**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

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

**Phone: E-mail:**

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

Insert Instructor Picture Here

Course Number: Sls1305

2 Credits

**Course Title:** Professional Career Development

**Catalog Description:** Student develops a personal profile of skills, interests, and values in the process of clarifying career goals. The course activities include exploring occupational options and responsibilities, developing a career path, and making career-based decisions.

INSTRUCTOR INTRODUCTION TO THE COURSE: This course is designed for the Florida Atlantic University Academy for Community Inclusion. In this course, students will research their job responsibilities for the career of their choice. Students will build an understanding of what skills they need to develop for their career. Career mapping will be used to design your individual career paths. Students will transfer their work portfolio to an online work portfolio.

**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.

Owl Card to access the library (Student Services)

Hard Copy of Work Portfolio created in Career Exploration

TECHNOLOGY:

E-mail: Your FAU email address 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:**

At the end of this course the successful student will be able to demonstrate:

1. Define the terms responsibilities and duties
2. Research the specific responsibilities and duties that are required for their employment/ career choice
3. Interview a person in desired career
4. Transfer hard copy work portfolio to an online work portfolio
5. Determine the goals to be achieved each day
6. Determine the long term goals
7. Determine the personality goals
8. Define career goals and rationale
9. Identify the skills needed for career
10. Create a career plan using the mapping strategy

Content Outline:

COURSE REQUIREMENTS: (See Appendix for more details on assignments)

1) Informative Interview- In this assignment students will research the job responsibilities and duties for their field of interest. Students will then interview a person that is currently in their field of interest to find out what they do on a daily basis.

2) Career Goals and Development- Students will define their career goal and identify the skills that they already have for this goal and the skills they need for this goal. Also, identify some more personal goals that may be useful to utilize in their career and needed skills.

3) Career Map- Students will map their career using their career purpose as a guide. Focus on the skills they need to develop for their end result. Use the career map template.

4) Online Portfolio- Students will transfer the hard copy of their work portfolio into the online portfolio. Make a section for their career map. Now they will be able to present their portfolio and career plans to others on the computer.

5) Field Experience- This is an experience designed to help build the general skill sets students will need in order to obtain a job. Students must successfully complete the field experience portion of this course in order to pass the course.

6) In Class Assignments and Homework- 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: Informative Interview** |  | **20** |
| **2: Career Goals and Development** |  | **15** |
| **3: Career Map** |  | **20** |
| **4: Online Portfolio** |  | **15** |
| **5: Field Experience** |  | **40** |
| **6: In Class Assignments and Homework** |  | **20** |
| **TOTAL** |  | **130** |

**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**

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

Revell, G., & Targett, P. (2012). Adult services. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary and secondary students with special needs* (pp. 507-526). Austin, TX: PRO-ED.

Strieker, T., Sloan, J., Stern, H., & Wade, K. (2010). *Designing inclusive educational programs in higher education: Standards, assessment, & evaluation*. Lexington, KY: Kennesaw State University.

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

Wolffe, K. (2012). Career exploration and vocational selection. In *Career counseling for people with disabilities* (2nd Ed.) pp. 47-63. 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*** |  | *Do you HAVE to work?* | ***Hmwk: List of chores at home*** |
| ***3*** |  | *What Do You Do?* | ***Hmwk: Watch interview video on Blackboard*** |
| ***4*** |  | *How good are you at making decisions?* | ***Hmwk: Complete Career Cruiser pg. 6-7 “Personality Rocks”*** |
| ***5*** |  | *How do you set good goals?* | ***Informative Interview Due*** |
| ***6*** |  | *How do you set good goals?* | ***Hmwk: Complete Career Cruiser pg. 22-23 “Be A Goal Setter”*** |
| ***7*** |  | *Why do we Career Map?* | ***Hmwk: brainstorm a list of jobs in your career field*** |
| ***8*** |  | *What is your dream job?* | ***Career Goals and Development Due*** |
| ***9*** |  | *What am I great at?* | ***Hmwk: List of strengths and needs*** |
| ***10*** |  | *How do I get that job?* | ***Hmwk: Brainstorm a list of steps it will take to get your dream job*** |
| ***11*** |  | *How do I put it together?* | ***Hmwk: Research and Print Career map formats*** |
| ***12*** |  | *Online Portfolios* | ***Gather your work portfolio binder from SLS1305*** |
| ***13*** |  | *Work Sessions for Career Map and Online Portfolio (Q&A)*  *Individual meetings* | ***Career Map Due*** |
| ***14*** |  | *Presentation of portfolio to group* | ***Online Portfolio Due*** |
| ***15*** |  | *Presentations of portfolio to group* | ***Online Portfolio Due*** |

**Appendix A- Informative Interview (20 points)**

First you will identify the job or career of your preference and research their responsibilities and duties of this person. Research the skills required for this job and all of the qualifications. You will need to make a list of these skills to be able to compare after your interview

Then, using the interview format that is accessible through blackboard, you will conduct an interview on an individual who is working in the career or field of your choice. You will ask questions about their job responsibilities and some of the skills required for the job. You will be required to find this individual yourself and set up a meeting with them.

Remember to present yourself to this person with an appropriate and professional representation of yourself.

After the Interview you will compare any differences or similarities to your research. Use a chart.

Submit your research, informative interview, and comparative chart online via blackboard on (Date). All documents should be typed.

Grading:

* Research list and setting up a meeting with individual (10 points)
* Informative Interview complete (10 points)
* Comparative Chart is well thought out and contains valid information (10 points)

|  |  |  |  |
| --- | --- | --- | --- |
| Informative Interview | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Research  \_\_\_\_\_/10 |  |  |  |
| Informative Interview  \_\_\_\_\_/10 |  |  |  |
| Comparative Chart  \_\_\_\_/10 |  |  |  |

**Appendix B- Career Goals and Development (15 points)**

First, identify your career goal.

Then make a list of the skills you have that would be beneficial in that career.

Next you will make a list of skills you need to work on in order to be successful in that career. For example, if you want to be an office assistant and you need to work on using Microsoft Word, scanning, or making copies, etc.

Next you will identify some personal goals that may be useful to utilize in your career. These goals would consist of any personality goals, or daily goals that would help you to be a better worker. For example, if you have a tendency of running late you would make a goal for being on time. If your career requires a lot of social interactions that you need assistance with you would make a goal for having more positive interactions with clients or coworkers.

Submit this assignment in a Word Document format via email.

Grading:

|  |  |  |  |
| --- | --- | --- | --- |
| Career Goals and Development | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Career Goal- Clear  \_\_\_\_\_/5 |  |  |  |
| Skills- Relevant  \_\_\_\_\_/10 |  |  |  |
| Personal Goals- Well thought  \_\_\_\_/5 |  |  |  |

**Appendix C- Career Map (20 points)**

Given the career map template found on blackboard you will construct your career map.

State your purpose and use it to guide you.

Remember to keep in mind your goals. You will describe what goals and paths you are projecting for yourself in your career for 6 months, 1 year, 2 years, and 3 years.

You will list the skills that you need to acquire and what your plan is to develop them. You will also list the skills that you have.

Submission: Use the document on blackboard to complete your map and submit it via blackboard.

Grading:

|  |  |  |  |
| --- | --- | --- | --- |
| Career Map | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Purpose  \_\_\_\_\_/5 |  |  |  |
| Current Skills  \_\_\_\_\_/5 |  |  |  |
| Skill Development  \_\_\_\_/10 |  |  |  |
| Goal Paths- 6 mo., 1y, 2y, 3y  \_\_\_\_/ 20 |  |  |  |

**Appendix D- Online Portfolio (15 points)**

You will transfer your Work Portfolio binder to an online portfolio and this will include your Career Map in it. You will then present your online portfolio to the class.

Remember to keep the same sections as your work portfolio for the online portfolio and add one more section for the career map.

All copies and items from the work portfolio will need to be transferred to your online portfolio. You may have to scan a few items.

Submission: In-class via presentation. You will be able to use the computer and screen to present to the class. You will keep your presentation to 15-20 minutes long.

Grading:

|  |  |  |  |
| --- | --- | --- | --- |
| Online Portfolio | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| 5 Sections  \_\_\_\_\_/10 | Each section is organized with properly scanned documents and has all of the information required including the career map | Each section has all of the information required including the career map | Sections may be missing information or career map |
| Presentation  \_\_\_\_\_\_/ 10 | Presentation is clear and not overly long or too short, maneuvering of the computer is utilized, strongly communicates the ideas and topics in the portfolio | Presentation is timely, utilization of the computer, communicates the ideas and topics in the portfolio | Presentation is under or over time, the computer is slightly used, and presentation is unclear with little communication of ideas and topics in portfolio |

**Appendix E- Field Experience (40 points)**

This is an experience designed to help build the general skill sets you will need in order to obtain a job. This experience will help you develop your career and will give you practice and familiarity with your career field. You will have the chance to choose what type of field experience you would like to try.

Requirements of this field experience include:

* Completion of SLS1304
* Currently enrolled or have already completed SLS1305
* Work Portfolio with career choice
* An average of 5 hours per week on the job for 15 weeks
* Completion of self-evaluation assessments at the end of 15 weeks
* Time-Sheet

During this field experience, the job coaches will assist in supporting the student’s needs on-site. The student will look to their job coach for advice as far as employment is concerned.

At the end of 15 weeks your job coach will give you a self-evaluation to complete. You will complete it based on your experience and thoughts about how you work as an employee.

You will also find a time-sheet below that you will need to fill out before and after work each day. This will log your hours at work. You will need to complete this sheet and submit it to the instructor at the end of the 15 weeks in order to receive credit for this assignment.

**Appendix E- Field Experience (40 points)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Timesheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Start Time** | **End Time** | **Hours** |
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