

Wil van der Meulen

SkillsUSA North Carolina
Post Secondary Support Director

wil@skillsusanc.org

<https://bit.ly/wilskillsusanc>

- Contact Form
- My SkillsUSA Journey
- Virtual Vcard



SkillsUSA

1965

- Vocational Industrial Clubs of America Inc. (VICA)

2004

- “VICA” name changed to SkillsUSA

Mission Statement

Mission Statement: SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. ***We improve the quality of our nation's future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics.***

How SkillsUSA Mission is Completed

- *The Competitions*
- *The Chapter - Program of Work*
- *Curriculum Support*
- *The SkillsUSA Framework*

By The Numbers

- *53 state and territorial associations*
- *Nearly 14 million annual members total since 1965*
- *650 national partners — businesses, trade associations and unions*
- *More than 17,000 classrooms conducting SkillsUSA training nationwide*
- *Thousands of community service activities each year*
- *1/4 of U.S. occupational areas covered by SkillsUSA curriculum — that's 130 job categories*

SkillsUSA North Carolina

SkillsUSA North Carolina Staff

Paul Heidepriem

Executive Director

Rod Lykins

Director of Membership & Curriculum

- A wealth of knowledge and experience with SkillsUSA
- Incredible Resource of Knowledge

I was able to join the team because of the state and national interest in growing postsecondary SkillsUSA chapters



20+ Years of Advisory Meetings

Every year we heard “soft skills”

When we discovered the

SkillsUSA Framework

Advisory Committee Employers were happy!

But how do we do it?

SkillsUSA Framework

SkillsUSA has an impact on the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.



Former President said...

- This is good for students
- This is good for faculty
- This is good for employers

He's now the interim President of the system.

NC COMMUNITY COLLEGES
CREATING SUCCESS



LEADING
THROUGH
CHANGE

Strategic Plan

2022-2026

GOAL FOUR

Economic and Workforce Development Objectives and Strategies

Objective 4.1: Cultivate a robust pipeline of highly skilled workers that meets the needs of employers and helps grow the economies of all prosperity zones.

Strategy 4.1.1: Engage with the business community to create a diverse and skilled workforce.

Strategy 4.1.2: Embed community colleges in economic development councils and other local economic development organizations, and collaborate with workforce partners for strategic talent development for new and expanding industries.

Strategy 4.1.3: Enhance the partnership with the NC Department of Commerce to ensure colleges have the data they need to stay aligned with emerging employment trends.

Strategy 4.1.4: Support key production sectors critical to new and existing businesses in rural areas of North Carolina.

Strategy 4.1.5: Promote, foster, and guide entrepreneurship through the Small Business Center Network (SBCN).

Objective 4.2: Respond to employment preparation opportunities with instruction focused on relevant skills, credential attainment, and competency development.

Strategy 4.2.1: Cultivate existing talent, develop new partnerships with industry associations, and align education and training to the skills required by employers.

Strategy 4.2.2: Emphasize education and training that promotes industry-recognized competencies that helps achieve the goal of two million North Carolinians with a postsecondary credential of value by 2030.

Strategy 4.2.3: Support colleges that pilot competency-based education pathways for students to accelerate their journey from education to a job using self-paced mastery models.

Objective 4.3: Increase access to the training, education, and wraparound services needed by students to achieve their career goals and upward mobility.

Strategy 4.3.1: Take the steps necessary to be a national leader in diversity and inclusion and leverage outreach among partners to reach low-income and underserved populations.

NCCCS
Strategic Plan

GOAL FOUR -
Economic and
Workforce
Development
Objectives and
Strategies

It's An Easy Sell To Your Administration

- “Why wouldn't you? It's low risk and high reward.”

Placing in a competition proves mastery, nationally recognized and standardized

The Skillibus Difference

- The Skillibus looks like and feels like a industry credential
 - Working on endorsements by NCCCS
- Opportunity to use a proven framework to enhance your student and that's way we are here”.

,

- *NATIONALLY RECOGNIZED
SOFT SKILLS*

*(National Survey of Soft Skills)
(Mirrors the findings of the NCCCS
study needed employability skills)*

- *A COMMON LANGUAGE*

*We went to SkillsUSA Framework Trainings
but they seemed to an “add-on activity” in
most cases to what we were doing.*

*The nature of post secondary is there is
just no time for an add-on.*

*Then we learned in training, it doesn't
have to be add-on, we were already
“Doing” the framework.
Just be more intentional.*

*SOME PROGRAMS ARE ALL IN WITH
ADD-ON ACTIVITIES SOME ARE
NOT....*

WELDING

*“MY STUDENTS DON’T RESPOND TO
TOUCHY FEELY STUFF”*

MED ASST

“WE CAN’T ADD ANOTHER THING”

*We need to find something that doesn’t
require anything extra*



*We need to
add
something
else to
your plate!*

*ANOTHER THING WE LEARNED AT
SKILLSUSA TRAINING - THINK ABOUT
WHAT YOU ARE ALREADY DOING
LETS TRY CULINARY*

*THE INSTRUCTOR PURPOSELY DROPS
A POT ON THE FLOOR*

*NOW LET'S SEE HOW MANY
FRAMEWORK ELEMENTS WE CAN TIE
INTO THAT*

*Safety, Communication, Teamwork, Integrity, Professionalism, Responsibility, Decision
Making and Leadership*

The “Skillibus” is Born

*ANALYZE HOW YOUR AAS DEGREE
CLASSES MAY COVER A FRAMEWORK
ELEMENT*

DOCUMENT IT

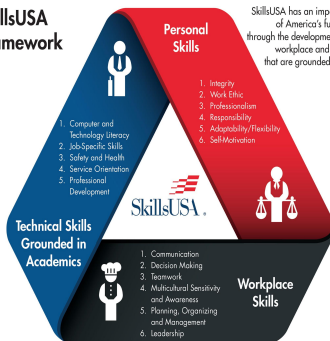
*SIGN OFF THAT THE STUDENTS HAS
DEMONSTRATED THAT SKILL
NCC SkillsUSA Framework Honor*

Nash CC Hire Education SkillsUSA “Soft Skills”

Computer Integrated Machining
AAS Degree
presented to

Jane Doe

SkillsUSA
Framework



SkillsUSA
Framework



This student has shown knowledge in the following “soft skills” concepts

Technical Skills - Academics

- ___ Computer and Technology Literacy
- ___ Job Specific Skills
- ___ Safety and Health
- ___ Service Orientation
- ___ Professional Development

Personal Skills

- ___ Integrity
- ___ Work Ethic
- ___ Professionalism
- ___ Responsibility
- ___ Adaptability/Flexibility
- ___ Self Motivation

Workplace Skills

- ___ Communication
- ___ Decision Making
- ___ Teamwork
- ___ Multicultural Sensitivity and Awareness
- ___ Planning, Organizing, and Management
- ___ Leadership

Instructor

Date

Nash CC Hire Education - SkillsUSA “Soft Skills”

Technical Skills - Academics

___ Computer and Technology
Literacy
DFT 119 MAC 124 COM 110
ACA 122

___ Job Specific Skills
BPR 111 MAC 124 COM 110

___ Safety and Health
ISC 112 MAC141 MAC 171
COM 110

___ Service Orientation
All MAC Courses BPR 111

___ Professional Development
MAC 171 COM 110

Personal Skills

___ Integrity
All 200 level MAC course
COM 110 ACA 122

___ Work Ethic
All 200 level MAC course
ISC 112 COM 110

___ Professionalism
All 200 level MAC course
ICS 112 COM 110

___ Responsibility
All 200 level MAC course
ISC 112 COM 110 ACA 122

___ Adaptability/Flexibility
All 200 level MAC course
COM 110

___ Self Motivation
All 200 level MAC course
MAC 142 MAC 143 COM 110
ACA 122

Workplace Skills

___ Communication
COM 110 MAC 124 ACA 122

___ Decision Making
All 200 level MAC course
MAC 248 COM 110

___ Teamwork
All 200 level MAC course
MAC 124 MAC 248 ATR 281
COM 110 ACA 122

___ Multicultural Sensitivity and
Awareness
MAC 171 ACA 122

___ Planning, Organizing, and
Management
All 200 level MAC course
BPR 111 DFT 119 MAC 248
ATR 281 COM 110 ACA 122

___ Leadership
MAC 258 COM 110

Soft Skills Detail Crosswalk

Technical Skills Grounded in Academics

Computer and Technology Literacy:

Computer- Integrated Machining as the name would imply uses a great deal of computer and applied technology software.

DFT 119 is where students learn to use SolidWorks software.

MAC 124 is the first class to handwrite a computer program, learning the language of the software, then running the program successfully on computer-integrated milling machines.

WorkHands.com is a virtual social network that allows for a virtual resume of pictures of projects, tools used, etc. WorkHands is basically “LinkedIn” for the skilled trades

Students use NCC Student Gmail, Moodle, Google many services, and Microsoft Office.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Job Specific Skills

All MAC classes in the AAS degree relate directly to Job Specific Skills. Learning all the nuances of single axis machines to very complex multi-axis machines.

MAC 124 students begin the process of programming for job specifics if they want to be machine operators.

BPR 111 instructs students in making a 3-dimensional object into a 2-dimensional drawing to develop a student’s spatial reasoning.

COM 110 - See COM 110 explanation

Safety and Health

Safety is a topic in every class because of the machines involved. Each machine has its own safety concern.

ISC 112 embeds OSHA 10 and OSHA 30 in the class. The OSHA 30 is earned by students who attend every session and get the seat time required.. Students must also pass tests on all the material.

MAC 141 Safety guidelines of lockout/tagout are reinforced as well as all other safety principles. Students begin using the machines in this class so machine safety and general machine shop safety is highly reinforced. Students learn the safety features for each machine because they can vary slightly and they must be able to do this in the real world of work.

MAC 171 The main component is safety as the name of the course includes, Measurement, Materials and Safety.

All MAC classes constantly review safety and the importance of clean working environments.

COM 110 - See COM 110 explanation

Service Orientation

All MAC classes in the AAS degree relate directly to customer service for the customer, co-workers, and supervisors (faculty).

BPR 111 Students learn how to handle the customer’s need to create a blueprint for potential software modeling. A student should see a portion and know how to make take measurements etc. or interpret a blueprint to ask a customer for additional information.

Professional Development

ISC 112 embeds OHSA 10 and OSHA 30 which are currently very marketable certifications.

MAC 171 covers workplace ethics, how to conduct oneself in work situations, and job responsibilities supersede personal needs/feelings.

COM 110 - See COM 110 explanation

**STUDENTS SEE A REAL EXAMPLE OF THE
SOFT SKILL AND CAN USE THAT DURING
AN INTERVIEW WITH AN EMPLOYER**

Personal Skills

Integrity

All 200 MAC classes in the AAS degree relate directly to “integrity” since students have been given the necessary knowledge to complete their lab and must apply themselves to finish it. Students are expected to act like “employees” in a work scenario.

MAC 171 covers workplace ethics, how to conduct oneself in work situations, and job responsibilities supersede personal needs/feelings.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Professionalism

All 200 MAC classes in the AAS degree relate directly to “professionalism” since students have been given the necessary knowledge to complete their lab and must apply themselves to finish it. Students are expected to act like “employees” in a work scenario.

ISC 112 embeds OHSA 10 and OSHA 30. The OSHA 30 is earned by students who attend every session and get the time. Students must also pass tests on all the material. Students are expected to act like “employees” in a work scenario.

MAC 171 covers workplace ethics, how to conduct oneself in work situations, and job responsibilities supersede personal needs/feelings.

COM 110 - See COM 110 explanation

Responsibility

All 200 MAC classes in the AAS degree relate directly to “responsibility” since students have been given the necessary knowledge to complete their lab and must apply themselves to finish it. Students are expected to act like “employees” in a work scenario. Students are being trusted to use equipment costing \$40 to \$100,000.

ISC 112 embeds OSHA 10 and OSHA 30. The OSHA 30 is earned by students who attend every session and get the time. Students must also pass tests on all the material.

MAC 171 workplace ethics and how to handle themselves in work situations. How job responsibilities supersede personal needs/feelings.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Adaptability/Flexibility

All MAC classes in the AAS degree relate directly to “adaptability and flexibility”. Students are purposely rotated from machine to machine so they will not become too familiar with a particular machine and its unique characteristics. Students are expected to act like “employees” in a work scenario.

All MAC courses build skills, students must be adaptable to.

MAC 171 covers workplace ethics, how to conduct oneself in work situations, and job responsibilities supersede personal needs/feelings.

COM 110 - See COM 110 explanation

Self-Motivation

MAC 142/143 Students learn basic machine setup and can apply it in these courses.

All 200 MAC classes in the AAS degree relate directly to “self-motivation” since students have been given the necessary knowledge to complete their lab and must apply themselves to finish it. Students are expected to act like “employees” in a work scenario.

ISC 112 embeds OSHA 10 and OSHA 30. The OSHA 30 is earned by students who attend every session and get the time. Students must also pass tests on all the material.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Workplace Skills

Communication

COM 231 Instruction and experience in the preparation and delivery of speeches in a public setting.

MAC 124 Students are put into groups with different roles and must communicate based on their role for the completion of the lab project. The intent by design is to “force” communication to make sure the project/job is carried out correctly.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Decision-Making

Decision-making is used in every class from problem solving to figuring out which tool or machine to use based on the task at hand.

MAC 124 Students are put into groups with different roles and must communicate based on their role for the completion of the lab project.

MAC 248 Total decision-making for the planned project. Some of the larger project decisions include planning, time management, and creating a schedule with deadlines. The course also has the student get very specific decisions of the machining process, ordering of materials, and even the tool list to be used.

COM 110 - See COM 110 explanation

Teamwork

Teamwork is taught in all classes. The concept of “trust” but verify is used.

MAC 124 Students are put into groups with different roles and must communicate based on their role for the completion of the lab project.

MAC 171 covers workplace ethics, how to conduct oneself in work situations, and job responsibilities supersede personal needs/feelings.

MAC 248 See above decision-making artifacts as teamwork is key for this class and is applied because each decision required.

ATR 281 (Elective) Robotics collaborative project with CIM Course.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Multicultural Sensitivity and Awareness

MAC 171 covers workplace ethics, how to conduct oneself in work situations, and job responsibilities supersede personal needs/feelings.

ACA 122 - See ACA explanation

Planning, Organizing, and Management

MAC 124 Students are put into groups with different roles and must communicate based on their role for the completion of the lab project.

MAC 248 See above Decision Making artifact as Planning, Organizing, and Management is key for this class and is applied because each decision requires planning, organizing, and managing.

ATR 281 (Elective) Robotics collaborative project requiring planning, organizing, and management with the CIM classes.

COM 110 - See COM 110 explanation

ACA 122 - See ACA 122 explanation

Leadership

MAC 124 Students are put into groups with different roles and must communicate based on their role for the completion of the lab project.

COM 110 - See COM 110 explanation

COM 110 Explanation

Technical Skills Grounded in Academics:

Students are taught to utilize **technology** in ways that are resourceful and beneficial. For example, students must use the Internet to find a job description that matches one in which they are interested. They are also taught to create a resume that focuses on their experience and **job specific skills**. Students are also taught about the importance of **volunteering** and participating in **professional development** for one's own enrichment and resume.

Effective **Health Communication** is covered in Chapter 2, which is a chapter on self and Communication. The health portion of this chapter emphasizes the importance of communication with health professionals regarding personal health and wellness.

Personal Skills:

Chapter One in Com 110 focuses on the importance of soft skills and what employers are seeking regarding these traits. **Integrity, work ethic, professionalism, responsibility, flexibility,** and **self-motivation** are all covered in this introductory lecture. Furthermore, students work in groups to see if they can identify the top soft skills employers seek from them according to a survey conducted by the National Association of Colleges and Employers (NACE). This lecture paired with a group activity enables students to apply their critical thinking skills.

Workplace Communication:

Workplace communication is an area of emphasis in all Com 110 courses. Students are taught how to create an effective cover letter and resume, as well as how to answer various commonly asked interview questions. **Teamwork** in the class begins on the first day, where students form groups in which they collaborate throughout the semester. **Group dynamics and Leadership** are also covered in a separate lecture, and students participate in various group activities in which they must exhibit **effective communication, decision making and teamwork**. Students also have to work together **to plan, organize and manage** their time to create a group presentation at the end of the semester.

ACA 122 College Transfer Success

The entire course is filled with group work, writing, reflection and reporting out based on case studies or other activities. As the name of the course implies, it helps a student prepare for college and the workplace with its many embedded soft skills. Listed below are some of those key concepts and activities covered in this course.

Integrity

Session 9 Academic integrity. Students review several case studies and must complete a journal assignment on the topic of academic integrity.

Computer Skills

Session 1 Logging into student resources such as Gmail, Moodle, WebAdvisor, and Chromebooks.

Session 2 Gmail, Google Drive, and email etiquette.

Session 11 Career research to confirm a student is in the right program of study. Many online resources are utilized for career research.

Responsibility

Session 13 Covers case studies of personal responsibility when it comes to stress. Students discuss those case studies in groups and report out.

Communication

Session 1 Students are asked to introduce themselves and participate in a group activity entitled 12 Ways to Tick off Your Professor.

Session 2 Email Etiquette

Session 11 Learning outcome is communication when facing stress.

Session 13 Covers case studies of personal responsibility when it comes to stress. Students discuss those case studies in groups and report out.

Sessions 15 Major learning outcome is communication. One assignment is to thank someone on campus who has helped the student the most.

Teamwork

Session 1 Group Activity: 12 Ways to Tick Off Your Professor.

Session 4 Vark Group Work.

Session 12 Features a case study of “who stays” in a fictitious college. Students are put in the position to enroll five students and send five students home. The 10 students are from a wide spectrum of backgrounds. Students must create and justify the reasons for their choices.

Self Motivation

Session 5 Procrastination and Time Management Research, 24 Time Reflection, and Time Journal.

Planning, Organizing and Management

Session 2 Creating a Google Drive folder.

Session 5 Procrastination and Time Management Research.

Session 6 Strategic Planning used to plan the student's course of study.

Session 10 Planning and organization for meeting with an advisor to plan your semester sequence.

Session 11 Career research to confirm a student is in the right program of study. Many online resources are utilized for career research.

Session 13 Covers case studies of personal responsibility when it comes to stress. Students discuss those case studies in groups and report out.

Session 14 Learning critical preparation skills. A case study of how to handle a late paper is reviewed and discussed in groups. Test and exam preparation and planning is also reviewed.

Multicultural Sensitivity and Awareness

Session 12 Features a case study of “who stays” in a fictitious college. Students are put in the position to enroll five students and send five students home. The 10 students are from a wide spectrum of backgrounds. Students must create and justify the reasons for their choices. Students are reminded that they are judging the characters on minimal information and future colleges and employers will do the same to them. Students also discuss why it's so important to make good, sound, thought-out decisions now for their future.

*MEDICAL ASSISTING GAVE ME PUSH
BACK ON DOING SOMETHING EXTRA -
THEY HAD SO MANY REQUIRED
OBJECTIVES*

*HOWEVER, THE INCORPORATED
THE FRAMEWORK TO ANOTHER
LEVEL*

Nash CC Hire Education - SkillsUSA “Soft Skills”

Technical Skills - Academics

__Computer and Technology Literacy

MED-131: Administrative Office Procedures II
[Competency 3.2](#): Post Charge, Payments and Adjustments

__Job Specific Skills

MED-130: Administrative Office Procedures I
[Competency 11.1](#): Create and Organize a Patient Chart

__Safety and Health

MED-140: Exam Room Procedures I [Competency 1.1](#) Perform Aseptic Hand Washing

__Service Orientation

Medical Assisting Program
[Professional Behavior Score Sheet](#)

__Professional Development

MED-110: Orientation to Medical Assisting
[Competency 3.1](#) Self-Evaluation of Professional Behaviors

Personal Skills

__Integrity

MED-140: Exam Room Procedures I
[Competency 1.6](#) Prepare a Sterile Field

__Work Ethic

MED-240: Exam Room Procedures II
[Competency 44.7](#) Perform Suture and Staple Removal

__Professionalism

MED-240: Exam Room Procedures II
[Competency 41.1](#) Educating Geriatric Patients Regarding Water Requirements

__Responsibility

MED-150: Laboratory Procedures I
[Competency 1.2](#) Safety Equipment Demonstration

__Adaptibility/Flexibility

MED-130: Administrative Office Procedures I
[Competency 14.1](#) Telephone Role Play

__Self Motivation

Medical Assisting Program
[Professional Behavior Score Sheet](#)

Workplace Skills

__Communication

MED-150: Laboratory Procedures I
[Competency 3.0](#) Instructing a Patient for Urine Collection

__Decision Making

MED-150: Laboratory Procedures I
[Competency 1.0](#) Test Result Screening

__Teamwork

MED-150: Laboratory Procedures I
[Competency 57.1](#) Mock Exposure Event

__Multicultural Sensitivity and Awareness

MED-140: Exam Room Procedures I
[Competency 2.4](#) Patient History

__Planning, Organizing, and Management

MED-150: Laboratory Procedures I
[Competency 4.0](#) Perform Venipuncture

__Leadership

MED-150: Laboratory Procedures I
[Competency 57.1](#) Mock Exposure Event

MED 131 Administrative Procedures II
Competency Checklist 3.2 EHR Post Charges, Payments, and Adjustments

Name _____ Date_____ Score_____

CAAHEP Competencies Demonstrated:
VII.P.1. Perform accounts receivable procedures to patient accounts including posting:
a. charges
b. payments
c. adjustments

SkillsUSA Framework Demonstrated:
Technical Skills – Job-Specific Skills
Personal Skills – Integrity, Responsibility
Workplace Skills – Planning, Organizing and Management

Performance Objective:
Task: Post charges, payments, and adjustments to a patient ledger.
Conditions: Access to SimChart in the medical Office software.
Standards: Correctly perform all steps listed in this skill in **15 minutes** with a minimum score of 80%

Time: Start: _____ Completed: _____ Total: _____ minutes
Scoring: As listed.
Scenario: Walter Biller visited Dr. Julie Walden on 3/16/2020 complaining of abdominal pain. The office fee for the detailed office visit (99214) is \$65.00. Mr. Biller pays his \$25 copay with a check. On 3/20/20, a claim for the visit is sent to his insurance company and on 3/30/20 your office receives an insurance payment of \$30.00. Mr. Biller's plan does not allow balance billing, so the remainder must be adjusted off of his account.

Go to the assignment labeled “#83. Post Insurance Payment and Adjustment to Ledger for Walter Biller” and complete the following steps. *DO NOT FOLLOW THE DIRECTIONS IN SIMCHART.*

	Procedure Steps	Pts	1 st Attempt	2 nd Attempt	3 rd Attempt
1.	Charge entered correctly and completely in the patient's ledger.	5			
2.	Patient payment entered correctly and completely in the patient's ledger.	5			
3.	Insurance payment entered correctly and completely in the patient's ledger..	5			
4.	Adjustment entered correctly.	2			
	Total Points	17			

Part of the grading rubric

MED-140 Exam Room Procedures I
Competency Checklist 1.1 Hand washing

Name _____ Date _____ Score _____

CAAHEP Competency Demonstrated:
 III.P.3 Perform hand washing

SkillsUSA Framework Demonstrated:
 Technical Skills – Safety and Health
 Personal Skills – Integrity, Responsibility

Performance Objective:

Task: To remove dirt and microorganisms from under the fingernails and from the surface of skin, hair follicles, and oil glands of the hands.
 Materials: Liquid soap, Nailbrush, Paper towels, Sink
 Standards: Complete all steps listed in this skill in **5 minutes** with a minimum score of 80%
 Time: Start: _____ Completed: _____ Total: _____ minutes
 Scoring: As listed.

Procedure

Procedure Steps	Possible Points	Peer Review	1 st Attempt	2 nd Attempt	3 rd Attempt
1. Remove all jewelry A. Plain wedding band may be left on and scrubbed	5				
2. Turn on the faucets using a paper towel, and adjust the water temperature to moderately warm	5				
3. Wet your hands and apply liquid soap. Use a clean, dry, paper towel to activate the soap pump.	10				
4. Work the soap into a lather, making sure that all of both hands are lathered. Rub vigorously in a circular motion for 20 seconds.	20				
5. Keep your hands lower than your forearms so that dirty water flows into the sink instead of back onto your arms. Your fingertips should be pointing down. Interlace your fingers to clean between them, and use the palm of one hand to clean the back of the other.	30				
6. Rinse your hands well, keeping the hands lower than your forearms and not touching the sink or faucets.	20				
7. With the water still running, dry your hands thoroughly with clean, dry paper towels and then turn off the faucets using a clean, dry paper towel. Discard the paper towels.	10				
Total Points	100				
FINAL GRADE					

Assignments & Skill Evaluations

Example:

MED-140 Exam Room Procedures I
Competency Checklist 1.1 Hand washing

Name _____ Date _____ Score _____

CAAHEP Competency Demonstrated:
III.P.3 Perform hand washing

SkillsUSA Framework Demonstrated:
Technical Skills – Safety and Health
Personal Skills – Integrity, Responsibility



Performance Objective:

Task: To remove dirt and microorganisms from under the fingernails and from the surface of skin, hair follicles, and oil glands of the hands.
Materials: Liquid soap, Nailbrush, Paper towels, Sink
Standards: Complete all steps listed in this skill in 5 minutes with a minimum score of 80%
Time: Start: _____ Completed: _____ Total: _____ minutes
Scoring: As listed.

Procedure

Procedure Steps	Possible Points	Peer Review	1 st Attempt	2 nd Attempt	3 rd Attempt
1. Remove all jewelry A. Plain wedding band may be left on and scrubbed.	5				
2. Turn on the faucets using a paper towel					

You can create a honors certificate for awards day and a honor cord for graduation.

Nash Community College SkillsUSA Framework Honors



PRESENTED TO

In order to be career ready day one, this student has participated, understood, and reflected the personal, workplace, and technical skills listed below while maintaining a 3.0 GPA.

Technical Skills - Academics

- ☐ Computer and Technology Literacy
- ☐ Job Specific Skills
- ☐ Safety and Health
- ☐ Service Orientation
- ☐ Professional Development

Personal Skills

- ☐ Integrity
- ☐ Work Ethic
- ☐ Professionalism
- ☐ Responsibility
- ☐ Adaptability/Flexibility
- ☐ Self Motivation

Workplace Skills

- ☐ Communication
- ☐ Decision Making
- ☐ Teamwork
- ☐ Multicultural Sensitivity and Awareness
- ☐ Planning, Organizing, and Management
- ☐ Leadership

Instructor

NC SkillsUSA Executive Director



Nash Community College President

Date



*Small changes, **big impact***

1. Handbook and Syllabi blurb
2. Use common language in classrooms
3. Hang SkillsUSA framework posters in classrooms and lab areas
4. List SkillsUSA framework elements in assignments and evaluations
5. *Bonus:* Create program SkillsUSA certificate (CTE Programs)

Handbook and Syllabi Blurb

Medical Assisting Program example:

SkillsUSA



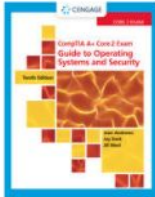
SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel by providing educational programs, leadership opportunities, events and competitions that support career and technical education (CTE). Students enrolled in the Medical Assisting program at Nash Community College are automatically enrolled in the Nash CC SkillsUSA Chapter and are invited to attend regular chapter meetings.

The SkillsUSA Framework is a nationally created and recognized set of 17 skills. The skills are in 3 categories of personal, workplace and technical skills grounded in academics to address technical and soft skill training. **The Medical Assisting curriculum at Nash CC is consistent with the three components of the SkillsUSA Framework.**

Re: SI x NCC x TS 1 x 2020 x BETA x Chan x Powt: x K x 2020 x 2020 x Creat: x NOV x New Tab x

mail.google.com/mail/u/0/?tab=rm&ogbl#search/in%3Asent+whyton580%40nashcc.edu++moodle/CqMvqmRKrTKSGnndDFvpsWMdxmRdQhSSIZMFmltrJdTTxQJfqVgh...

Welcome to CET 211



Announcements


► Open all ▼ Close all

Instructions: Clicking on the section name will show / hide the section.

▼ Getting Started: Course Resources


Dates to remember:

- August 17** First day of Fall Semester classes – Curriculum
- September 7** Labor Day observed – College closed
- October 12-13** Fall Break – No Curriculum classes – Faculty/Staff workdays –NCCCS Conference
- November 11** Veterans' Day observed -- college closed
- November 25** No Curriculum classes
- November 26-27** Thanksgiving Holidays -- College Closed
- November 30** Last day to change from credit to audit and/or withdraw from Fall Semester classes – Curriculum
- December 15** Last day of Fall Semester classes/exams – Curriculum – Follow Wednesday Schedule



Instructor: Wanda Tyson
Email: whyton580@nashcc.edu
Phone: 252-451-8410
Office Hours: Refer to the [Instructor Schedule](#) (Student Advising)

SkillsUSA



This course is eligible for Skills Framework recognition at graduation.
This course covers the following skills:
Integrity, Work Ethics, Responsibility
[Details of SkillsUSA Badge\(link\)](#)
[Details of AAS Degree Framework Crosswalk\(link\)](#)

Framework Block in Moodle



A close up of the Framework Block in Moodle

This course is eligible for Skills Framework recognition at graduation.

This course covers the following skills:

Integrity, Work Ethics, Responsibility

Details of SkillsUSA Badge([link](#))



Details of AAS Degree Framework

Crosswalk([link](#))

Another Strategy To Meet The Weekly Regular Substantive Interaction (RSI) for Title 4 Funding

Watch Professor Messer's video about operating systems.

+ Participation in the **weekly discussion board is required**, not optional. Each participate. There is no word count. *Remember to follow online netiquette ru*

+  Employability Skills: Discussion Topic for Week 1 



Make forum posts: 1

Workplace Skills

Leadership can be demonstrated by the following:

- Confronting issues
- Building trust
- Fostering hope
- Expressing compassion
- Modeling stability

What other ways can a person demonstrate **leadership**?

+  Say goodbye to all that: Microsoft ends Windows-as-a-Service 

View

RSI is required in online, blended, and hybrid courses

Mandatory Weekly Discussion

 Employability Skills: Discussion Topic for Week 1 (Reply required)

Make forum posts: 1

Workplace Skills

Leadership can be demonstrated by the following:

- Confronting issues
- Building trust
- Fostering hope
- Expressing compassion
- Modeling stability

Add a comment

What other ways can a person demonstrate **leadership**?

SkillsUSA Framework Padlet

▼ Week 9 ✎

10/12

Read chapter 7: Linux and Macintosh File Systems.
Visit the links provided below. Read the information and take
Complete the activities and assignments.
Activities and assignments are due by Week 10.

⚙

✚ 📄 Entrance Ticket ✎
View

Click on the link, read, and answer the prompt.

✚ 📖 Module 7 Reading ✎

✚ 📖 Module 7 Review ✎

Job Specific Skills - Google Chrome


nashonline.padlet.org/whityson580/sz05mqrex3y683zb

Padlet

Wanda Tyson • 1m

Job Specific Skills

- Know my job roles and responsibilities
- Perform my job confidently
- Seek ways to improve my job performance
- Follow personnel manual policies
- Perform responsibilities without direct supervision
- Teach others job specific tasks
- Open to coaching and feedback



In your own words, explain why these job-specific skills are essential in the workplace, at school, and home. You may post anonymously.

ENG 111 (Globalized) Example



Persuasive Problem-Solution Essay

- Research, establish ethos, pathos, and logos arguments, report opinions, answer the opposition, edit and proofread...

SkillsUSA Framework Demonstrated:

- Personal Skills - Integrity, Work Ethic, Responsibility, Self-Motivation
- Workplace Skills - Decision Making, Multicultural Sensitivity and Awareness
(based on full assignment description and requirements)

SkillsUSA Framework in Every Class

ADVERTISING + GRAPHIC DESIGN

Annual Report Project

- Students were required to select a company of their choice and create a mini annual report.
- They were required to plan and organize the following information within the report: Mission statement, Company Highlights, Message/Statement from the CEO, Products, and Financial Information.
- Before starting this assignment, students were required to create a design brief, a visual mood board, and sketches for each page.
 - This information helped students plan the report and organize the information within the report.

SkillsUSA Framework Elements:

Workplace Skills - Planning, Organizing, and Management



*Literally experienced Framework Bingo
During The Advisory Comm Meeting*

MAT 152: Statistical Methods I

To begin with, you will need to search the web to find statistical data for two quantitative variables of interest to you (i.e. Average price per gallon of gasoline over the last 15 years).

You must have 10-15 data values. The requirements for the report are listed below.

1. Cover page
2. Introduction
3. Body
 - a. Info into excel, create scatter plot, regression equation graph, interpret linear correlation coefficient, coefficient of determination....
4. Conclusion

SkillsUSA Framework Elements:

- Computer and Technology Literacy
- Integrity
- Work Ethic



The screenshot shows a web browser window with multiple tabs. The active tab is 'Course: 2023SP-ACA-122-H01'. The address bar shows the URL 'https://moodle.nashcc.edu/course/view.php?id=9059'. The page header includes a navigation menu with 'CURRICULUM', 'STUDENT QUICKLINKS', 'FACULTY QUICKLINKS', and 'CONTINUING EDUCATION'. The user is logged in as 'Marbeth Holmes'. The left sidebar contains a list of links: 'Private files', 'Content bank', 'Instructor Dashboard', 'My courses', '2023SP-ACA-115-H01', 'Master Template: Revised ACA- Holmes', 'Master Template: ACA-122 (14 weeks)', 'Master Template: ACA-122 (16 weeks)', 'Master Template: ACA-122 (8 weeks)', 'Master Template: ACA-115 (8 weeks)', and 'Accessibility report'. The main content area is titled 'Week 6 Checklist' and contains the following text: 'Here are the items for you to complete for Week 6:'. Below this, there are three video placeholders: 'Placeholder for instructor's weekly overview video. In the video, instructors may want to briefly give an overview of the Skills USA Personal Skills.', 'What is SkillsUSA? This video gives you a brief overview of the mission of SkillsUSA.', 'SkillsUSA Focus: Adaptability and Flexibility This video will focus on two of the most important personal skills that are part of the SkillsUSA framework: adaptability and flexibility.', and 'Tips on Adaptability in the workplace This video will go even more in-depth on the impact of adaptability in the workplace. The video features Bohlale Palle, an expert in Human Resources based in South Africa.' At the bottom, there is a 'Week 6 Discussion Forum' section with the text: 'Welcome to our Discussion Forum on essential personal skills identified by SkillsUSA.' The Windows taskbar at the bottom shows the search bar, task view button, and several open applications. The system clock indicates 2:27 PM on 2/6/2023.

Nash Community College x Welcome to the MyNash U x Course: 2023SP-ACA-122-H01 x Inbox (5,283) - mholmes11 x Inbox (179) - ada@nashcc.edu x 2023 BHC Presentation Co x +

https://moodle.nashcc.edu/course/view.php?id=9059

Sign in

CURRICULUM STUDENT QUICKLINKS FACULTY QUICKLINKS CONTINUING EDUCATION

Private files

Content bank

Instructor Dashboard

My courses

2023SP-ACA-115-H01

Master Template: Revised ACA- Holmes

Master Template: ACA-122 (14 weeks)

Master Template: ACA-122 (16 weeks)

Master Template: ACA-122 (8 weeks)

Master Template: ACA-115 (8 weeks)

Accessibility report

Week 6 Checklist

Here are the items for you to complete for Week 6:

Placeholder for instructor's weekly overview video. In the video, instructors may want to briefly give an overview of the Skills USA Personal Skills.

What is SkillsUSA?

This video gives you a brief overview of the mission of SkillsUSA.

SkillsUSA Focus: Adaptability and Flexibility

This video will focus on two of the most important personal skills that are part of the SkillsUSA framework: adaptability and flexibility.

Tips on Adaptability in the workplace

This video will go even more in-depth on the impact of adaptability in the workplace. The video features Bohlale Palle, an expert in Human Resources based in South Africa.

Week 6 Discussion Forum

Welcome to our Discussion Forum on essential personal skills identified by SkillsUSA.

type here to search

2:27 PM 2/6/2023

ACA 122 College Transfer will eventually go to workforce

Posters!



SkillsUSA Framework



SkillsUSA has an impact on the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.



It just requires instructors to be more **intentional** to what you are already doing....or should be doing.

Some Comments From One Of Your Own

Dr. Jay Sullivan, Provost
Nash Community College

Provost Sullivan and
President Hunnicut
Relatively New Hires

We needed to convince
them about SkillsUSA.
Now they have taken it
to another level.



The Ask....

Needing some volunteers to pilot this project at your campus.

Wil van der Meulen
Postsecondary Support Director

bit.ly/wilskillsusanc



Video Example - PLC Class

