Syllabus: BEE 415 – Professional Development Seminar

Instructor:
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Course Credits: 1 credit. 50 minute sessions, once per week.

Prerequisites: None

Course Content: This course is designed to help students prepare for their professional career. Students will interact with professionals working in Career Development and Ecological Engineers to learn from their experiences.

Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Speaker</th>
<th>Assignment</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Resume/Cover Letter Writing</td>
<td>Amanda Cordes (Career Development Center)</td>
<td>No assignment, but you are encouraged to have your resume reviewed by Career Services</td>
<td></td>
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</tbody>
</table>
| 2    | Licensure and Professional and ethical responsibility | Bolte                                        | 1) In class: T/F quiz on NPSE Code of Ethics for Engineers.  
2) Licensure Quiz  
Handouts:  
- Fundamentals of Engineering (FE) ENVIRONMENTAL CBT Exam Specifications  
- Fundamentals of Engineering (FE) OTHER DISCIPLINES CBT Exam Specifications | 20  |
| 3    | Interview Skills            | Bolte                                        |                                                                                                | 10  |
| 4    | Interviewing Workshop       | Amanda Cordes (Career Development Center)    | Read Handout: My 30-second infomercial  
HW: Practice your 30-second infomercial and answering other interview questions through Career Services Interview Stream | 10  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Instructor</th>
<th>HW Assignment</th>
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</thead>
<tbody>
<tr>
<td>Oct 19</td>
<td>Fall Career Expo (In lieu of class)</td>
<td>No class</td>
<td>Turn in at least one business card from the Expo. Each business card is worth 3 points, up to a total of 15</td>
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<tr>
<td>Oct 26</td>
<td>Diversity and Difference in the Workplace</td>
<td>TBD</td>
<td>Implicit Bias test</td>
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<tr>
<td>Nov 2</td>
<td>Ethics</td>
<td>Desiree Tullos</td>
<td>HW: Ethics essay. Articulate with clarity an ethical issue that you have encountered and analyze what it has taught you about ethics and yourself. Essay should be 1-2 pages.</td>
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<tr>
<td>Nov 9</td>
<td>Networking &amp; Professional Interactions</td>
<td>Scott Paja (COE Leadership Development)</td>
<td>No assignment</td>
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<tr>
<td>Nov 16</td>
<td>Using Social Media for Professional Development and Networking</td>
<td>Amanda Cordes (Career Development Center)</td>
<td>HW: Set up a LinkedIn populated account</td>
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<tr>
<td>Nov 23</td>
<td>No Class – Thanksgiving Holiday</td>
<td>No assignment</td>
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<tr>
<td>Nov 30</td>
<td>Graduation – now what</td>
<td>Panel of Graduate Students</td>
<td>No assignment</td>
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<tr>
<td>Dec 7</td>
<td>Finals Week – No assignment</td>
<td>No assignment</td>
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<tr>
<td></td>
<td>Total points for assignments</td>
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<td>Course Attendance</td>
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<td></td>
<td>TOTAL</td>
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<td>85</td>
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ABET Course Learning Outcomes

Student Learning Outcomes and Course Learning Objectives

☐ Student Learning Outcome F: "Understanding of Professional & Ethical Responsibility"
  o Course Learning Objective 1.
  o Course Learning Objective 2:

☐ Student Learning Outcome J: "Knowledge of Contemporary Issues"
  o Course Learning Objective 3: Know effective strategies for representing myself to prospective employers through my resume, interview process, and social media.
  o Course Learning Objective 4:

Measurable student learning outcomes and evaluation approach are given in the following table. The letters at the end of each learning outcome are correlated to the ABET requirements for learning outcomes. Student performance will be measured using homework assignments and quizzes.

<table>
<thead>
<tr>
<th>ABET Program Learning Outcome</th>
<th>Student Learning Outcomes</th>
<th>Evaluation of Student Performance</th>
</tr>
</thead>
</table>
| Understanding of professional and ethical responsibilities | 1. Recognize the role of licensing boards and identify licensing options for Ecological Engineers.
2. Identify the codes of conduct that a professional engineer should behave by.
3. Be aware of issues around power, diversity and difference in the workplace, and aware of some of your own implicit biases | 1. Quiz, Homework, self-assessment
2. Quiz, Homework, self-assessment
3. Quiz, Homework, self-assessment |
| Recognition of need to engage in life-long learning | 1. Be aware of issues around power, diversity and difference in the workplace, and aware of some of your own implicit biases
2. Know effective strategies for building and using a professional network.
3. Be aware of opportunities around graduate and continuing education. | 1. Quiz, Homework, self-assessments
2. Quiz, Homework, self-assessments
3. Quiz, Homework, self-assessments |

Evaluation of Student Performance

All assignments must be typed, double-spaced on standard-sized paper (8.5” x 11”) with 1” margins on all sides. You should use a clear font that is highly readable and no larger than 12 pt. Assignments are due at the next class.

This is a professional development class, thus you are expected to conduct yourself as a professional person. For instance, be on time for class, do not leave the class while it is in progress for other than emergencies, turn off cell phones and personal computers, be respectful, and dress appropriately for a professional activity.

>90-100 = A
>80-90 = B
>70-80 = C
>60-70 = D
<= 60 = F

Learning Resources:
Handouts:
- OSU Career Services: http://career.oregonstate.edu/students/handouts

Students with Disabilities:
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Expectations for Student Conduct:
http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf
Speaker Summary Assignment

You will be required to write a speaker summary for each of the industry professional speakers. Please follow the guidelines below for writing your summary. Summaries should be 1-2 pages.

Part I

This section should be an objective, factual summary of the main points covered by the speaker. The summary need not be a verbatim transcript of exactly what the speaker said, but a summary of the main points that might be useful for someone who was not able to attend. Summaries “hit the highlights”, briefly describing the main points of a presentation. They are a concise and condensed version of the original. Some things to consider: job title, organization they work for, how long they have worked in this position, summary of what they do in their job, what projects they have worked on. Be flexible in your summary but be specific and accurate. The style for this section is objective and factual. So sentences should read, "the speaker suggested that . . ." or "Ms. Smith described . . ." rather than "I think that . . ." or "It is my opinion that."

Part II

In this section, answer the following question: If you wanted to pursue the same career that the speaker described, what skills, abilities, and competencies would you need to develop before graduation? During the presentation, the speaker has given you, more or less, a description of the job he or she does. If that job were posted online, what skills, abilities, and knowledge would be included in that job description? Consider what kind of education the speaker has pursued and what licensure he or she has.

Part III

The final section focuses on your personal opinions of the talk. It is less formal and can include phrases like “I thought that.” In this section, describe your response to the talk. Was it interesting? What new ideas did you come away with? Did anything about the speaker’s job surprise you? What projects or stories did you find particularly interesting? Do you think you would be interested in this career? Why or Why not? You don't need to answer these questions specifically; they're included here to suggest ways of thinking about the talk.

Final Project

Find a job that you think you would like to do, even if you are not qualified for it. Prepare a resume and cover letter as if you were applying for this job. You are encouraged to use Career Service’s resume and cover letter review services before turning this assignment in. Career Services offers drop-in hours Monday-Thursday, 1-4pm. Please turn in a copy of the job description, your cover letter, and your resume.