



## **Minnesota Frameworks for Business, Marketing, and Information Technology Education**

This document was prepared by:

Career and Technical Education Unit

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# Introduction to the Minnesota Business Frameworks

**Purpose:** The MINNESOTA Business, Marketing, and Information Technology Education Frameworks are designed to be used as a guide for developing new courses or modifying existing courses in the content areas of Business, Marketing, and Information Technology Education. These Frameworks were developed from several sources including [National Business Education Association standards](#), [MBA Research Business Administration Standards](#), and the [States’ Career Cluster Initiative](#).

It is important to remember that Frameworks are NOT lesson plans! Each career cluster Framework includes Employability Skills to be embedded for all students in the program, and specific course guides that capture the essential **Performance Indicators** and **Measure/Benchmarks**. The Performance Indicators should be used to help identify and develop the major units of study—think of them as a way to make certain you address the most important learning for each of the units in your course. The Measures and Benchmarks are provided to guide your development of formative and summative assessments to align with your course Indicators. They provide a “menu” of options for assessing each performance indicator. Examples of **Learning Targets** in these Frameworks were developed by Minnesota business, marketing, and information technology teachers as student-language-friendly examples of daily student learning objectives.

**Example:**

**Topic/Strand:**     **Social Media Marketing**

**Suggested Units of Study:**     **Social Media Analytics and Monitoring**

Performance Indicator/Standard	Measures/Benchmarks	Sample Learning Targets
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I hope that these Minnesota Business, Marketing, and Information Technology Frameworks documents will help you and your business and marketing education department determine the essential learning for your students as you prepare them for career and college success.

Sincerely,

Dean Breuer

Business, Marketing, and Information Technology Specialist

## Business, Marketing, and Information Technology Education

The purpose of business, marketing, and information technology education is to prepare students for career and postsecondary success by developing knowledge and skills through a strong, standards-based classroom curriculum and opportunities for real-world experiential learning. Through a variety of business courses, students develop techniques for making wise consumer decisions, master economic principles, and learn how businesses operate. In addition, business educators play a prominent role in developing the knowledge, skills, and attitudes necessary for students to succeed in the workforce.

Business, marketing, and information technology education courses develop core knowledge and skills needed by students to successfully complete college business programs as well as successfully enter the workforce. The multifaceted discipline of business, marketing, and information technology education includes subject matter areas focusing on the functional areas of business (management, marketing, finance, accounting, entrepreneurship), factors affecting business (economics, international business, business law), acquiring basic skills (communication and information technology), and examining business from different perspectives. In the critical area of information technology, students learn to use computers and related software applications as tools to accomplish the major functions of business in preparation for a wide variety of information technology careers.

Business, marketing, and information technology education provides a rigorous context for delivering standards across learning areas. The business, marketing, and information technology education frameworks provide tools for teachers, administrators and stakeholders to identify, align, place, and implement local career and technical education (CTE) standards. The goal of implementation is high quality business, marketing, and technology programs that consistently benefit all Minnesota learners.

**Vision** – Business, Marketing, and Information Technology Education prepares students for career opportunities in business and technology, postsecondary success, citizenship, and life-long learning.

**Mission** – Our role is to ensure all students have access to business knowledge, information technology skills, career pathway technical skills, and general employability skills necessary to participate as productive citizens and ethical decision makers as they fulfill their roles as consumers, workers, and citizens in a global society.

The Business, Marketing, and Information Technology Frameworks are based on the following 10 content areas:

- Accounting
- Business Law
- Career Development
- Communication
- Economics and Personal Finance
- Entrepreneurship
- Information Technology
- International Business
- Management
- Marketing

## Frameworks—Introduction

**Guiding Educational Philosophy** – Students are motivated and learn best when they understand connections between their education and the application of their learning. This discipline provides students relevant, rigorous, and relationship-focused education. Our programs provide opportunities for real-world learning experiences that reinforce high academic standards in authentic contexts.

**Framework Purpose and Use** – Local educators are encouraged to use the Business, Marketing, and Information Technology Education Frameworks as a guide for the development of well-planned curriculum and assessments for career and technical education (CTE) programs that are standards based. These frameworks are intended to support the development and implementation of local standards for business, marketing, and information technology programs. Course/program developers are encouraged to use the frameworks in the design of all components of a business, marketing, and/or information technology program including:

- Classroom and laboratory instruction
- Career and Technical Student Organization (CTSO) experiences through organizations such as Business Professionals of America (BPA) and DECA
- Experiential learning such as mentorships, job shadowing, and industry tour experiences
- Career development experiences where students are able to consider multiple careers and occupations, learn expected workplace behavior, and develop specific skills within an industry
- Work-based learning experiences such as Business/Marketing Work Experience, Internship, and Apprenticeship Programs

Business, Marketing, and Information Technology programs are delivered in a variety of ways throughout Minnesota. Minnesota Statute 120B.022 requires each school district to develop its own local standards for CTE, and federal Perkins V legislation requires that states identify rigorous standards to which CTE programs will align. These Frameworks were developed in part to assist school districts with meeting these requirements. Local school districts develop standards that meet their needs, and are encouraged to use these Business Frameworks as a base for their local standards development process. School districts may use these Frameworks to develop standards in conjunction with local CTE program advisory committees. The CTE program advisory committee may assist the local entity in the determination of what is most relevant and appropriate for students and provides a link between the school and the business community.

### 2016 Framework Committee Leaders

Jean Kyle—Minnesota Department of Education

Nandi Rieck—Federal & State Program Specialist,  
District 196

David Braaten—Hopkins High School

Peggy Ehlert—Duluth East High School

### 2016 Frameworks Content Development Team

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## **2019 Frameworks Content Development Team**

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Andrea Mohr—Eastview High School

Kyle Paulson—Rosemount High School

Ericka Phelps—Eastview High School

Chris Scanlon—Apple Valley High School

Lori Raebel—Tartan High School

Eric Roesler—Bloomington Jefferson High School

Diane Waite—Irondale High School

Nicky Larson—Red Wing High School

Denis McDonald—Hermantown High School

Lori Raebel—Tartan High School

Diane Waite—Irondale High School

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Amy Knopf—Detroit Lakes High School

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Diane Waite—Irondale High School

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Cathy Lund-Ziebarth—Blaine High School

Derek Miller—St. Cloud Tech High School

## Embedding Foundational Knowledge and Employability Skills

Business, Marketing, and Information Technology courses develop foundational knowledge and employability skills including occupational knowledge and skills, task management skills, career development, positive work ethic, and integrated academic skills necessary to become economically self-sufficient and occupationally productive members of society. This will include, but will not be limited to, the following areas:

**Foundation Knowledge and Skills:**

Problem Solving	Communication
Critical Thinking	Legal Responsibilities
Teamwork	Personal and Professional Ethics
Creativity	Cultural Competency
Innovation	Financial Well-Being

## Model for Developing Business Programs

Business education programs aspire to engage multiple stakeholders to develop and deliver classroom and experiential learning opportunities that: provide student opportunities to earn postsecondary credentials and/or industry-recognized credentials, prepare students to obtain and perform in work-based learning experiences such as internships, and prepare students for in-demand career pathways. Stakeholders to be involved in developing business education programs include:

K-12 Education Teachers	Minnesota Department of Education CTE Specialist
Postsecondary Instructors	Career Technical Student Organizations (BPA/DECA)
District and School Administrators	School Guidance and Career Counselors
Parents and Community Members	Career Technical Education (CTE) Teachers
Labor and Workforce Development Centers	Work-Based Learning Coordinators
Business and Industry Advisory Committees	National Standards Organizations



## Business and Marketing Program Codes

### Business, Information Technology, and Administration: Code 140710

Business, Information Technology, and Administration programs prepare students for employment in today's business environment. Programs provide state-of-the-art computer application training, including word processing software and desktop publishing applications, database software, spreadsheet software, presentation graphics software, Internet research applications, document formatting, programming, web site and graphic design, and communications via email and social media. Program pathways include Administrative Support, Business Management, Career Exploration, Accounting and Finance, Hospitality and Tourism Management, Marketing Communications, and Information Technology.

Besides developing strong business and technical skills, Business, Information Technology, and Administration programs develop strong oral and written communication skills, as well as employability skills necessary for successful employment in today's business environment. These skills include: customer service strategies, time management, professionalism, business etiquette, problem-solving techniques, business ethics, project management, and teamwork. (See program courses and codes on [Table C](#))

### Teacher-Coordinator, Business Work Experience: Code 149090

**Work-Based Learning (WBL)** programs are approved by the Minnesota Department of Education. WBL students, if they are enrolled in a cooperative WBL experience, internship, or youth apprenticeship, must be supervised by a licensed WBL teacher in a state approved WBL program. These programs describe learning which occurs outside of the classroom at a location where goods or services are produced. It involves learning experiences and activities that include actual paid or unpaid work experience, such as structured cooperative work experiences, internships, and youth apprenticeship. (See program courses and codes on [Table C](#))

### Teacher-Coordinator, Business Youth Apprenticeship: Code 149095

**Youth Apprenticeship** is approved by the Office of Career and College Success at the Minnesota Department of Education. Youth Apprenticeships are paid experiences for 11th and 12th grade students. Youth Apprenticeship requires a written agreement and training plan between school, employer, student, and parent/guardian and is governed by an industry recognized checklist. In some instances, Youth Apprenticeships provide postsecondary credit and/or credentials. Youth Apprenticeship students must be supervised by a licensed WBL teacher in a state approved WBL program. (See program courses and codes on [Table C](#))

In contrast to a Youth Apprenticeship, a **Registered Apprenticeship** is regulated by the Minnesota Department of Labor and Industry. These programs are employment based and designed to provide employees structured on-the-job training and related technical instruction to ensure the development of occupational competencies. The structure and training of the apprenticeship is established in a "standards of apprenticeship" document. As workers increase their skills through a Registered Apprenticeship, they earn wage increases. At the end of a registered apprenticeship, the participant is considered a "journey level worker" and has a nationally recognized state-issued credential. Registered Apprenticeships in Minnesota can last between one and six years, but must entail at least 144 hours of related educational training and at least 2,000 hours of hands-on training.

## Marketing Occupations: Code 040800

Marketing Education Programs prepare students for advancement in marketing and management careers and/or future studies in two-year technical/community colleges or four-year colleges or universities. Marketing is a vast and diverse discipline. It encompasses activities within production, promotion, and distribution as well as aspects of consumption of goods and services. The function of marketing occurs in all industries. Application of skills in problem solving, critical thinking, technology integration, and leadership are found throughout the curriculum.

Courses in Marketing Education provide students with essential skills necessary to succeed in the workplace. Improvement and application of reading, writing, and mathematics skills is an integral part of the Marketing Education curriculum. Skills in academic and technical areas are combined with the use of technology to provide students the foundation business and industry leaders demand. Emphasis is placed on the development of competence in marketing functions and foundations, economic foundations, and human resource foundations, to create a well-rounded education which supports students as they pursue further education and/or employment in their chosen marketing career. (See program courses and codes on [Table C](#))

## Teacher-Coordinator, Marketing Work Experience: Code 049090

**Work-Based Learning (WBL)** programs are approved by the Minnesota Department of Education. WBL students, if they are enrolled in a cooperative WBL experience, internship, or youth apprenticeship, must be supervised by a licensed WBL teacher in a state approved WBL program. These programs describe learning which occurs outside of the classroom at a location where goods or services are produced. It involves learning experiences and activities that include actual paid or unpaid work experience, such as structured cooperative work experiences, internships, and youth apprenticeship. (See program courses and codes on [Table C](#))

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# Minnesota Career Fields, Clusters & Pathways



**Legend:**  
 ■ = Career Cluster  
 > = Career Pathway  
 Explanation provided on reverse side.

**Contact Us**  
[www.MinnState.edu/System/CTE](http://www.MinnState.edu/System/CTE)

Version 2019



## Minnesota Career Fields, Clusters & Pathways Chart Explanation



## Minnesota Programs of Study

The Minnesota Career Fields, Clusters & Pathways chart, on the reverse side, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

**Programs of Study** are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:

- ~ Competency based curricula tied to industry expectations and skill standards;
- ~ Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable "stepping stones" of skill building, high school graduation and postsecondary education completion;
- ~ Flexible course and program formats convenient for learner segments;
- ~ Course portability for seamless progression;
- ~ Multiple entry and exit points to support continuing education, returning adults, and dislocated workers;
- ~ Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations.

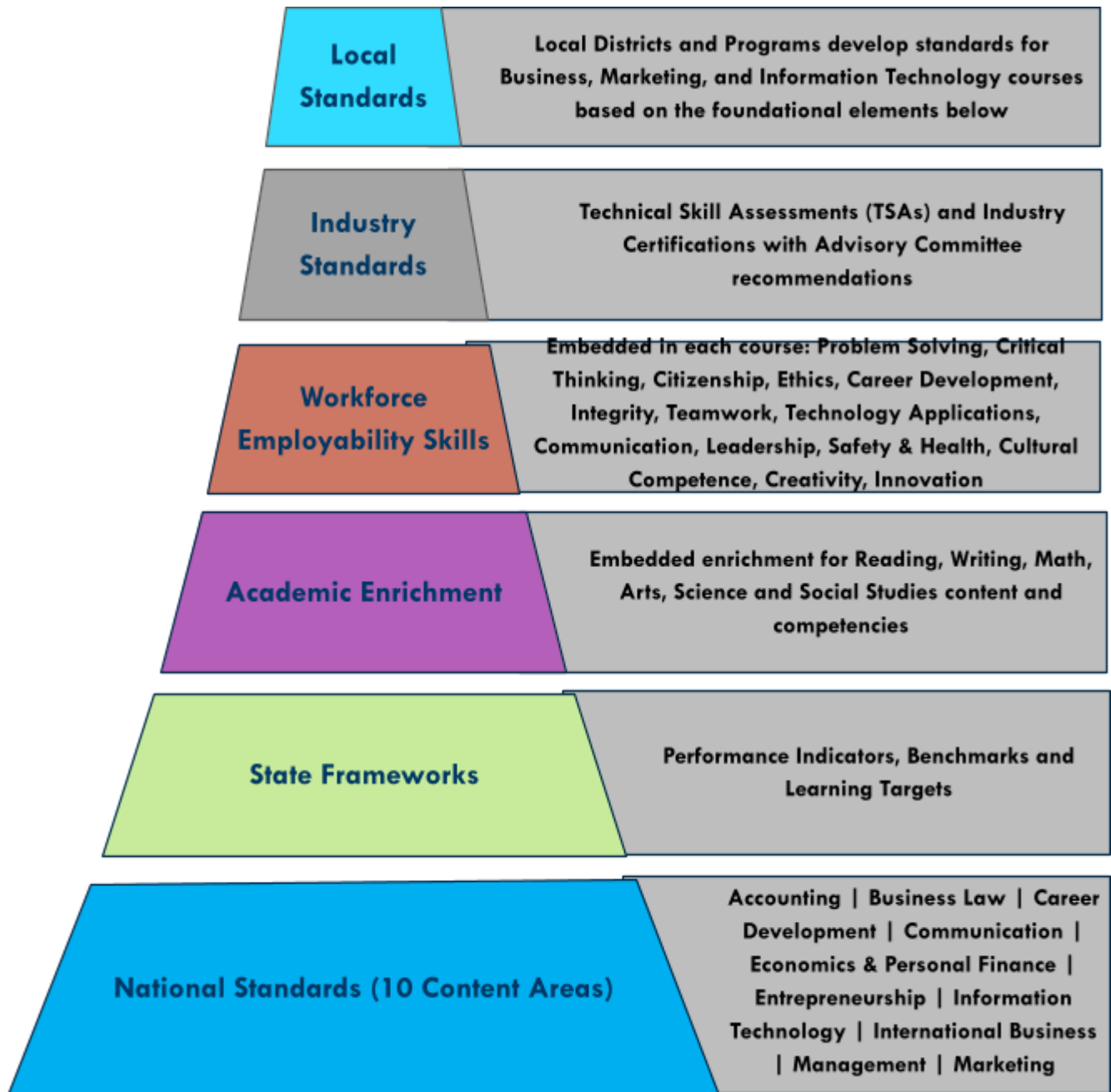
## Business, Marketing, and Technology Career Fields, Clusters and Courses

Career Fields	Career Clusters	Pathway Courses
Business, Management, and Administration	Administrative Support	<ul style="list-style-type: none"> <li>● Keyboarding</li> <li>● Advanced Keyboarding/Word Processing</li> <li>● Business Communications</li> <li>● Desktop Publishing</li> <li>● Computer Applications 1: Productivity Tools</li> <li>● Computer Applications 2: Software Certifications</li> <li>● Business Math</li> <li>● Economics</li> </ul>
Business, Management, and Administration	Business Management	<ul style="list-style-type: none"> <li>● Introduction to Business</li> <li>● Management Theory and Practice</li> <li>● Business Ethics and Leadership</li> <li>● Business Law 1</li> <li>● Business Law 2</li> <li>● Human Resource Management</li> <li>● Entrepreneurship</li> <li>● Small Business Development</li> <li>● International Business</li> </ul>
Business, Management, and Administration	Career Exploration	<ul style="list-style-type: none"> <li>● Career Exploration—Business Careers</li> <li>● Independent Study in Business</li> </ul>
Business, Management, and Administration	Accounting and Finance	<ul style="list-style-type: none"> <li>● Personal Finance and Money Management</li> <li>● Finance and Investing</li> <li>● Accounting 1: Foundations</li> <li>● Accounting 2: Partnerships and Corporations</li> <li>● Accounting 3: Managerial</li> <li>● Accounting 4: Specialized</li> <li>● Microeconomics</li> <li>● Macroeconomics</li> <li>● AP Accounting</li> </ul>
Business, Management, and Administration	Hospitality and Tourism Management	<ul style="list-style-type: none"> <li>● Introduction to Hospitality, Travel and Tourism</li> <li>● Travel and Tourism Management</li> <li>● Hotel and Lodging Management</li> <li>● Recreation, Amusements, and Attractions</li> <li>● Restaurants and Food/Beverage Service Management</li> </ul>

## Frameworks—Introduction

Career Fields	Career Clusters	Pathway Courses
Business, Management and Administration	Marketing Communications/ Marketing Management	<ul style="list-style-type: none"> <li>● Introduction to Marketing</li> <li>● Functions of Marketing</li> <li>● Advanced Marketing Research</li> <li>● Advertising and Sales</li> <li>● Sports/Entertainment Marketing</li> <li>● Retail/Fashion Merchandising</li> <li>● Social Media Marketing</li> <li>● Yearbook 1</li> <li>● Yearbook 2</li> <li>● School Store Operations 1</li> <li>● School Store Operations 2</li> </ul>
Arts, Communications and Information Systems	Information Technology	<ul style="list-style-type: none"> <li>● Introduction to Information Technology</li> <li>● Photography for Business Communications</li> <li>● Multimedia and Video 1</li> <li>● Multimedia and Video 2</li> <li>● Graphic Design 1</li> <li>● Graphic Design 2</li> <li>● Web Site Design 1</li> <li>● Web Development 2</li> <li>● Digital Game Design 1</li> <li>● Digital Game Design 2</li> <li>● Intro to Programming/Computer Science 1</li> <li>● Advanced Programming/Computer Science 2</li> <li>● Management Information Systems (MIS)</li> <li>● Data Statistics and Analytics</li> <li>● Networking (CISCO) (A+)</li> <li>● AP Computer Science Principles</li> <li>● AP Computer Science</li> </ul>

## Considerations for Developing Local Standards for CTE Programs



## Online Resources

[Advance CTE](https://careertech.org/) (https://careertech.org/)

[American Institute of Certified Public Accountants/Academic and Career Development](https://www.aicpa-cima.com/home)  
(https://www.aicpa-cima.com/home)

[Association for Career & Technical Education](https://www.acteonline.org) (https://www.acteonline.org)

[BPA \(Business Professionals of America\) National Site](https://www.bpa.org) (https://www.bpa.org)

[BPA Minnesota Site](https://www.mnbpa.org) (https://www.mnbpa.org)

[BestPrep](https://www.bestprep.org/) Programs include: Classroom Plus, eMentors, Cloud Coach, Financial Matters, The Stock Market Game, Minnesota Business Venture (summer entrepreneurship camp for students), and Technology Integration Workshop (summer workshop for teachers) (https://www.bestprep.org/)

[Career Fields, Clusters and Pathways](https://www.minnstate.edu/system/cte/programs/documents/POS-Framework-2019-one-pager-with-explanation.pdf)  
(https://www.minnstate.edu/system/cte/programs/documents/POS-Framework-2019-one-pager-with-explanation.pdf)

[Career Program Advisory Committee Handbook](https://www.minnstate.edu/system/cte/consortium_resources/documents/Minnesota-State-Career-Advisory-Handbook-June-2020-web.pdf)  
(https://www.minnstate.edu/system/cte/consortium\_resources/documents/Minnesota-State-Career-Advisory-Handbook-June-2020-web.pdf)

[Council for Economic Education](https://www.councilforeconed.org) (https://www.councilforeconed.org)

[DECA National Site](https://www.deca.org) (https://www.deca.org)

[DECA Minnesota Site](https://www.mndeca.org/) (https://www.mndeca.org/)

[EconEdLink](https://econedlink.org/) (Economics and Personal Finance Resources for K-12) – (https://econedlink.org/)

[Federal Reserve Board](https://www.federalreserve.gov/) (https://www.federalreserve.gov/)

[Foundation for Teaching Economics](http://fte.org) (Economics for Teachers) (http://fte.org)

[Internal Revenue Service](https://www.irs.gov) (https://www.irs.gov)

[Jumpstart Coalition for Personal Financial Literacy](https://www.jumpstart.org) (https://www.jumpstart.org)

[Junior Achievement](https://jausa.ja.org/) (https://jausa.ja.org/)

[MBA Research](https://www.mbaresearch.org) (https://www.mbaresearch.org)

[Minneapolis Federal Reserve Bank](https://minneapolisfed.org/) (https://minneapolisfed.org/)

[Minnesota Marketing Business Information Technology Educators \(MBITE\)](https://www.mbei-online.org/) (https://www.mbei-online.org/)

[Minnesota Council on Economic Education \(MNCEE\)](https://www.mcee.umn.edu/) (https://www.mcee.umn.edu/)

[Minnesota Department of Employment and Economic Development \(DEED\)](https://mn.gov/deed/data/) (Data Center for labor market statistics) (https://mn.gov/deed/data/)



## Frameworks—Introduction

[Minnesota Department of Education \(MDE\)](https://education.mn.gov/mde/index.htm) (https://education.mn.gov/mde/index.htm)

[Minnesota Society of Certified Public Accountants](https://www.mncpa.org/) (https://www.mncpa.org/)

[National Business Education Association](https://nbea.org) (https://nbea.org)

[National Endowment for Financial Education](https://www.nefe.org/) (https://www.nefe.org/)

[NOCTI Pathway Assessments](https://www.nocti.org/credentials/blueprints/) (https://www.nocti.org/credentials/blueprints/)

[Program Approvals - Minnesota Department of Education](https://education.mn.gov/MDE/dse/cte/progApp/) (https://education.mn.gov/MDE/dse/cte/progApp/)

[Programs of Study-Minnesota Department of Education and Minnesota State Colleges and Universities](https://www.minnstate.edu/system/cte/programs/index.html) (https://www.minnstate.edu/system/cte/programs/index.html)

[United States Department of Labor, Bureau of Labor Statistics](https://www.bls.gov/) (https://www.bls.gov/)

[United States Small Business Administration \(SBA\)](https://www.sba.gov/) (https://www.sba.gov/)

[University of St. Thomas, John M. Morrison Center for Entrepreneurship](https://www.stthomas.edu/entrep/) (https://www.stthomas.edu/entrep/)

[YouScience Career Cluster Skills Exams](https://www.youscience.com/certifications/career-clusters/) (https://www.youscience.com/certifications/career-clusters/)

Curriculum options available for Work-Based Learning career seminar courses:

- [College preparation](https://www.ohe.state.mn.us/) (https://www.ohe.state.mn.us/)
- [College and career self-assessments and information](https://portal.mn.cis360.org) (https://portal.mn.cis360.org)
- [College and career readiness curriculum](https://www.rampuptoreadiness.org/) (https://www.rampuptoreadiness.org/)
- [Ready, Set, Go](https://readyssetgo.state.mn.us/RSG/index.html) (https://readyssetgo.state.mn.us/RSG/index.html)
- [YouthRules!](https://www.youthrules.gov) (information on workplace rules and safety in work experiences for teens) (https://www.youthrules.gov)
- [Employer Engagement Toolkit](https://www.advancingcredentials.org/toolkit/) (https://www.advancingcredentials.org/toolkit/)
- [MDE Work-based Learning Resources](https://education.mn.gov/MDE/dse/cte/prog/wbl/) (https://education.mn.gov/MDE/dse/cte/prog/wbl/)