

## **Elmira Business Institute**

### **Student Syllabus: Career Placement Seminar (COM150)**

**Prerequisites:** None**Course Credits/ Clock Hours:** 1/15**Course Delivery Mode:** Residential

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**Course Description**

This course focuses on training and preparing the student for the workforce upon graduation. Students will be exposed to resources and taught tools that will aid them in finding, obtaining, and retaining employment. Resources, such as the class textbook, newspapers, magazines, articles, the Internet, and the community, including teachers and employers, will be used where appropriate in this professional development course. (Lec/Lab/Ext/Total) (15/0/0/15).

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**Student Learning Outcomes**

Upon completion of this course, students will be able to:

- Prepare a professional and polished Linked In Profile with all documents uploaded
- Produce, critique, and understand the use of a Cover Letter, Resume, Reference Sheet, and Thank You Letter following an interview
- Demonstrate interview skills via mock interviews

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**Required Course Texts & Course Materials**

*LinkedIn*, LinkedIn, 2015. Web. 12 Oct. 2015. <<https://www.linkedin.com>>

**Supplemental educational learning materials may include and are not limited to**

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 9780073403281)

*Elmira Star Gazette* 2015. Print.

"Occupational Outlook Handbook." U.S. Bureau of Labor Statistics. Web. 1 Oct. 2015. <<http://www.bls.gov/ooh/>>.

*Press and Sun Bulletin* [Binghamton] 2015. Print.

Employment job lead sites (including but not limited to *Careerbuilder*, *Indeed*, *Monster*)

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**Assessment**

Assignments and projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

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**Student Homework Policy Statement**

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the

syllabi. Each assignment will be graded and recorded by the instructor.

### ***Calculation of a Semester Credit Hour***

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

### ***Definition of a Contact Hour***

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

### **Evaluation**

<i>Assessment Type</i>	<i>% of Grade</i>
Attendance/Professionalism	15%
Mock Interviews	25%
Homework	10%
Linked In Profile	50%
<b><i>Total</i></b>	<b><i>100%</i></b>

### **Grading Scheme:**

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

### **Course Policies**

#### ***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of

the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. **Professional dress is required for this course.** Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

### ***Attendance Policy***

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

### ***Make-Up Policy***

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

### ***Academic Integrity/Plagiarism Rules***

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of

personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

***Please keep in mind that plagiarism includes:***

- Copying another person’s work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

**Students will be given a complete policy the first day of class to review and sign.**

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

## **Academic Support**

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### ***Private Instruction***

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

### ***Faculty Office Hours***

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

### ***Academic Advising/Mentoring***

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

### ***The Library***

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students’ use. This facility is used both for independent reading and for study. The Institution also provides its students with

access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

## **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program. The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

**Course Schedule**

<b>Lesson #</b>	<b>Topic(s)</b>
<i>1</i>	<b>Introduction to E Portfolios</b> <ul style="list-style-type: none"> <li>Define the purpose of the portfolio</li> <li>Define terminology used in E Portfolios</li> <li>Know how to access E Portfolio</li> <li>Select an E Portfolio template</li> </ul>
<i>2</i>	<b>Discuss Purpose of E Portfolio</b> <ul style="list-style-type: none"> <li>Know what are you trying to show</li> <li>Understand what goals are demonstrated on the portfolio</li> <li>Design the initial layout of the E Portfolio</li> </ul>
<i>3</i>	<ul style="list-style-type: none"> <li>Discuss the different types of artifacts that should be in an E Portfolio</li> <li>Begin collecting artifacts to include in E Portfolio.</li> <li>Discuss the different types of gadgets that can be used in an E Portfolio.</li> </ul>
<i>4</i>	<b>Create the First Page of the E Portfolio.</b> <ul style="list-style-type: none"> <li>Create the introduction and table of contents</li> <li>Continue to collect artifacts</li> </ul>
<i>5</i>	<ul style="list-style-type: none"> <li>Create one page for each section of table of contents.</li> <li>Continue to collect artifacts</li> </ul>
<i>6</i>	<b>LinkedIn profile: Access or Setup</b> <ul style="list-style-type: none"> <li>Demonstrate E Portfolio use on LinkedIn</li> <li>Continue to collect artifacts</li> <li>Proofread, edit, and receive feedback on the introduction and table of contents created to date</li> </ul>
<i>7</i>	<ul style="list-style-type: none"> <li>Begin to input content into created pages</li> <li>Begin to convert artifacts into PDF or JPEG formats</li> <li>Continue to build LinkedIn profile</li> <li>Proofread, edit, and receive feedback on information inputted into LinkedIn Profile</li> <li>Discuss networking both online and in person</li> </ul>
<i>8</i>	<ul style="list-style-type: none"> <li>Continue to convert artifacts into PDF or JPEG formats</li> <li>Begin to insert artifacts into appropriate sections in the E Portfolio</li> <li>Discuss different types of online job-search engines</li> <li>Proofread, edit, and receive feedback on artifacts and information</li> </ul>
<i>9</i>	<ul style="list-style-type: none"> <li>Continue to develop created pages in each section of the E Portfolio</li> <li>Proofread, edit, and receive feedback on information inputted into the E Portfolio.</li> <li>Discuss the importance of online validity and effects of social media</li> </ul>
<i>10</i>	<ul style="list-style-type: none"> <li>Continue to develop created pages in each section of the E Portfolio</li> <li>Proofread, edit, and receive feedback on information inputted into the E Portfolio</li> <li>Continue discussion about using social media responsibly</li> </ul>
<i>11</i>	<ul style="list-style-type: none"> <li>Demonstrate how to insert an E Portfolio link into online job applications</li> <li>Demonstrate how to create a hyperlink into the online resumé</li> <li>Continue to develop created pages in each section of the E Portfolio</li> </ul>
<i>12</i>	<b>Reflection: Does the E Portfolio still represent goals? Fulfill initial purpose?</b> Create hyperlinks into online résumés and insert links into LinkedIn profile

13	<ul style="list-style-type: none"><li>• Complete a pre-final proofing, editing, and feedback on the E Portfolios and LinkedIn profiles</li><li>• Complete final touches on created sections on the E Portfolio and LinkedIn profile</li></ul>
14	Complete final proofreading, editing, and feedback on information inputted into LinkedIn profile and E Portfolio
15	<ul style="list-style-type: none"><li>• Perform Presentations of E Portfolios</li><li>• Publish E Portfolios</li></ul>
16	<b>Final Project</b>

**Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.**

*Revised February 2016 mzt, Revised July 2017 klp, Revised August 2018 klp, Revised August 2019 em, Revised December 2019 drg*

# Career Readiness Assessment “CRA”   ☐Midterm   ☐Final

Student Name: \_\_\_\_\_ Course ID: \_\_\_\_\_ Instructor: \_\_\_\_\_

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
<b>Attendance</b>		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
<b>Class Engagement (Initiative)</b>		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
<b>Listening Skills</b>		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
<b>Behavior</b>		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
<b>Professionalism</b>		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: \_\_\_\_/100

**Professionalism Grade**  
**15%**