

**Columbia College**  
**Human Services Programs Diploma Professionalism I (HSPD143)**

**Lecture 1**

**Course Outline**

Semester Dates: September 7, 2020 to March 13, 2021

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Kris McNab

Email: [kris.mcnab@columbia.ca](mailto:kris.mcnab@columbia.ca)

Class Time: Scheduled via Microsoft Teams once per month of program Thursdays 1:00 PM to 3:00PM (see schedule)

Room: Microsoft Teams and HSPD143 Moodle Page

Credit: 6.0

Prerequisite: Successful completion of appropriate course as identified by the department

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This course offers students an opportunity to learn from experience – “learn by doing”. Students will secure a practicum/s and will gain valuable practical experience as an education assistant by the end of this course. Students will be engaged in regular 2-hour seminars /workshops as outlined on page 8 of this syllabus. Each student will be journaling about her/his learning and progress achieved, and meeting with the Director Human Services Programs as scheduled to review progress. Each student will be under the supervision of the Human Services Program Chair and/or Practicum Advisor. Attendance at all scheduled seminars/workshops and practicum appointments is compulsory. Prerequisite: Successful completion of appropriate courses as identified by the department.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Demonstrate knowledge of organizational objectives and processes used in the workplace setting
- Explain the duties and responsibilities associated with being an education assistant
- Identify challenges that may arise in given work situations, and propose appropriate responses that could be taken by a worker in the student's work role
- Demonstrate how to deal with ethical dilemmas in an appropriate professional manner
- Understand principles guiding your practice, such as confidentiality policy
- Articulate relationships between classroom topics and situations encountered in the industry
- Communicate in ways and use methods appropriate to a professional environment
- Think critically to solve problems, anticipate outcomes, use and organize information
- Demonstrate appropriate workplace attitudes and behaviours (responsibility, accountability, initiative, trustworthiness, diligence, friendliness, empathy, etc.)
- Work effectively and harmoniously with others to achieve results: Leadership; initiative; motivate others to succeed; deal with difficult situations; reduce conflict.
- Describe insights into one's own preferences, aptitudes, work habits, style of interaction, and learning processes
- Plan a career development strategy that will incorporate learning, achievements, and contacts made through the practicum

## Course Format:

This online course consists of a remote classroom component and a field placement (practicum). You will experience a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom (in person and online) provides you with a place where you can learn with and from others in a cooperative and collaborative manner. Your field placement (practicum) provides you with an opportunity to become immersed in the real world of functioning as an education assistant. You will begin your field experience early in your program and gradually gain practical knowledge, apply theory you learn in class, and meet the challenges of everyday practical experiences, gaining self-awareness and confidence.

You are expected to take a very active part in **class discussions (in person and online)** and take responsibility for your own learning in addition to being a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with reading and assignments completed. An enthusiastic, positive and respectful approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success as a professional.

The **practicum classes** are designed to bring about your self-awareness and professional growth. You must be ready to embrace change. You are expected to talk about your practicum experiences, asking questions of your facilitator and your colleagues, and engaging in relevant and important topics on being an educational assistant. An important component is to understand your roles and responsibilities and the legal implications of being an educational assistant. To help you prepare for interviewing for a job, you will be actively responding to interview questions in most of your classes to help you feel comfortable in doing this.

How you **conduct yourself in your classes (engagement)** will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and **developing professionalism** is expected in the classroom as you work towards your goal. This demonstration of professional growth is important as it will form the basis from which your practicum facilitator will consider if they will provide you with a job reference if requested and help determine to what degree you have met the course requirements. Many aspects go into this picture such as: your attendance and participation at practicum classes, the quality of your reflective journals, the quality of your portfolio and the professionalism of your communication, both electronic and in class.

This field-based course provides students with real-life field experience and assists them in learning from their work experiences. It is designed to help students prepare for their future career. The student is expected to meet with the Director Human Services Programs as requested, provide the Director Human Services Programs with the necessary documents to support their placement as required and within the timelines established.

## Required Readings:

Kiser, P. (2016). *The human services internship: getting the most from your experience*. Boston, MA: Cengage Learning.

## Recommended Readings and Resources:

1. Drolet, J., Clark, N. & Allen, H. (2012). *Shifting sites of practice*. Toronto, ON: Pearson Canada Inc.
2. *Attitude: Your Most Priceless Possession*, Elwood N. Chapman, Crisp Publications, Inc., 1995.
3. *The 7 Habits of Highly Effective People*, Stephen R. Covey, Simon and Schuster, 1990.

Students may access these sources from home.

#### Career Cruising

- [www.careercruising.com](http://www.careercruising.com)
  - Username: columbia
  - Password: discovery

#### ALIS – Alberta Learning Information Service

- [www.alis.alberta.ca](http://www.alis.alberta.ca)

#### Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

- [www.alis.alberta.ca/occinfo/](http://www.alis.alberta.ca/occinfo/)

#### Further Recommended Readings and Resources:

- Internet (Job Banks, industry specific professional associations, and other resources)
- City of Calgary Public Library
- Alberta Career Development Centre
- Canada – Alberta Service Centre
- ProQuest

#### Homework Assignment Due for the First Class:

- Read your course outline and be ready to discuss.
- Please write a reflection/journal about your insights/learning as scheduled in your outline on Page 8 (350 words typed and double-spaced in a word document). This is your reflection and it is your work. Please submit email your written journals prior to the Practicum Adviosr on the scheduled Professionalism Class. It is your responsibility to submit these journals to the Director Human Services Programs and the Practicum Advisor via email on the due date.

#### Evaluation - Assessment of Student Performance:

The final assessment in the course will be based on the following elements. Please refer to Appendix A for Assignment Descriptions and further Assessment Information.

Grading in this course is on a pass-or-fail basis, subject to the student's satisfactory completion of the practicum requirements as outlined in this course outline. The Employer Evaluation and the Program Director's overall evaluation of the student's participation in such areas as demonstrating initiative in securing a Practicum placement, attendance at appointments, attendance at regular practicum meetings, participation in these meetings, general professional behavior, provision of documents and journal entries as requested, all play a significant role in the evaluation of the student. The student should demonstrate growth through the practicum experience attained.

In order to meet all requirements, the student must attend all meetings, workshops/seminars; provide the Director Human Services Programs with the two practicum evaluations (at mid-term and final) **signed by the practicum supervisor, and a practicum supervisor signed record of log hours**. These documents must be submitted by the last day of the final semester of the student's program.

| Title of Assignment/Examination          | Length    | Due Date                           | Weight     |
|--|-----------|------------------------------------|------------|
| Practicum Journals                       | 300 words | Every Class except the first class | Pass/Fail  |
| Non-Violent Crisis Intervention Workshop | N/A       | TBA                                | Attendance |
| Practicum Evaluations                    | N/A       | Upon Completion                    | Pass/Fail  |
| Student Engagement                       | N/A       | Every Class                        | Pass/Fail  |

## PRACTICUM PROCESS

1. Students are required to satisfactorily complete the following classroom sections:
  - Attend Orientation– be engaged and committed
  - Attend and fulfil the requirements of the orientation workshops.
  - It is expected that the student will display a high degree of maturity, sense of responsibility, and a good attitude and work ethic. Required attendance at professionalism course will be considered, along with the quality of participation at these sessions. All academic coursework must be satisfactorily completed and a minimum G.P.A. of 2.0 maintained.
2. Students will undertake their practicum placement at the end of the first half of the program with Monday's, Wednesday's and Friday's dedicated to the practicum experience. Although most practicum placements are performed on a voluntary basis in order to gain valuable experience, some employers *may* pay a modest hourly wage to the student in line with company policy, but do not expect to be paid. If there is remuneration (payment), the student must inform the Director Human Services Programs in order to secure the correct agreement form.
3. It is the student's responsibility to arrange a suitable practicum placement with approval from the Practicum Site Advisor. Students already employed may complete a practicum placement with their employer, providing the work is clearly program related and approved by both parties. The site and the type of work being performed must be approved by the Director Human Services Programs in order to qualify as a practicum placement in terms of this course. Only work performed during the period of study will be considered to meet the requirements of the course.
4. If a student is having difficulty securing a practicum site, the Practicum Advisor will provide support. **It is the student's responsibility to ask for help.**
5. A student who has identified an organization in which they would like to obtain their practicum experience will be responsible for informing the Practicum Advisor of the necessary information and securing approval from the Director Human Services Programs for the placement site **prior** to beginning to work at the practicum placement. This may mean that the Practicum Advisor will need to visit the placement host site prior to granting approval.
6. Once approval is secured, the student will arrange for signing of the practicum agreement with the company and the College **prior** to the start of any practicum placement. This is necessary due to the legal conditions surrounding a practicum placement. The agreement for a non-paying practicum placement includes Workers' Compensation coverage provided by Columbia College. Without a signed agreement, Worker's Compensation coverage is not available to the student, and the student is working at his/her own risk.
7. Should the student be working at the practicum placement without all documents completed, the student does this as volunteer work that will not be counted towards their practicum hours. Columbia College assumes no responsibility for this decision.
8. The student is responsible for ensuring that the mid-point evaluation is completed at 120 hours and the final evaluation at 240 hours. Evaluations are to be handed in to the Practicum Advisor of Human Services at per established timelines. Log Hours are to be handed in with the Final Evaluation.
9. If a student does not complete their practicum requirements by the end of their program, the student will not be eligible to graduate at that time. The student may request an extension of two months by filling out a Practicum Extension Form. The fee for the extension is \$300. Payment must be made at the time the form is submitted to the Registrar's office. A request to have the fee waived may be made by the student if the student has demonstrated every effort from the first month of the program that they have been seeking a practicum placement but has been unable to secure one, and has asked for assistance from their Practicum Advisor and Program Chair of Human Services or that the host site has not been able to accommodate the student with enough hours due to circumstances beyond their control. The Program Chair of Human Services Programs must support this request which is made to the Manager Student Services. The student will fill out the practicum extension form and submit it to their Director Human Services Programs for endorsement. The form will then be given to the Manager, Student Services for approval. This form is available on Columbia's website under Student Services & Forms, the Administration Office in Building 802, HSPD143/4 Moodle page or the Director Human Services Programs.

10. If a student does not complete his/her practicum course by the end of the extension period, the student will be required to repeat the course and pay the tuition fee assessed by the program. In unusual circumstances, a further extension may be permitted.
11. At the end of the practicum experience, the student should write a Thank-You letter to the work site supervisor. This may be a formal letter or in the form of an email.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late to class is also considered unacceptable as it interferes with the learning opportunities of others. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements. Attendance at monthly workshops is compulsory. Non-attendance and lates for monthly practicum classes and/or practicum experience may result in the student being placed on Academic Alert and/or Academic Probation, and could result in failure of the course and/or withdrawal from the course.

If you are going to be absent or late from your practicum class or coaching session, please inform your Practicum Facilitator by email of your absence as soon as possible. If you are going to be absent or late from your practicum site, you must notify your Practicum-site Supervisor. This is part of being a professional.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

**Important Dates:**

**Description**

**Date**

Last to add/drop courses

5 school operating days from the start of the semester  
OR before the third scheduled class, whichever is  
greater

Last day to withdraw without academic  
penalty

50% or less of the semester has been completed

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Students with Temporary or Permanent Disabilities:**

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

### Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

| Class Session  | Topics  | Pre-Class Readings  |
|--|---|---|
| 1.<br><b>Human Services Orientation</b><br>August 20, 2020 | <ul style="list-style-type: none"> <li>Information on Education Assistant Professional Program (includes Practicum Process)</li> </ul>  | <ul style="list-style-type: none"> <li><i>N/A</i></li> </ul>  |
| 1.<br><b>September 10</b>                                  | <ul style="list-style-type: none"> <li>Review of HSPD Student Practicum Handbook</li> <li>REFLECTIVE JOURNAL #1 DUE – Topic: Why I chose to become a Human Service Worker</li> </ul>  | <ul style="list-style-type: none"> <li><i>Student Handbook</i></li> <li><i>Journal #1 Due</i></li> </ul>                        |
| 2.<br><b>October 8, 2020</b>                               | <ul style="list-style-type: none"> <li>Resumes and Cover Letters</li> <li>REFLECTIVE JOURNAL #2 DUE – Topic: Three goals I have set for myself to be successful in the HSPD program</li> <li>Getting Started</li> </ul>                                     | <ul style="list-style-type: none"> <li><i>Journal Due #2</i></li> <li><i>Kisler, P Chapter 1: Getting Started</i></li> </ul>    |
| 3.<br><b>November 12, 2020</b>                             | <ul style="list-style-type: none"> <li>Sharing &amp; Questions</li> <li>Getting to know agencies</li> <li>REFLECTIVE JOURNAL #3 DUE – Topic: Topic: TBD</li> </ul>  | <ul style="list-style-type: none"> <li><i>Kisler, P Chapter 2: Getting Acquainted</i></li> <li><i>Journal #3 Due</i></li> </ul> |
| 4.<br><b>December 3, 2020</b>                              | <ul style="list-style-type: none"> <li>Developing Ethical Competence</li> <li>Guest Presentation</li> <li>Journal #4 Due- Moodle Forum</li> </ul>   | <ul style="list-style-type: none"> <li><i>Kisler, P Chapter 3</i></li> <li><i>Journal #4 Due</i></li> </ul>                     |
| 5.<br><b>January 7, 2021</b>                               | <ul style="list-style-type: none"> <li>Learning to Learn from Experience</li> <li>Introduction of electronic portfolio assignment</li> <li>REFLECTIVE JOURNAL #5 Due: In what way are you prepared (or lack thereof) for a practicum experience?</li> </ul> | <ul style="list-style-type: none"> <li><i>Kisler, P Chapter 4</i></li> <li><i>Journal #5 Due</i></li> </ul>                     |
| 6.<br><b>February 4, 2020</b>                              | <ul style="list-style-type: none"> <li>Practicum Preparedness</li> <li>Resume/Cover Letter update</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  |
| Practicum setting  |   | <b>STUDENTS OFFSITE FOR PRACTICUM</b>   |

## **Appendix 1 Assignment Outlines**

### **Journal**

**Due Date: Every class**

**Weight: Pass/Fail at the end of course evaluation**

Description: Write a reflection/journal (minimum of 350 words) typed and double-spaced in a word document. Please submit an electronic copy to the Practicum Advisor for review by the end of the due date. Try to write/journal on the topic as it closely relates to your career choice. You will be asked to apply critical thinking by synthesizing knowledge, skills and behaviours from both the classroom experience and your fieldwork experience. The rationale for this exercise is that you will understand yourself better and you will gain solid knowledge, professional attitudes and skills that are required by employers.

### **Participation and engagement in seminars/workshops**

**Due Date: Every class**

**Weight: Pass/Fail at the end of course evaluation**

Description: Students are expected to be prepared for each seminar and be actively and thoughtfully engaged. Please see attached rubric.

### **Professional E-Portfolio**

**Due Date: End of Program**

**Weight: Pass/Fail at the end of course evaluation**

Employers are seeking Human Service workers that are knowledgeable in both global and specific areas. These individuals are able to provide evidence of learning and growth through a Professional Portfolio that they will use at their job interview or when seeking a future new position. In this course, you will receive specific information on how to develop a Professional Electronic Portfolio.

While your Portfolio will be graded on a Pass/Fail basis, you will also receive an evaluation that indicates whether it is outstanding, good, satisfactory, developing or unsatisfactory (fail). Please see the attached rubric.



**Appendix 2**  
**Assignment Rubrics**  
**Columbia College**  
**Student Engagement Rubric**  
**Last Revised: December 2011**

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|                       |                    |             |                                     |
|-----------------------|--------------------|-------------|-------------------------------------|
| <b>Student's Name</b> | <b>Course Code</b> | <b>Date</b> | <b>Facilitator/Evaluator's Name</b> |
|-----------------------|--------------------|-------------|-------------------------------------|

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| Pts | Preparation for Class   | Quality of Participation  | Involvement in Process  | Frequency of Participation  |
|-----|---|---|---|---|
| 5   | <ul style="list-style-type: none"> <li>• Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.</li> </ul> | <ul style="list-style-type: none"> <li>• Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis</li> </ul> | <ul style="list-style-type: none"> <li>• Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise.</li> </ul> | <ul style="list-style-type: none"> <li>• Contributes actively and consistently to group process on a daily basis.</li> </ul>            |
| 4   | <ul style="list-style-type: none"> <li>• Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis.</li> </ul>   | <ul style="list-style-type: none"> <li>• Comments do not always build on the contribution of others; most times shows support of other classmates.</li> </ul>   | <ul style="list-style-type: none"> <li>• Contributes actively and somewhat inconsistently to group process on a daily basis.</li> </ul> |
| 3   | <ul style="list-style-type: none"> <li>• Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner.</li> </ul>  | <ul style="list-style-type: none"> <li>• Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.</li> </ul>   | <ul style="list-style-type: none"> <li>• Contributes inconsistently to group process.</li> </ul>  |
| 2   | <ul style="list-style-type: none"> <li>• Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.</li> </ul>           | <ul style="list-style-type: none"> <li>• Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive</li> </ul>   | <ul style="list-style-type: none"> <li>• Contributes little to group understanding; little evidence of being encouraging to others.</li> </ul>  | <ul style="list-style-type: none"> <li>• Does not contribute to group except when asked.</li> </ul>                                     |
| 1   | <ul style="list-style-type: none"> <li>• Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.</li> </ul>         | <ul style="list-style-type: none"> <li>• Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest.</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not contribute to the group process.</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not contribute.</li> </ul>  |

**Total Score out of 20:**

**Facilitator/Evaluator's Comments:**

**EDUCATION ASSISTANT PROFESSIONAL CERTIFICATE PROGRAM  
PROFESSIONAL PORTFOLIO EVALUATION RUBRIC**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Paper Format \_\_\_\_\_

Electronic Format \_\_\_\_\_

Revised Apr. 2018

|                                    | <b>Exceeded Expectation<br/>(4 pts.)</b>  | <b>Met Expectations<br/>(3 pts.)</b>  | <b>Working Towards<br/>Expectations (2 pts.)</b>   | <b>Yet to Meet Expectations<br/>(1 or 0 pts.)</b>  |
|------------------------------------|---|---|--|--|
| <b>Organization</b>                | Organization is clearly and explicitly evident; organizational aids used throughout. Includes a Title Page, Table of Contents, and dividers.  | Organization is generally satisfactory and evident; Organizational aids are used. Includes a Title page, Table of Contents and dividers.  | Organization is somewhat evident. Some use of organizational aids, though not consistently. A limited Table of Contents may be included. May contain a Title Page and dividers.  | Organization is unclear or generally inconsistent. No organizational aids are used. Lack of order. No Title page, Table of Contents. And dividers.                                     |
| <b>Resume</b>                      | Resume meets all requirements to address the job description for an education assistant. Personalized and creative with almost no errors. Resume updated with practicum experience. | Resume is satisfactory in meeting requirements to address the job description for an education assistant. Resume updated with practicum experience.                               | Resume show development, but is missing some areas to meet requirements. Resume update as to practicum experience is quite brief or may not be evident.  | Resume is missing some key areas and others are incomplete. Shows little development. Missing practicum experience update.   |
| <b>Artifacts<br/>(evidence)</b>    | Artifacts represent a wide variety of examples and sources. They demonstrate excellent progress towards mastery of requisite skills and competencies.                               | Artifacts represent a fairly wide variety of examples and sources. They demonstrate general progress towards mastery of requisite skills and competencies.                        | Artifacts represent a limited number and variety of examples and sources. They demonstrate some progress towards mastery of requisite skills and competencies.   | Few artifacts or none. Little evidence of progress towards mastery of requisite skills and competencies.   |
| <b>Rationale &amp;<br/>Support</b> | Notations are provided throughout the portfolio that clearly explains the contents and the reason for inclusion. Choice of information is excellent.                                | Notations are provided in a number of places that explain reason for inclusion. Choice of information is usually well selected.   | Notations are provided on a limited basis. Reason for inclusion is not always clearly expressed.   | Notations are missing or very limited. Reason for inclusion is missing or unclear.   |
| <b>Visual Appeal</b>               | Attention to visual detail highly evident (type of binder, colours used in binder, font, etc.) Few, if any, insignificant grammar and mechanical errors.                            | Attention to visual detail is evident (type of binder, colours used in binder, font, etc.). Generally, correct mechanics, though there are some grammar and/or mechanical errors. | Some attention to visual detail (type of binder, colours used in binder, font, etc.) evident, though inconsistent. Grammar and/or mechanical errors are evident and begin to interfere with the appearance and readability of the content. | Little to no attention to visual detail (type of binder, colours used in binder, font, etc.) evident. Not very neat. Many grammar and/or mechanical errors interfere with readability. |

**Total Score: 20/ %**

Outstanding: 20-19 - Portfolio is exceptionally professional in format, content, and in appearance.

Good (Proficient): 18-16 - Portfolio is generally professional in format, content, and in appearance.

Satisfactory: 15-14 - Portfolio is acceptable, but could be improved with a bit more work.

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**\*Students who score below the Satisfactory level will need to make changes and resubmit their Professional Portfolio.**

Developing:\* 13-10 - Portfolio is beginning to become professional in format, content, and appearance, but needs more work. **NEEDS TO BE RESUBMITTED.**

Fail:\* (Unacceptable) 9 and below - Portfolio is poorly developed/presented. **NEEDS TO BE RESUBMITTED.**

**Comments:**