**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office:**

**Phone: E-mail:**

**Office Hours: Class Day/Time:**

Course Number: Sls 2340

**Course Title:** Professional Portfolio

**2 Credits**

**Catalog Description:** Development of a professional career portfolio that will help students document and showcase specific skill area achievements, competencies, and career readiness for potential employers. Students will demonstrate positive self-presentations to potential employers.

INSTRUCTOR INTRODUCTION TO THE COURSE: This course is designed for the Florida Atlantic University Academy for Community Inclusion. In this course, students will learn how to create a professional career portfolio that showcases the student’s best self. Students will also learn how to present themselves to employers, using refined social skills, vocabulary, attitudes, and attire.

**PREREQUISITE or COREQUISITE:**

None

REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

Tablet for digital portfolio

TECHNOLOGY:

E-mail: Your FAU email will be used for this class

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will be able to demonstrate the following:

1. Students will document and showcase specific skill area achievements
2. Students will define competencies
3. Students will showcase their work samples using a digital portfolio program
4. Students will organize their portfolio into a professional presentation using a digital portfolio program
5. Students will demonstrate career readiness
6. Students will identify the appropriate attire and hygiene that is expected when going on an interview or to their employment site.
7. Students will demonstrate the social skills utilized when meeting a supervisor or superior for the first time.
8. Students will learn how to write cover letters to different employers.
9. Students will update their resumes and upload it to a digital portfolio program.
10. Students will learn how to present their portfolio to employers.

Content Outline:

COURSE REQUIREMENTS: (See Appendix for assignment rubrics)

1) Qualifications and Competencies- (25 points) Students will start the development of their professional portfolio by showcasing their work, skills, qualifications for jobs in their projected career paths, and competencies that they have achieved. Students will use the digital portfolio program to construct these aspects and upload work samples, videos, certifications, or any other items relevant to their portfolio. Students are to be honest about their skill sets when composing these items and only work that has already been accomplished should be presented in the assignment. Students will submit a completion email to the instructor to inform them they have completed the assignment. The instructor will have access to the student’s digital portfolio and able to view this assignment on the due date of:

2) Cover Letter and Resume- (25 points) Students will construct a cover letter for a specific job that they wish to apply to. The cover letter will contain the reasons for wanting to be in that career, the skills the student thinks they possess, and what they have learned so far in their experience with this career field. Then the students will construct a resume in chronological order of work experience, certificates, extracurricular activities, etc. The resume will be in the format that is provided through the digital portfolio. The resume must be detailed, concise, and showcase the student’s best self. Students will have their resume completed by the due date of:

3) Professional Portfolio and Presentation- (40 points) Students will build a digital professional portfolio that will contain, qualifications and competencies, the cover letter and resume, and courses completed. The students will present their portfolio to the class at the end of the semester. All of the assignments leading up to the portfolio will assist in developing the professional portfolio. Students will present their portfolio as they would in an interview with an employer. Students will dress appropriately, using appropriate hygiene and having the proper technology available for the presentation. The portfolio due date is:

4) In Class Assignments and Homework- (20 points) Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow students to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the instructor.

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Earned** | **Possible** |
| **1: Qualifications and Competencies** |  | **25** |
| **2: Cover Letter and Resume**  |  | **25** |
| **3: Portfolio and Presentation**  |  | **40** |
| **4: In Class Assignments and Homework**  |  | **20** |
| **TOTAL** |  | **110** |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see https://www.fau.edu/ctl/4.001\_Code\_of\_Academic\_Integrity.pdf

**BIBLIOGRAPHY**

Gaumer Erickson, A., Clark, G., & Patton, J. (2013). *Informal assessments for transition planning* (pp. 54-162). Austin, TX: PRO-ED.

Grigal, M., & Hart, D. (2010). *Think college: Postsecondary education options for students with intellectual disabilities.* Baltimore, MD: Paul H. Brookes Publishing Co.

McDonnell, J., & Hardman, M.L. (2010). *Successful transition programs* (pp. 257-279). Thousand Oaks, CA: SAGE Publications, Inc.

Pankaskie, S.,& Chandler, S. (2012). Social Skills. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary and secondary students with special needs* (pp. 258-317). Austin, TX: PRO-ED.

Synatschk, K., Clark, G., Patton, J., & Copeland, L. (2007). *Informal assessments for transition: Employment and career planning* (pp. 17-47). Austin, TX: PRO-ED.

***COURSE SCHEDULE FOR SEMESTER***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Week*** | ***DATE*** | ***TOPICS*** | ***ASSIGNMENTS*** |
| ***1*** |  | *Overview of Syllabus**Introduction to Course* | Hmwk: collect required materials for class |
| ***2*** |  | *How do employers see me?*  | In-Class Role Play Activity  |
| ***3*** |  | *What are my skills?*   | Hmwk: Make a list of competencies  |
| ***4*** |  |  *What work have I done?*  | Hmwk: Gather current and relevant work samples |
| ***5*** |  | *How do I write a cover letter?*  | Hmwk: Bring in your latest Resume  |
| ***6*** |  |  *How do I organize my portfolio?*  | Hmwk: Brainstorm how you would set up your professional portfolio |
| ***7*** |  | *How do I upload videos in a digital portfolio?*  | In-Class Web Activity Bring Tablet to Class |
| ***8*** |  | *How do I share the link to my portfolio with an employer?*  | In- Class Web Activity Bring Tablet to Class |
| ***9*** |  | *How do I present my best self?*  | ***Qualifications and Competencies Due***  |
| ***10*** |  |  *What should I wear to an interview?*  | Hmwk: How do you get ready for you?  |
| ***11*** |  |  *What do I say in an interview?*  | ***Cover Letter and Resume Due*** |
| ***12*** |  | *How do I present my portfolio to others?*  | Hmwk: Write a small 4-5 sentence pitch  |
| ***13*** |  |  *Professional Portfolio Work Sessions (Q&A)* | Work Sessions in small groups |
| ***14*** |  | *Professional Portfolio Presentations* | ***Professional Portfolio Due*** |
| ***15*** |  | *Professional Portfolio Presentations*  | ***Professional Portfolio Due*** |

**Appendix A- Assignment Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications and Competencies**  | Exceeds Expectations  | Meets Expectations  | Does Not Meet Expectations  |
| Details\_\_\_\_\_/5 |  |  |  |
| Content\_\_\_\_\_/10 |  |  |  |
|  Accuracy\_\_\_\_/10 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Cover Letter and Resume** | Exceeds Expectations  | Meets Expectations  | Does Not Meet Expectations  |
| Creativeness\_\_\_\_\_/5 |  |  |  |
| Clarity\_\_\_\_\_/10 |  |  |  |
| Effectiveness\_\_\_\_/10 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Portfolio and Presentation**  | Exceeds Expectations  | Meets Expectations  | Does Not Meet Expectations  |
| Competencies and Qualifications\_\_\_\_\_/10 |  |  |  |
| Cover Letter and Resume\_\_\_\_\_/10 |  |  |  |
| Organization\_\_\_\_/10 |  |  |  |
| Presentation \_\_\_\_\_/ 10 |  |  |  |