

SKILL	Exceeds Expectations	Meets Expectations	Developing	Needs Improvement
Professionalism:	<p>The student:</p> <ul style="list-style-type: none"> -dresses in uniform or interview apparel that is a match for the student's career. -speaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner 	<p>One of the items below is not present:</p> <ul style="list-style-type: none"> -dresses in uniform or interview apparel that is a match for the student's career. -speaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner 	<p>Two or more of the items below are not present:</p> <ul style="list-style-type: none"> -dresses in uniform or interview apparel that is a match for the student's career. -speaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner 	<p>None of the items below are present:</p> <ul style="list-style-type: none"> -dresses in uniform or interview apparel that is a match for the student's career. -speaks with a professional voice register (as opposed to casual) -sits or stands with good posture -is able to recall situations in which they interacted with peers in and out of the classroom in a professional manner
Oral Communication	<p>Student speaks clearly and concisely, and consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> -hold eye contact -speak with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -create fully formed thoughts 	<p>One of the items below is not present:</p> <ul style="list-style-type: none"> -concisely answers prompts -holds eye contact -speaks with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -creates fully formed thoughts 	<p>Two or more of the items below are not present:</p> <ul style="list-style-type: none"> -concisely answers prompts -holds eye contact -speaks with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -creates fully formed thoughts 	<p>None of the items below are present:</p> <ul style="list-style-type: none"> -concisely answers prompts -holds eye contact -speaks with a professional, confident, and articulate tone -persuasively speaks about themselves and their professional potential -creates fully formed thoughts

Initiative	Student can name three actions they have taken during their program that demonstrate initiative.	Student can name two actions they have taken during their program that demonstrate initiative.	Student can name one action they have taken during their program that demonstrates initiative.	Student cannot name any actions they have taken during their program that demonstrate initiative.
Accountability	Student can provide 2-3 relevant examples of how they expect to be held accountable by their employer/supervisor.	Student can give one relevant example of how they expect to be held accountable by their employer/supervisor.	Student can give one weak example of how they expect to be held accountable by their employer/supervisor.	Student cannot give examples of how they expect to be held accountable by their employer/supervisor.
Leadership and Teamwork	Student can provide a variety of concrete strategies they will use to overcome conflict with others to productively work as a team.	Student can provide a single concrete strategy they will use to overcome conflict with others to productively work as a team.	Student can provide a vague strategy they will use to overcome conflict with others to productively work as a team.	Student cannot provide a strategy they will use to overcome conflict with others to productively work as a team.
Self-Awareness	<p>The student demonstrates an ability to:</p> <ul style="list-style-type: none"> -reflect on how they have grown as a person during the course of their program. -identify a variety of methods to overcome personal challenges that impede professional success. -explain how they would overcome interpersonal conflicts in the workplace -describe an instance where they failed, and the cause(s) 	<p>One of the following is not present:</p> <ul style="list-style-type: none"> -reflect on how they have grown as a person during the course of their program. -identify a variety of methods to overcome personal challenges that impede professional success. -explain how they would overcome interpersonal conflicts in the workplace -describe an instance where they failed, and the cause(s) 	<p>Two of the following are not present:</p> <ul style="list-style-type: none"> -reflect on how they have grown as a person during the course of their program. -identify a variety of methods to overcome personal challenges that impede professional success. -explain how they would overcome interpersonal conflicts in the workplace -describe an instance where they failed, and the cause(s) 	<p>None of the following are present:</p> <ul style="list-style-type: none"> -reflect on how they have grown as a person during the course of their program. -identify a variety of methods to overcome personal challenges that impede professional success. -explain how they would overcome interpersonal conflicts in the workplace -describe an instance where they failed, and the cause(s)
Career Path Opportunities	Student can articulate the career path and	Student can articulate the career path and	Student can articulate a next step in their career	Student does not articulate the next step in

	<p>professional development opportunities available to them over the next three years (additional certifications, joining professional organizations, pursuing advanced degrees, etc.), and their role in identifying employment and plan to start employment within 30 days of graduation.</p>	<p>professional development opportunities available to them over the next three years (additional certifications, joining professional organizations, pursuing advanced degrees, etc.), but struggles identifying their role and ownership of the employment process.</p>	<p>path but are unable to identify the professional development needed to achieve it, and struggles identifying their role and ownership of the employment process.</p>	<p>their career path and is unable to identify their role and ownership of the employment process.</p>
<p>Intercultural Awareness</p>	<p>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates the ability to act in a supportive manner that recognizes the feelings of another cultural group.</p> <p>-Able to describe cultural diversity in a clear manner. -Provided multiple examples for embracing cultural diversity in the workplace.</p>	<p>Interprets intercultural experience from the perspectives of own and one other worldview and demonstrates the ability to act in a supportive manner.</p> <p>-Able to describe cultural diversity in a clear manner. -Provided an example for embracing cultural diversity in the workplace.</p>	<p>Interprets intercultural experience from the perspectives of own and one other worldview but cannot articulate how to act in a supportive manner.</p> <p>-Able to describe cultural diversity in a weak manner. -A vague example for embracing cultural diversity in the workplace.</p>	<p>Interprets intercultural experience from the perspective his/her own worldview.</p> <p>-Not able to describe cultural diversity in a clear manner. -Did not provide examples for embracing cultural diversity in the workplace.</p>
<p>Other Observations</p>				