



## Interpersonal Relations & Professional Development

### COURSE SYLLABUS Fall Semester 2022 (20350) TENTATIVE—SUBJECT TO CHANGE

#### COURSE INFORMATION

Credit Hours/Minutes: 2/1500

Campus/Class Location: Tattnell High School room 301

Class Meets: 10/17/22 until 12/08/22 / Monday- Thursday 9:30 AM – 11:00 AM

Course Reference Number (CRN): 20350

#### INSTRUCTOR CONTACT INFORMATION

Instructor Name: Leann Murray, RN

College Email Address: [lmurray@southeasterntech.edu](mailto:lmurray@southeasterntech.edu)

Campus/Office Location: Swainsboro Campus, Building 8, office 8108

Office Hours: Monday- Thursday 3:30 PM - 6:00 PM

Phone: 478-289-2228

#### Preferred Method of Contact: Email

All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.

Students are encouraged to check their STC student email a minimum of twice daily

#### SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(https://catalog.southeasterntech.edu/\)](https://catalog.southeasterntech.edu/).

#### REQUIRED TEXT

OER Resources. **Anderson & Bolt Professionalism**, 3rd Edition, Prentice Hall, New Jersey, 2011.

#### REQUIRED SUPPLIES & SOFTWARE

Supplies include pencils, pens, paper, notebooks, etc. Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

**Note:** Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to

the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

## **COURSE DESCRIPTION**

Emphasizes human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include human relations skills, job acquisition skills and communication, job retention skills, job advancement skills, and professional image skills.

## **MAJOR COURSE COMPETENCIES**

### **1 Human Relations Skills**

<b>2</b>	<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
	1	Identify strengths and weaknesses and set appropriate personal goals.	Cognitive	Knowledge
	2	Recognize and respond to own stress level.	Cognitive	Analysis
	3	Identify strategies to address and solve problematic behaviors with others.	Cognitive	Knowledge

4	Prepare job application and follow up letters, a resume, and a job application.	Cognitive	Application
5	Demonstrate effective interviewing techniques.	Cognitive	Application
6	Demonstrate professional and appropriate communication skills.	Cognitive	Application

### Job Retention Skills

Order	Description	Learning Domain	Level of Learning
1	Identify and demonstrate traits of successful employees.	Cognitive	Knowledge
2	Identify effective time management strategies.	Cognitive	Knowledge
3	Demonstrate ability to negotiate promotion/salary increase.	Cognitive	Application
4	Demonstrate ability to accept counseling positively.	Cognitive	Application

### Job Advancement Skills

Order	Description	Learning Domain	Level of Learning
1	Explain chain of responsibility.	Cognitive	Comprehension

### Professional Image Skills

Order	Description	Learning Domain	Level of Learning
1	Identify and demonstrate professional image.	Cognitive	Knowledge
2	Identify and project professional attitude.	Cognitive	Knowledge

### Job Acquisition Skills and Communication

Order	Description	Learning Domain	Level of Learning
1	Demonstrate effective job search strategies including electronic and print media.	Cognitive	Application
2	Set career goals.	Cognitive	Knowledge

### PREREQUISITE(S)

Pre-requisites: None

### COURSE OUTLINE

- I. Human Relations Skills
- II. Job Acquisition Skills and Communication
- III. Job Retention Skills
- IV. Job Advancement Skills
- V. Professional Image Skills

## GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## STUDENT REQUIREMENTS

Students are expected to complete all tests and assignments by the due dates. NO assignments will be accepted after due dates and a grade of zero will be assigned for all incomplete work. EMPL1000 instructors require students to submit all assignments through the Blackboard learning systems. Exams will be taken on Blackboard within the classroom and outside of class. Students are required to submit all work in **Microsoft Word**. Blackboard assignments including essays, discussion boards, and drop box submissions, which are not submitted through Microsoft Word, will not receive credit. Instructor requires **all assignments in American Psychological Association (APA) format and submitted via Blackboard.**

**Assignments are to be submitted through Digital drop box or discussion boards only.**

### REMEMBER:

1. Submit all assignments in a Word document.
2. Always use APA formatting (including headings).
3. Do not plagiarize. All assignments should be completed **in your own words**.
4. Submit all assignments as **attachments** through the provided digital drop box (Assignments submitted in text box will receive a zero.)
5. Do not submit any written assignment in text-like format. Use standard forms of writing.
6. It is a good idea to save all your assignments on a jump drive.

Students are expected to prove weekly academic engagement by meeting assignment deadlines each week during the semester doing the required homework, quizzes, and tests. Students are expected to communicate frequently through college email and discussion boards. College email and other STC resources can be accessed from the [mySTC](#) tab on STC's Website. Email can also be accessed in the menu of your Blackboard course

## COVID-19 MASK REQUIREMENT

Regardless of vaccination status, students are highly encouraged to wear masks or face coverings while in a classroom or lab at Southeastern Technical College. Masking may be implemented in some program areas (i.e. Health Sciences and Cosmetology) where students, faculty, and clients are in close proximity and social distancing cannot be maintained. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Where masks or face coverings must be worn, they must be over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC).

## COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come

on campus for any reason.

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor(s).

### **COVID-19 SELF-REPORTING REQUIREMENT**

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:swaters@southeasterntech.edu), Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

### **ATTENDANCE GUIDELINES**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165.

## **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210.

Vidalia Campus: [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165.

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which the student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

**Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.**

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

## **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

Failure to take the chapter tests or final exam will result in a grade of zero. No make-up exams are allowed. **If Internet or browser failure occurs, contact instructor immediately.** A decision will be made at that time if the exam will be reset. Instructor reserves the right to deduct points from the exam scores for exceeding the scheduled time limit on the exam.

**Assignment due dates are listed on the syllabus. Therefore, you are expected to have the assignment completed on the date that it is due.**

**There will be NO MAKEUP of Final Exams!**

### **ACADEMIC DISHONESTY POLICY**

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

#### **3. Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

### **STATEMENT OF NON-DISCRIMINATION**

As set forth in the student catalog, Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a>

## ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

## ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and Banner Web via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

## TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## GRADING POLICY

Assessment/Assignment	Percentage
Exams	40%
Assignments	20%
Employment Packet	20%
Final Exam	20%

## GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59



**COMPETENCY AREAS: (WILL VARY FOR EACH COURSE/TAKEN FROM STATE STANDARDS)**

- I. Human Relations Skills
- II. Job Acquisition Skills and Communication
- III. Job Retention Skills
- IV. Job Advancement Skills
- V. Professional Image Skills

**GENERAL CORE EDUCATIONAL COMPETENCIES:**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information

**GRADING RUBRICS**

**Cover Letter**

<b>CRITERIA</b>	<b>4- Excellent</b>	<b>3- Proficient</b>	<b>2- Dev. Prof.</b>	<b>1- Unacceptable</b>
<b>Structure</b>	Sentences and paragraphs are complete, well-constructed and of varied structure. There are at least 3 paragraphs.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Conventions</b>	The writer makes no errors in capitalization, punctuation, grammar or spelling.	The writer makes 1-2 errors in capitalization, punctuation, grammar and/or spelling.	The writer makes 3-4 errors in capitalization, punctuation, grammar and/or spelling.	The writer makes more than 4 errors in capitalization, punctuation, grammar and/or spelling.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a relatively clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Content and Voice</b>	The letter contains the information needed and is written tactfully. The writer includes why he/she is writing and what he/she is writing about in the intro., gives details of the situation in the discussion, and ends telling what is to happen, when it is to happen and why it is important in the conclusion.	The letter contains accurate information about the topic but is not very specific. The letter contains no date in the conclusion.	The letter contains some accurate facts about the topic but is very general.	The letter contains no specifics about the topic/individual.
<b>Essential Components</b>	The letter contains all the essential components of a business letter.	The letter contains most of the essential components of a business letter.	The letter is missing several of the essential components of a business letter.	The letter is not in business letter format.

CRITERIA	4- Excellent	3- Proficient	2- Dev. Prof.	1- Unacceptable
Total	Score(x5) _____/100			

**Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) **Unacceptable** (0-69)

## RESUME

CATEGORY	10 - Excellent	5 – Proficient	3 –Dev. Prof.	1 Unacceptable
<b>Name &amp; Address Score</b> _____	Name, address, and phone number are included with complete accuracy.	Name, address, and phone number were included with satisfactory accuracy.	Name, address, and phone were included but there were errors.	Name, address, and phone number are incomplete or inaccurate.
<b>Job Objective Score</b> _____	Objective clearly stated, purpose, with clarity and experience to be gained from obtaining the job.	Objective stated and related to job.	Vague, poorly written—relates to job.	Not included or difficult to understand what the purpose of obtaining the job is.
<b>Format Score (x2)</b> _____	Resume is easy to read, visually pleasing and uses white space to guide the eye and separate information.	Resume is easy to read. White space separates all major information.	Resume is somewhat difficult to read. White space is unevenly distributed.	Resume is difficult to read. White space is not used to separate information.
<b>Educational History Score</b> _____	Education highlighted and specific details are included.	Awards, leadership roles in school described.	Graduation date only given.	Not addressed.
<b>Work Experience Score(x2)</b> _____	Action verbs are used to describe experience	Bullets used to describe experience. Skills evident	Only dates given-no mention of responsibilities. Skills unclear or poorly stated.	Information not given and/or not organized.
<b>Employment Qualification Score</b> _____	Uses all areas to effectively demonstrate strong qualifications for job.	Most areas demonstrate qualifications for position.	Demonstrates some qualities of a capable employee who will need to be trained.	No information given to demonstrate applicant if qualified.
<b>Mechanics Score</b> _____(x2)	There are no errors in spelling, punctuation, or grammar.	There are a few errors in spelling, punctuation, and grammar, but they do not detract from the resume	Many errors in spelling, punctuation, and grammar are distracting.	Errors in spelling and grammar make this Resume difficult to read and/or understand.
<b>TOTAL</b>				

**Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) **Unacceptable** (0-69)

## FOLLOW UP LETTER

CRITERIA	5- Excellent	3- Proficient	2- Dev. Prof.	1- Unacceptable
<b>Structure</b>	Sentences and paragraphs are complete, well-constructed and of varied structure. There are at least 3 paragraphs.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Conventions</b>	The writer makes no errors in capitalization, punctuation, grammar or spelling.	The writer makes 1-2 errors in capitalization, punctuation, grammar and/or spelling.	The writer makes 3-4 errors in capitalization, punctuation, grammar and/or spelling.	The writer makes more than 4 errors in capitalization, punctuation, grammar and/or spelling.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a relatively clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Content and Voice</b>	The letter contains the information needed and is written tactfully. The writer includes why he/she is writing and what he/she is writing about in the intro., gives details of the situation in the discussion, and ends telling what is to happen, when it is to happen and why it is important in the conclusion.	The letter contains accurate information about the topic but is not very specific. The letter contains no date in the conclusion.	The letter contains some accurate facts about the topic but is very general.	The letter contains no specifics about the topic/individual.
<b>Essential Components</b>	The letter contains all the essential components of a business letter.	The letter contains most of the essential components of a business letter.	The letter is missing several of the essential components of a business letter.	The letter is not in business letter format.
<b>Total X 4</b>	Score_____	Score_____	Score_____	Score_____

**Excellent** (90-100Points) **Proficient** (80-89) Developing **Proficiency** (70-79) **Unacceptable** (0-69)

## INTERVIEW

Criteria	Excellent (10pts.)	Proficient (5 pts.)	Devel. Prof. (3 pts.)	Unacceptable (1 pt.)
<b>Listening:</b> <i>Did the student answer the question that was presented?</i> Score_____	Answer reflected an explicit understanding of the question;	Answer reflected a general understanding of the question; May have missed a detail	Answer reflected a partial understanding of the question;	Answer did not reflect an understanding of the question <i>or</i> answered an unasked question;
<b>Speaking</b> <i>Did the student speak in an articulate manner and integrate professional language?</i> Score(x2)_____	Spoke clearly and articulately; Was confident in knowledge; Integrated professional language throughout the response; No "um's, uh's, er's" etc."	Spoke articulately most of the time; Used general words at times instead of details; Integrated a good amount of professional language throughout response; Some "um's, uh's, er's";	Spoke in a somewhat nervous manner; Lacked confidence in knowledge; Sketchy use of professional language; Many "um's, uh's, er's, etc."	Nervous; Incomplete thoughts, Not articulate; No use of professional language; Response riddled with "um's, uh's, er's, etc.";

<b>Criteria</b>	<b>Excellent (10pts.)</b>	<b>Proficient (5 pts.)</b>	<b>Devel. Prof. (3 pts.)</b>	<b>Unacceptable (1 pt.)</b>
<b>Integrating</b> <i>Did the student integrate knowledge, content and experiences?</i> Score_____	Fully integrated knowledge, content and experiences in an organized, accurate and detailed manner; Engaged listener with unique answers;	Integrated knowledge, content or experiences in a generally organized and accurate manner; Invited response from the listener;	Integrated some knowledge, content or experiences; Response was somewhat rambling or missing details; Listener needed to clarify responses;	Failed to integrate knowledge, content or experiences; Inaccurate and/or incomplete responses; Listener was confused;
<b>Expressing</b> <i>Did the student express opinions in a tactful and mature manner?</i> Score_____	Recognized that opinions might be at odds with listener's; Identified that it was own opinion; Expressed opinions in a highly tactful and mature manner;	Did not recognize that opinions might be at odds with listener's; Identified that response was own opinion; Expressed opinions in a generally tactful manner	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in an open, but unprofessional manner	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; expressed opinions in a biased, or inappropriate manner;
<b>Body Language</b> <i>Did the student's body language convey interest and facilitate the responses?</i> Score(x2)_____	Body language conveyed eagerness to respond; sat in upright and alert manner; Seemed natural and at ease;	Body language conveyed interest in responding; Sat in an upright manner; Seemed fairly natural most of the time;	Body language was difficulty to interpret (Too nervous and/or too casual); Sat upright at times, but slouched at others; extraneous movements detracted from response;	Body language conveyed disinterest and/or extreme nervousness; slouched or moved nervously throughout the interview.
<b>Gestures</b> <i>Did the student's gestures seem natural and facilitate the responses?</i> Score_____	Gestures fully facilitated and enhanced the responses; Hand and facial movements were natural, timed effectively and emphasized key points	Gestures were appropriate and added to effectiveness of the response; Hand and facial movements were generally natural and timed to emphasize key points;	Gestures were somewhat limited, unnatural and/or stiff; Hand and/or facial movements were timed inappropriately or were distracting;	Gestures were not evident or were exceptionally distracting to the listener;
<b>Eye Contact</b> <i>Did the student's eye contact seem natural and facilitate the responses?</i> Score_____	Sustained, appropriate and natural eye contact; Conveyed interest in the topic and the listener; Showed confidence in interacting with the listener;	Appropriate, fairly consistent and natural eye contact; Generally conveyed interest in the topic and listener; Showed generally good levels of confidence in interacting with listener;	Intermittent or inconsistent eye contact; Conveyed non-interest in the topic and/or listener; Did not seem confident of interactions with the listener;	Limited or no eye contact; Seemed disengaged with topic and/or listener;
<b>Professional Dress</b> <i>Did the student dress in a professional manner?</i> Score_____	Dressed in a highly professional manner (suit, sport coat, tie, dress); Neat and well-groomed;	Dressed in a professional manner (skirt/blouse, dress pants/blouse, shirt and tie); Generally neat and well-groomed	Dressed in a casual, but not necessarily professional manner (Revealing blouse, open collar/no tie); Fairly neat	Dress was inappropriate and/or unkempt;

**Excellent** (90-100Points) **Proficient** (80-89) **Developing Proficiency** (70-79) **Unacceptable** (0-69)