Cover Sheet: Request 15046

CJE 3XXX – Careers in Criminal Justice

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Erika Brooke ejbrooke@ufl.edu
Created	6/3/2020 2:34:13 PM
Updated	1/22/2021 8:08:58 AM
Description of request	I'd like to submit 'Careers in Criminal Justice' to receive a permanent course number. We do not currently have a permanent course that touches on the topics in the course. Similar courses are offered at other state universities. Careers in Criminal Justice operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, cultural competence, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, global awareness, and creating a professional online presence. The course taps into domestic and international careers, and the skills needed to work within the justice system in the U.S. or aboard

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Criminology and Law 16920300	Barbara Zsembik		6/5/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CLAS Curriculum Committee recycles this request, with the following changes needed: 1) use the full title for the transcript title, which can now be up to 30 characters; 2) remove Week 16; 3) remove syllabus; 4) change formatting of prereq to CCJ3024(C); 4) add a detailed rubric for 19% class participation, how will it be assessed?	10/1/2020
No document changes					
Department	Approved	CLAS - Criminology and Law 16920300	Barbara Zsembik		11/16/2020
Samples Rubric for Careers in CJ.docx					11/16/2020
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/22/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/22/2021
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15046

Info

Request: CJE 3XXX – Careers in Criminal Justice
Description of request: I'd like to submit 'Careers in Criminal Justice' to receive a permanent course number. We do not currently have a permanent course that touches on the topics in the course. Similar courses are offered at other state universities. Careers in Criminal Justice operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, cultural competence, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, global awareness, and creating a professional online presence. The course taps into domestic and international careers, and the skills needed to work within the justice system in the U.S. or aboard
Submitter: Erika Brooke ejbrooke@ufl.edu
Created: 11/16/2020 12:09:53 PM
Form version: 6

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
CJE

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

- *1000 level = Introductory undergraduate*
- *2000 level = Introductory undergraduate*
- *3000 level = Intermediate undergraduate*
- *4000 level = Advanced undergraduate*
- *5000 level = Introductory graduate*
- *6000 level = Intermediate graduate*
- *7000 level = Advanced graduate*
- *4000/5000= Joint undergraduate/graduate*
- *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Careers in Criminal Justice

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Careers in Criminal Justice

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Advanced overview of professions available within the criminal justice system. Emphasis on the development of job seeking skills and strategies; local, state, federal and global employment opportunities; law and graduate school processes; building cultural competence and global perspectives. (S) (N)

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
CCJ3024(C)

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order

to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This course operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, and creating a professional online presence.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
- Identify the various skills learned as a criminology major
- Examine diverse professions within the fields of criminology and criminal justice and how they relate to solving social problems
- Explain the requirements and skill sets associated with specific vocations
- Plan how to build experience during undergraduate education
- Connect cultural competence and global perspectives to criminal justice system operations
- Develop job seeking skills and strategies
- Create a professional presence for both face-to-face and online environments

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

Two required textbooks:
Johnston, C. H. (2019). Careers in Criminal Justice (2nd edition). Los Angeles, CA: Sage Publications, Inc. (ISBN: 9781544316123) - This book introduces different professions in the CJ arena and requirements for these jobs categorized by each subfield of the CJ system.
Eberhardt, J. L. (2020). Biased: Uncovering the hidden prejudice that shapes what we see, think, and do. New York: Penguin Books. (ISBN: 9780735224957)- This textbook types into the virtual exchange course project and highlights the characteristics needed to work in the CJ system.

Select readings from:
Copes, H and Pogrebin, M.R. (2012). Voices from Criminal Justice: Thinking and Reflecting on the System (1st edition). New York, NY: Routledge (ISBN: 9780415887496). This book provides first hand accounts of CJ professions through a research lens. Students hear about the stories/first hand accounts of professionals.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1   - Know Yourself
Introduction to the course
Self-assessments/ Introduction Biography
Skill sets & characteristics

Week 2   - Resumes, Networking & the Career Connections Center
Getting to know the Career Connections Center/Resumes/LinkedIn & Networking
Navigating Showcase & Networking Practice

Week 3   - Building Experience
Attend Career Showcase*
Building Experience in the Criminology Department and Across Campus
Introduction to our Virtual Exchange Partner

Week 4   - Graduate School
Graduate School: The School Search & Personal Statements—A visit from the CCC
Navigating Graduate School
Work as an Academic

Week 5 - Private Security
Virtual Exchange Discussion 1: Views on Crime Across Nations
Field Exploration Activities with Loss Prevention Research Council
Target's Assets Protection Department

Week 6   - Law Enforcement
Field Exploration Activities with UFPD
FBI Guest Speaker
Civilian Review Panels

Week 7 - Victim Advocacy
Victim Advocacy Field Exploration: Law Enforcement
Victim Advocacy Field Exploration: Courts
Virtual Exchange Discussion 2: Views on Police Across Nations

Week 8 – Legal/Courts System
Exploring the Law School
Assistant State Attorney and Public Defender Guest Speakers
Non-lawyer professions in the courts

Week 9 — The Courts & Building your online presence
Working with children & the law

Exploring the Courts (Meet at Courthouse)
Building your E-portfolio/Video Resumes/Social Media
Virtual Exchange Discussion 3: Views on Police Across Nations
Group Project: Part 1

Week 10 - Corrections
Field Exploration—Jail Tour
State Probation
Field Exploration—Prison Tour
Research in Corrections

Week 11- Forensics & Policy Analysts
The World of Forensics and Policy Analysts
Virtual Exchange Discussion 4: Views on Punishments System Across Nations

Week 12- Job Seeking
Searching for opportunities: Domestic and global opportunities—A visit from the CCC
Writing the Cover Letter

Weeks 13 and 14- Interviewing & presentation skills
How to interview: A CCC Presentation
Panel interviews
Cold Call Interviews with Professionals: An informational interview
Individual interviews

Week 15—Long Term Goals
Planning for the next 2, 5 and 10 years
Group Project: Part 2
Virtual Exchange Discussion 5: Types of Professions in the Justice System Across Nations

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
The course grade breakdown is listed below followed by descriptions of the assignments.
Syllabus Quiz & Introduction Video (@5pts ea.)   10pts   2.5%
Class Participation Assignments x 10 (@10pts ea.) 100pts 25%
Virtual Exchange Project x 6 (@15pts ea.) 90pts   22.5%
Group Project   100pts 25%
E-portfolio 100pts 25%
Total   400pts 100%

Assessments:
Syllabus Quiz and Introduction Video
During the first week of the course, a quiz testing your knowledge of the course syllabus will be made available via canvas. The quiz is open-note/syllabus and is worth five (5) points. You are also required to complete an introduction video introducing yourself to the class during the first week. The introduction video will also serve as a test of video technology we will be using over the semester. Specific instructions for this assignment are located in "Orientation Module" on canvas. The introduction discussion post is worth five (5) points.

Class Participation Assignments

Class assignments (both in class and via the web) are required. The assignments are designed to give students first-hand experience on topics and are intended to promote reading and participation in the class. Assignments will vary in format and may include reflection papers, resume drafts, cover letter drafts, self-biographies, short reflection papers, video resumes, personal statement writing, mock interviews or any other format that the instructor chooses. When necessary, all citations must be in APA format. Each graded participation assignment is worth 10 points.

You cannot make up missed participation assignments. To account for legitimate reasons for missing class (e.g., emergencies, sick days and other legitimate absences as defined by UF's attendance policy – (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) two (2) participation assignments with the lowest grades are dropped at the end of semester. Be sure to obtain documentation for these two absences. If you miss any more than the two 'free' absences, you must provide documentation for all absences or you will receive a "0" for class participation for the additional missed day. For example, if you miss two class periods and you want the third absence excused, you will be required to provide documentation for all three absences.

Virtual Exchange Project
You will participate in a virtual exchange project during the course. The goal of this assessment is to increase students' cultural competence and global awareness of to criminal justice system operations. We will be matched with a university class aboard. During the semester, we will hold several discussion sessions on variety of criminal justice related topics with our partner class. Following each group discussion, you will be required to individually reflect on the experience, and how the perspective gained applies to work within the criminal justice system. The project is worth a total of 90 points (15 points for each component). Please see the course schedule for due dates, as they are varied across the semester.

Group Project
There will be one group project for the course. Your group will work together to write two chapters for our class instructional guide on professions available within the criminal justice system. Through this assignment, students will demonstrate what they have learned about the criminal justice system, and what work inside the justice system looks like by integrating what they have read, observed, and experienced over the semester through this class.

For this assignment, groups will need to outline various professions available within each component of the criminal justice system and peer review chapters submitted by other groups. Within your chapters, you will need to write as if you are lecturing to a class of freshman students at UF who are deciding whether to work in the justice system or not. Specifically, you will need to highlight the skills and attributes necessary for the professions and inform people on how to prepare for these jobs (e.g., relevant experience necessary, setting realistic expectations, etc.) and how to go about searching for these occupations. Your chapters should be an objective presentation on the professions (without personal reflection). Chapters should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. Your group will be graded in part on how effectively you are able to communicate your ideas in written form, so be sure to pay close attention to details such as spelling, grammar, punctuation, APA format, citations, etc. Papers should be four to five pages in length (no more than five pages), double spaced, 12pt New Times Roman font, use APA format, contain in-text citations and have a subsequent reference list. This will require you to be clear and concise in your writing. Your peer reviews should contain detailed and substantive comments. More instructions and rubric to follow. Each group member is expected to participate and contribute equally to the project. The entire assignment is worth 100 points. Please see the course schedule for due dates, as they are varied across the semester.

E-Portfolio
The e-portfolio is the culmination of all items produced over the course of the semester. The e-portfolio will be maintained through the website builder Wix. The e-portfolio is worth 100 points. This will be due on the last day of class— XXX at 11:59pm. Your e-portfolio should contain the following: (1) Your introduction biography, professional headshot, and your contact information along with the link to your completed LinkedIn profile included on your introduction page; (2) Final draft of your resume in your wix portfolio; (3) Final version of your skills acquired tab in wix (five

skills); (4) Final version of your experience tab in wix (three experiences); and (5) Your careers assessment video presentation. Further instructions on what you will need to include in your e-portfolio will be provided on the 2nd week of classes via canvas.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

    Response:
    Dr. Erika Brooke- ejbrooke@ufl.edu; 352-294-7195

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

    Response:
    Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

    Response:
    Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

    Response:
    Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Response:
Yes

Each participation assignment has an individual rubric. Below are the examples of the rubrics utilized:

CCC Review Assignment-CL

Criteria	Ratings		Pts
Proof visit with CCC	**2.0 pts** **Full Marks** Student submits proof of the visit with CCC	**0.0 pts** **No Marks** Student does not submit proof of the visit	2.0 pts
Feedback comments received by CCC	**3.0 pts** **Full Marks** Student submits feedback comments from the CCC	**0.0 pts** **No Marks** Student does not submit feedback comme CCC	3.0 pts
Revised cover letter submitted	**5.0 pts** **Full Marks** Student submits a revised cover letter that address the comments received from the CCC	**0.0 pts** **No Marks** Student does not submit a revised cove address the comments received from th	5.0 pts

Total Points: 10.0

Building Experience Plan

Building Experience Plan

Criteria	Ratings			Pts
Number of Experiences Analyzed	**3.0 to >2.5 pts** **Full Marks** Includes 5 or more experiences	**2.5 to >0 pts** **No Marks** Includes than 5 experiences		3.0 pts
Analysis of Plan	**7.0 to >6.0 pts** **Superior** Provides a detailed analysis of how the experience adds to skill set/resume, future career and outlines a plan of action. Assesses feasibility of plan and set a target date of completion.	**6.0 to >4.0 pts** **Satisfactory** Provides some analysis of how the experience adds to skill set/resume, future career and outlines a plan of action. Mostly assesses feasibility of plan and sets a target date of completion.	**4.0 to >0 pts** **Needs Improvement** Provides little or minimal analysis of how the experience adds to skill set/resume, future career and outlines a plan of action. Did not adequately assess feasibility of plan or set a target date of completion.	7.0 pts

Total Points: 10.0

Online Self Search Activity Rubric

Online Self Search Activity Rubric		
Criteria	**Ratings**	
Visual & Verbal Component Analysis	**2.5 pts** **Full Marks** Student discusses how they use visual and verbal components to build their online presence using examples. They also explain what they can do to boost their online professional presence using examples.	**0.0 pts** **No Marks** Student did not discuss how they use visual and verbal components to build their online presence using examples and/or explain what they can do to boost their online professional presence using examples.
Self Assessment	**5.0 pts** **Full Marks** Student examined what they found online about themselves and assessed the first impression that they create online.	**0.0 pts** **No Marks** Student did not examine what they found online about themselves and/or assess the first impression that they create online.
Online Presence Discussion	**2.5 pts** **Full Marks** Student compares the interfaces of both websites (i.e., Facebook, Instagram, Snapchat, and Linkedin) and the types of information they invite users to provide (e.g., pros and cons). Student also explains the different expectations professional social networking tools and informal social networking tools may have for their users and these differences impact the construction of social media profiles online.	**0.0 pts** **No Marks** Student does not compare the interfaces of both websites (i.e., Facebook, Instagram, Snapchat, and Linkedin) and the types of information they invite users to provide (e.g., pros and cons) and/or student did not explain the different expectations professional social networking tools and informal social networking tools may have for their users and these differences impact the construction of social media profiles online.

Total Points: 10.0

Linkedin Profile Assignment

Linkedin Profile

Criteria	Ratings		
Number of "new" contacts	**2.0 pts** **Full Marks** Includes 10 "new" contacts	**0.0 pts** **No Marks** Includes less than 10 "new" contacts	
Includes a rationale why contact was added to their network	**3.0 to >2.0 pts** **Full Marks** Includes a detailed rationale why contacts were added to their network	**2.0 to >0 pts** **No Marks** Did not includes a clear rationale why contacts were added to their network	
Linkedin page setup	**5.0 to >4.5 pts** **Superior** Linkedin appears professional. Includes a headshot, introduction biography, and detailed employment and education information.	**4.5 to >1.5 pts** **Satisfactory** Linkedin appears mostly professional. Includes a headshot, introduction biography, and employment and education information.	**1.5 to >0 pts** **Needs Improvement** Linkedin appears minimally professional. Does not include all required components, such as a headshot, introduction biography, and employment and education information.

Total Points: 10.0