts.
How Much Contact is Not Enough, Just Right, or Creepy?		Real-life dos and don'ts of what is appropriate when interacting with people for professional purposes.
Advice from Industry Pros		Lloyd Princeton, founder of Design Management Company in New York, talks about the art of creating and maintaining powerful work relationships.
Get Out and Meet People!	Meet People memo	Students go out and meet people, then write what those experiences were like.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 3: Selling Yourself

Selling 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. Expected learning outcomes for this course are:

1. Describe personal and professional attributes clearly in a consistent manner using sales and marketing strategies.
2. Develop a personal brand that succinctly packages information gained from previous courses.
3. Identify and interpret potential opportunities in a variety of social networks and adjust pitch to meet the changes.
4. Evaluate and adapt communication behaviors to successfully and responsibly manage support networks.

Course 3 Instructional Modules:

1. Tell Your Story
2. Recognize Opportunity
3. Create Leverage and Negotiate
4. Build Your Brand
5. Manage Your Social Network
6. Cultivate Professional Relationships

Course 3 Assessment:

- Pre-Course Survey
- Module Assignments posted to *My Portfolio* and/or Module Quiz provided in the school's LMS
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Course 3, Module 1: *Tell Your Story*

Opportunities do not only exist in position listings or project ventures; many take place in day to day networking. Knowing how to sell yourself across a range of possibilities is a skill. In Module 1, *Tell Your Story*, students expand on their pitch delivery and explore a variety of social settings to maximize opportunity potential. Through practical activities such as Spin Your Story, students adapt and apply personal sales strategies for social media, events, and conferences.

Course 3, Module 1 Expected Learning Outcomes:

- A. Identify changes in pitch presentations according to various social networks through critical questioning.
- B. Adapt language, approaches, and strategies when positioning career pitch.
- C. Apply alternative pitch presentations appropriately according to the current social network using a variety of methods including email, social media posts, video resume, and in-person.

Course 3, Module 1 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
How Comfortable Are You?	Comfortability Assessments 1 & 2	A self-analysis of comfort levels in new or foreign situations.
Crafting Your Story		YSN college correspondent Sam Pietsch talks about how important it is to meet new people and share your story with them.
Be Your Best	Top Strengths	Students learn the importance of showing their best attributes.
Chance Encounters	How I Interact with People	A exercise about being proactive or passive with chance encounters.
Advice from Industry Pros		Kat Eller Murray, public relations expert and owner of ROAM Communications, talks about the importance of relationships and public relations.
We're All in Sales	Selling Myself	Students learn that they have to "sell ourselves."
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 3, Module 2: *Recognize Opportunity*

Recognize Opportunity assists students in identifying the key elements of a work culture that cultivates their potential and supports them in fulfilling their career goals. By investigating values that are important to both the student and the company, strategies can align and foster successful work relationships to optimize productivity. Building on previous course modules, students will locate potential employers, learn about company culture, and sculpt opportunities to tell their story.

Course 3, Module 2 Expected Learning Outcomes:

- A. Describe and locate personal and professional career values that align with prospective career opportunities through reflective thinking and list building.
- B. Propose and manage opportunities to connect with like-minded companies or organizations through communication strategies such as lead generation and networking.

Course 3, Module 2 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Move Beyond Your Comfort Zone		Moving out of your comfort zone is one of the keys to having more opportunities.
Advice from Industry Pros		Lilly Kam, director of Will.i.am of the Black Eyed Peas' STEM programs at the i.am.angel Foundation, talks about how they teach disadvantaged kids to code.
Opportunity Is a Matter of Perspective		Once you change your perspective, you will start to see the world in new ways.
From Perspective to Preferences	Discovering Your Preferences	Students learn how attitudes, filters, exposure/experiences, and geography help shape their perspective and preferences.
Stockpiling Opportunities	Opportunity Stockpile Model	Students focus on the opportunities that they can tap into.
Advice from Industry Pros		Paula Fellbaum, vice president, and head of HR and administrative operations at Nexon America, talks about recognizing opportunities within one of the country's biggest gaming companies.
Adopt a Global Perspective	Help Yourself and Help the World	Students learn the importance of helping themselves while helping the world.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 3, Module 3: *Create Leverage and Negotiate*

In Module 3, *Leverage and Negotiate*, students hone in on their value proposition as directly related to the level of competition in their field. Measurement and expansion exercises such as Plotting Your Leverage support students in pinpointing the intersection of skills, credibility, and demand, providing insight into mapping career pathways. Students will also seek out new experiences for building leverage, including volunteer opportunities and internships.

Course 3, Module 3 Expected Learning Outcomes:

- A. Compare and contrast value proposition with industry demand and competition through linear and non-linear measurement.
- B. Calculate and position skills to acquire new opportunities for growth and develop increased leverage through volunteer and internship experiences.

Course 3, Module 3 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Maximizing Your Value	Value Exercise	Students learn what employers and clients really value.
Leverage	Self-Assessment	Students self-assess their skills.
Negotiate		Learning to negotiate.
Money Matters	Money Matters Activity	Students research what they should be paid.
Advice from Industry Pros		Nishen Radia, co-founder and managing partner of the investment banking firm FocalPoint Partners, shares his knowledge regarding mergers and acquisitions, corporate finance, valuation, and strategic advising.
Go for Win-Win	Real-Life Negotiation Activity	Negotiation activity based on a real-life situation.
Advice from Industry Pros		Paul Eskenazi, chief financial officer of Beats by Dr. Dre, shares his expertise in strategic and financial planning and shows how to leverage and negotiate important deals.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 3, Module 4: *Build Your Brand*

Build Your Brand guides students through the process of communicating leverage in a clear, concise and consistent message. In Module 4, students participate in self-reflection exercises to aggregate key adjectives that describe their unique skill sets and attitudes. Through creative practices such as color-coding and compositional arrangement, students develop a package of words and phrases that brand who they are.

Course 3, Module 4 Expected Learning Outcomes:

- A. List key words and phrases that summarize and define a specific set of skills and talents through composition games.
- B. Identify as a brand and consider personal marketing strategies including leveraging analysis.
- C. Formulate a package of keywords and phrases into descriptions to be shared on social media including Twitter and LinkedIn.

Course 3, Module 4 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
What is Branding?		Students will learn what a brand is and why it is significant.
You Are a Brand	Wordcloud #1 Wordcloud #2	Exercises to bring clarity to how students are viewed by the rest of the world, and how they would like to be viewed.
Advice from Industry Pros		Nancy Mamann, global marketing leader, shares some of her secrets on how she has helped big name-brand clients all over the world become as visible as they are today.
Conduct a Brand Audit	Brand Audit	Students assess how they are seen by others.
Be Interesting	Be Interesting	Students develop the most interesting version of themselves.
How to Reinvent Yourself		Students show up in whatever way feels best for them.
Advice from Industry Pros		Lauren Berger, CEO and founder of InternQueen.com, talks about the benefits and opportunities of unique internships.
Branding Assessment and Strategy	Branding Assessment + Strategy	Students create a branding strategy and plan.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 3, Module 5: *Manage Your Social Network*

Social media is a highly dynamic tool to locate, cultivate, and manage career opportunities. In Module 5, *Managing Your Social Network*, students learn about the impact of social media on their image and career trajectory. Powerful steps and critical questions lead students through a brand audit, investigating a variety of social bases including Google, Facebook, LinkedIn, and Twitter. Scaffolding from previous modules, students will rewrite social media bios to reflect their brand identity.

Course 3, Module 5 Expected Learning Outcomes:

- A. Analyze social media profiles to isolate positive and negative language and communication through research and critical questioning.
- B. Develop new language that is conducive to the current brand identity created from Module 4.
- C. Establish a brand identity on social media that is propagated powerfully through key descriptions, crafted posts, and dynamic imagery.

Course 3, Module 5 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Your Online Presence		Students learn about having an online presence.
Building Your Profiles		Students learn to create a solid, professional online profile for various social media platforms.
Relationships Are Important		Topic Discussion
Create Engaging Content	Social Media	Students do a social media activity to create engaging content.
Advice from Industry Pros		Ben Casnocha, tech entrepreneur, investor, speaker, and author, shares his expertise on how to handle the relationships with your inner circle as well as your acquaintances.
Social Media Management	Create a Professional Social Media Profile	Students learn how to manage a social database.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 3, Module 6: *Cultivate Professional Relationships*

Generating a network of mentors, leads, and contacts is only part of the process; growing and managing relationships provides a lifetime of support in reaching goals. In *Cultivate Your Relationships*, students develop the necessary social skills to foster a diverse network of connections. Using interactive and practical activities, students explore layers of connections, including inner circles, mentors, and advisors. Techniques such as conversational etiquette and structuring impacting questions guide students in developing an advisory team for success.

Course 3, Module 6 Expected Learning Outcomes:

- A. Distinguish various roles and contributions of key players in their social network and how to best leverage the relationship using matching and categorization techniques.
- B. Construct strategies for approaching and interacting with a variety of contacts based on the shared roles, contributions, and goals of the relationship.
- C. Evaluate relationships and actions through self-reflection exercises to document and revise behaviors and communication.

Course 3, Module 6 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
The Fundamentals		Outline basic rules of behavior and when to communicate.
Going Global	Going Global	Students learn about understanding customs of other countries.
Your Most Critical Professional Relationships		The student's inner circle, mentors, and boards of advisors are all incredibly important aspects of your professional life.
Mentors	Mentorship	Students learn to understand the value of mentors.
Advisory Boards	Prospective Advisory Board	Students create an advisory board to pursue their goals.
Advice from Industry Pros		Jennifer Kushell, CEO of YSN and creator of Exploring Your Potential, shares her expertise on how to cultivate a variety of personal and professional relationships.
Maintaining Your Close Professional Contacts	Real-Life Engagement with Prospective Advisors	Students learn tips on maintaining close professional relationships.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 4: *Activating Your Plan*

Activating Your Plan is a 6-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. Expected learning outcomes for this course are:

1. Understand the impact of and prepare to make choices regarding major life decisions that affect the projected career path.
2. Develop a life plan of action to include intermediate steps, benchmarks, and outcomes strategies that align with each action.
3. Create experiences for volunteering and mentoring that give back to communities while growing opportunities and increasing knowledge in a field.
4. Design pathways to access power and influential key players in an industry to become part of a vast network of opportunity.

Course 4 Instructional Modules:

1. Major Life Decisions
2. Think Like an Entrepreneur
3. Earn, Manage & Raise Money
4. Your Grand Plan
5. Be a Leader
6. Surround Yourself with Success

Course 4 Assessment:

- Pre-Course Survey
- Module Assignments posted to *My Portfolio* and/or Module Quiz provided in the school's LMS
- Module Reflective Questions
- Post-Course Survey



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Course 4, Module 1: *Major Life Decisions*

Knowing how to navigate career pathways is an imperative skill for attaining goals. The real test is applying the tools acquired throughout this program to the big picture of life. In Module 1, *Major Life Decisions*, students learn how to make smarter, more strategic life choices through prioritization activities and projection exercises. Students also address stress-management through resource building and pooling exercises.

Course 4, Module 1 Expected Learning Outcomes:

- A. Distinguish major life choices from daily decisions through prioritization exercises including visual mapping.
- B. Anticipate and prepare strategies for milestones in professional and personal pathways using projection techniques such as horizontal time lines.
- C. Catalog resources and key contacts to prepare strategies for support in times of overwhelming and stress through grouping activities

Course 4, Module 1 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
The Biggest Decisions You'll Make	Major Life Decisions	Students learn about making life decisions.
Passive vs. Proactive Approaches to Decision-Making		Students learn how decisions are made.
Take the Right Path		Students develop their personal priorities.
Advice from Industry Pros		Michael Teoh, founder-strategist and director of Thriving Talents, talks about how they consult and train emerging talent in organizations and universities to succeed in life and work.
Get Your Priorities Straight	Personal Fire Drill Personal Priorities Your Priorities + Your Career Rate Your Priorities	Students learn about making life choices that are truly in alignment with their own personal morals.
How Decision-Making Leads to Success or Failure		Students learn about people making informed decisions run less of a risk of failure.
Set Goals for Success	Goal Setting	The students are taught tried-and-true tips for setting goals and why they work. They are then asked to do their own goal-setting.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 4, Module 2: *Think Like an Entrepreneur*

In Module 2, *Think Like an Entrepreneur*, students are asked to think about their professional lives with the active problem-solving, go-getter mentality usually attributed to entrepreneurs. Whether they want **to have their own businesses or whether they'd prefer a job, they are taught** how to take more initiative towards projects and view their lives in a way that is full of opportunities.

Course 4, Module 2 Expected Learning Outcomes:

- A. Be inspired to take more initiative and action towards various projects and/or things they are passionate about.
- B. Gauge where they fall on the entrepreneurial spectrum so they can choose a path that will set them up for success.
- C. Learn about the new ways of working like an entrepreneur or intrapreneur and the new eco-systems that support this.

Course 4, Module 2 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Why You Should Study Entrepreneurship		Entrepreneurs are the starters, the catalysts, of different companies or projects.
Your Entrepreneurial Capacity	Gauging your Entrepreneurial Fire	Students learn about intrapreneurs and entrepreneurs.
Exploring the Range of Entrepreneurial Opportunity	My Entrepreneurial Options	Students rank themselves on this gauge of entrepreneurship.
Choose Your Partners Wisely		Business partnerships and how they can be beneficial.
Advice from Industry Pros		Elvina Beck, founder of PodShare, a dormitory-style co-living space, discusses how paying attention to trends helped her business become even more successful.
Risk + Failure		Understanding calculated, educated risks and the lessons from failure can be some of the most important of anyone's life .
The New World of Entrepreneurial Ecosystems		Entrepreneurial systems of working and the major trends supporting this all over the world.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 4, Module 3: *Earn, Manage & Raise Money*

Money is a topic that governs almost everyone’s life, yet we rarely talk about it or teach about it. In this module, the students are taught real-life, practical skills on how to earn, manage, and raise money so that their finances are a positive facet of their lives.

Course 4, Module 3 Expected Learning Outcomes:

- A. Categorize opportunities to make money and how much they can expect to make with their skill set and chosen industry.
- B. Understand valuable skills to manage their finances properly once they are making money.
- C. Describe various ways to raise capital, if required.

Course 4, Module 3 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jen Kushell provides a module introduction by video.
Financial Ignorance vs. Financial Education		The profound, positive effect of being educated about finances.
Earning Money		The various ways you can earn money and get paid.
Managing Money	Current and Future Financial Overview	Students learn about financial and organizational systems to stay on track along with tips on how best to manage money.
Advice from Industry Pros		Kalika Yap, inventor and patent design owner of Luxe Link and The Waxing Company, shares about how earning, managing, and raising money helped her to succeed in her various endeavors.
Raising Money		Students learn how to raise money.
Advice from Industry Pros		Brittney Castro, founder and CEO of Financially Wise Women, talks about the importance of financial planning.
Social Impact		Careers that are geared at making a positive social impact by helping others in some way.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 4, Module 4: *Your Grand Plan*

In Module 4, *Your Grand Plan*, students design a business plan for life, clearly stating a process of actions and milestones for achieving their ideal life. Students actively engage tools learned throughout Courses 1, 2 and 3 including research, networking, competitive analysis and social positioning to demonstrate their ability to prioritize and achieve goals. The Your Grand Plan template supports students in constructing dynamic actions and adhering to accountability measurements.

Course 4, Module 4 Expected Learning Outcomes:

- A. Analyze and calculate necessary steps for achieving an ideal life, including daily actions and long-term impact.
- B. Design a business plan of action that documents benchmarks, intermediate and longitudinal steps, expected results, and resources.

Course 4, Module 4 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
How to Make (Almost) Any Dream Possible		Creating a grand plan for your life.
The Tipping Point		Start looking to your dreams and making plans.
Be Strategic		Keys to being good strategists.
Advice from Industry Pros		Curtis Estes, wealth management advisor with the Northwestern Mutual Wealth Management Company, shares his expertise on creating a solid plan for whatever goals you want to achieve in life.
Building Your Grand Plan	Top Five Goals	Students create their top five life goals.
A Detailed Grand Plan	A Detailed Grand Plan	Students take each goal and develop an activation plan for each goal.
Activating Your Plan		Go out in the world and begin to take action.
Advice from Industry Pros		Zohra Zori, vice president of the Social Sector Outreach of the Foundation Center, shares her knowledge on worldwide philanthropy.
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 4, Module 5: *Be a Leader*

Be a Leader guides students in what it means to be a leader and encourages them to consider putting themselves in a position of leadership in at least one aspect of their lives. In addition, students will explore the kinds of positive social-impact projects and programs they can become a part of the make a change in the world while expanding their own opportunities for growth and career fulfillment. Through self-reflection activities and research, students design a well of experiences to broaden their networks, gain more exposure to their fields and communities, and cultivate opportunities for their careers.

Course 4, Module 5 Expected Learning Outcomes:

- A. Learn what it means to be a leader and what qualities and characteristics one must exemplify when in a leadership role.
- B. Generate leads for projects and programs and identify their potential impact on personal and professional development to help themselves and others.

Course 4, Module 5 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
What is Leadership?	Leadership Qualities Activity	Students identify a definition of leadership.
New World Leaders		Meet some of the world's new leaders.
Assessing Your Ambition	Your Ideal Leadership Role Assessing Your Level of Ambition	Students gain clarity regarding their current level of ambition and what their aspired leadership roles are.
Advice from Industry Pros		Steve McAndrew, Head of Emergency Operations for the American Red Cross, discusses what it means to be a leader.
Values-Based Leadership	Top Five Values	Students identify their morals, values, and ideals.
Creating A Strong Foundation	How Stable Is Your Foundation?	Students learn the importance of a strong personal foundation.
The Next Level of Leadership	An Organization I May Want to Lead One Day	Students learn about the many different possibilities to become a leader and how to make their way as a leader in their industry.
Advice from Industry Pros		Sergio Fernández de Córdova, part of the UN's Sustainable Development Fund and the New York Global Leadership Dialogue, talks about how he finds leadership to be more about education, listening, and the desire for innovation rather than about "power."
Summary		Learning Review and Next Steps
Reflective Questions		Learning and Module Feedback



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Course 4, Module 6: *Surround Yourself with Success*

In Module 6, *Surround Yourself with Success*, students evaluate their existing environment to identify positive and negative influences in their lives. Through critical thinking exercises, students list areas that energize, strengthen, and support versus those that frustrate, distract, and discourage, to sculpt a more conducive environment for their success. As the final module in Exploring Your Potential, students complete this series feeling confident and able to sculpt their own career path, ensuring their choices result in the greatest possible happiness and fulfillment.

Course 4, Module 6 Expected Learning Outcomes:

- A. Identify positive and negative influences impacting their potential for success through a personal environmental audit.
- B. Reframe and sculpt personal and professional sphere of influence to maximize motivation, inspiration, and energy, mitigating distractions and sources of discouragement through strategic positioning.

Course 4, Module 6 Instructional Summary

Section	Activity Posted to My Portfolio	Description
Introduction		Jennifer Kushell provides a module introduction by video.
Defining Success	How Do You Define Success?	Students gain clarity regarding their personal definition of success.
Evaluating Your Environment	How I Am Currently Affected by My Environment	Students define positive and negative influences and the effects they have on their life.
Setting Your Objectives + Boundaries	Setting Boundaries	Students set boundaries to keep their life's activities supporting their bigger goals.
Advice from Industry Pros		Arrey Obenson, secretary general of JCI, talks about the largest organization of young leaders and entrepreneurs in the world.
Having Strong Role Models	Role Models	Students observe someone they admire to achieve their goals.
Accessing Power + Influence	Gaining Power + Influence	Students learn tips to be able to gain access into circles of influence.
Summary		Learning Review and Next Steps
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EVALUATION AND ASSESSMENT

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.**



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Program-level Learning Outcomes Mapping

Course and Modules	Program Learning Outcomes					
	I= Introduced; R= Reinforced; M= Measured; A= Assessed					
	Demonstrate a clear sense of self and career orientation.	Develop career preparedness skills.	Construct strategic packaging and personal branding to leverage experiences and abilities.	Design practical steps and implement actions to obtain career goals.	Elevate personal and professional expectations to obtain career potential.	Implement a career plan.
Course 1: Discovering Your Options						
Module 1: Who Are You?	I	I			I	
Module 2: Dream Big	I			I		I
Module 3: Overcoming Obstacles				I	I	
Module 4: The Opportunity Spectrum	R	I				I
Module 5: The Power of Information		R		R	I	
Module 6: Take a Taste		R	I		R	
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				R	
Module 4: Core Competencies		R				R
Module 5: Real World University		M				R
Module 6: Build Your Network				M		
Course 3: Selling Yourself						
Module 1: Tell Your Story		R			R	
Module 2: Recognize Opportunity	M					
Module 3: Leverage and Negotiate		M			R	
Module 4: Build Your Brand			M			R
Module 5: Manage Your Social Network				M	R	
Module 6: Cultivate Professional Relationships						R
Course 4: Activate Your Plan						
Module 1: Major Life Decisions				R		M
Module 2: Think Like an Entrepreneur			A		A	
Module 3: Earn, Manage, and Raise Money		A		A		
Module 4: Your Grand Plan						A
Module 5: Be a Leader	A					
Module 6: Surround Yourself with Success				A		



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C = Course; M = Module; v = Video

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