RESOLVED: that the Academic Senate recommend to the President the proposal to offer a Student Professional Development Certificate (an academic credit certificate) be approved.

RATIONALE: Both the BPC and AAC committees have considered the proposal and find it to be academically and fiscally sound.

Distribution List:
President
Provost and VPAA
AVP Academic Programs
BPA Dean

Approved by the Senate April 26, 2018
PROPOSAL: PROFESSIONAL DEVELOPMENT CERTIFICATE  
SPDI Task Force  
C. Commuri, A. Cottrell, M. Evans (Chair), H. McCown, B. Mendiola, T. See, D. Wu

Proposed: Professional Development Certificate  
Certificate Classification: Academic, Professional

Statement of the Problem and Program Rationale

Stakeholder Need. Industry across all sectors of business in Kern County requires young professionals who are not only academically prepared to meet the challenges faced by organizations, but who are prepared with *knowledge, skills, and competence to interact within the workplace environment in a professional manner.*

Student Need. Research shows that soft skills are as correlated with success in the workplace as a high GPA or IQ. Many of our students will benefit from an opportunity to develop these skills. While soft skills often can be absorbed by children growing up in families whose parents are college-educated professionals, over 75 percent of CSUB students are the first in their families to attend college. Many of our students also are first generation Americans who grew up speaking languages other than English in their homes. In many instances, they have no one within their households to discuss academic or career preparation. The curriculum of our K-12 public school system does not fill the gap. Its curriculum pays little attention to soft skills such as self-knowledge, personal effectiveness, interpersonal skills, relationship management, or even common workplace etiquette. A majority of our students are commuters who work more than 20 hours per week during the academic year. Even if they are aware of the importance of soft skills, they are unlikely to have the time to develop these skills without availability of an easily accessible structured program.

Pilot Launched. In light of these needs, the CSUB School of Business and Public Administration’s Outreach Department and its Executive Advisory Council (EAC) launched a pilot initiative in Spring Quarter 2016 to “test the waters.” Members of the EAC graciously volunteered to participate in mentoring sessions and mock interviews in several of BPA’s senior capstone courses. In Fall Semester 2016 and Spring Semester 2017, the career advising modules were repeated in sections of MGMT 3000 and BA 2900. Each pilot had an evaluation component that provided data for continuous improvement and that documented strong support for the activities by both students and community professionals. Taken together, these pilots involved more than 300 students and resulted in 75 volunteer-events by community leaders. The final pilot module, scheduled for Spring 2017, will involve an additional 116 students and 25 volunteer interviewers, bringing the total pilot impact to 100 volunteer commitments positively impacting more than 400 students.

Student Professional Development Initiative (SPDI) Task Force. Given the encouraging pilot program, Interim Dean John Stark formed a Task Force in late Spring 2016 and charged it to
build out the pilot activities into a comprehensive Student Professional Development Certificate to be submitted to the faculty and BPA stakeholders for consideration.

The SPDI Task Force has completed its assignment and forwards this Professional Development Certificate Proposal to the School of Business and Public Administration and its stakeholders for consideration. The CSU has embarked on a major initiative focusing on improving retention and graduation. We firmly believe programs such as this clearly provide students with the focus, motivation, and mentoring resources to complete their studies and effectively launch a career.

Program Design and Implementation Principles

1) The certificate program shall develop the soft skills of BPA students and provide them with opportunities to be mentored by community professionals.

2) The certificate program shall be approved in accordance with the CSUB Academic Senate’s Policy on Academic Credit Certificates, officially conferred by CSUB, and posted to transcripts.

3) As an academic certificate program, the certificate’s outcomes assessment and continuous improvement shall be under the authority of a Program Committee overseen by BPA’s Assessment Review and Curriculum Committee. The Program Committee shall include representation for community stakeholders, participating undergraduate degree programs, BPA Academic Advising & Student Services, and BPA Outreach.

4) The program shall be widely accessible to motivated students, yet sufficiently rigorous in its admission and completion requirements to be used by employers as a quality filter and by students as a quality signal. Admission shall require completion of selected coursework and a minimum GPA, while conferment of the certificate shall require completion of all baccalaureate degree requirements and maintenance of a minimum GPA.

5) A portion of the certificate shall be embedded in courses meeting degree requirements (“touchpoints”) to: (a) ensure all BPA students have access to some experiences that improve soft skills and career preparation (b) provide a platform to encourage BPA majors to further invest in soft skills development via completion of the certificate program, and (c) streamline delivery of the program.

6) The certificate shall require voluntary components in addition to those that are embedded in required courses.

7) The voluntary components shall be embedded or documented in one-unit elective courses to: (a) ensure all requirements are posted to transcripts, (b) facilitate monitoring of progress and conferring of certificates, (c) enable roadmaps to be developed that facilitate certificate completion, and (d) generate enrollment-related instructional resources to partially support the program.

8) Activities requiring participation of community volunteers shall be embedded in the voluntary one-unit courses to: (a) limit the community resources that must be marshalled and (b) limit community engagement by students to those students admitted to and participating in the program.
9) Transfer students shall be able to complete all certificate requirements in two years, but there should be opportunities to work with CSUB freshman and sophomores more intensively.

10) To effectively manage learning outcome documentation and coordinate experiential components (e.g., career advising and mentoring, mock interviews, job shadowing, internships), the program shall be overseen by a full-time staff professional. Ideally, the sole duties of this position shall consist of certificate program administration, development of internships and other workplace experiences for BPA majors, and related services.

11) An active steering committee (BPA alumni, EAC and other advisory committee members, HR professionals, etc.) will be engaged to recruit enough community volunteers (career mentoring, mock interviews, workplace experiences) to accommodate all the participating students. Ideally, the program also will provide avenues for students in the Human Resource Management concentration to develop and contribute their expertise.

12) Program requirements shall be flexible enough to accommodate modifications and substitutions for specific BSBA concentrations and BPA majors. Majors and concentrations can: (a) offer dedicated sessions of one-unit seminars for their program with approval of the Program Committee and (b) submit curriculum proposals (i.e., course and assignment) to the Program Committee for meeting a required program outcome through alternative means.

**Certificate Program Admission Requirements**

1) Declared major in the School of Business and Public Administration
2) Completion of BA 2900, ECON 2900, or ERM 2900 with documentation of learning outcomes covered in those courses (see below)
3) Completion of at least 24 semester units with cumulative GPA of at least 2.75.
4) Completed Application Form
5) Statement of Interest

**Program Learning Goals**

The certificate recipient will:

1) Develop **self-knowledge** as an anchor for personal and professional development.
2) Develop **personal effectiveness** skills relating to self-management, social awareness, and relationship management.
3) Experience **engagement** and **network** by participating in campus, community, and professional organizations and activities.
4) Complete **career exploration** activities and participate in career-relevant **workplace experiences**. And,
5) Prepare and apply for **professional employment**.
**Program Touch Points (Embedment or Documentation of Outcomes)**

1) 2900: Intro to the Major (BA 2900, Econ 2900, ERM 2900)  
2) 3008: Junior Year Diversity Requirement (BA 3008, Econ 3008)  
3) 4510: Managerial Economics (Econ 4510)  
4) 3710: Junior-level one-unit course (BA 3710, both semesters)  
5) 4720: Senior-level one-unit course (BA 4720, Fall Semester)  
6) 4730: Senior-level one-unit course (BA 4730, Spring Semester)  
7) 4908: Capstone Requirement (BA 4908, Econ 4908, ERM 4908, PPA 4908)

**Program Prerequisite Outcomes**

Professional Certificate requirements are comprised exclusively of upper division courses. The prerequisite for the Professional Development certificate includes completion of a section of BA 2900, ECON 2900, or ERM 2900 in which assignments are completed that successfully demonstrate the following competencies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal</th>
<th>Outcome</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2900</td>
<td>Self-Knowledge</td>
<td>Identify strengths</td>
<td>StrengthsFinder2.0 diagnostic, development plan, reflection</td>
</tr>
<tr>
<td>2900</td>
<td>Self-Knowledge</td>
<td>Identify values, goals, passions</td>
<td>Personal Mission Statement or Passion Statement</td>
</tr>
<tr>
<td>2900</td>
<td>Personal effectiveness</td>
<td>Proactively taking responsibility</td>
<td>Taking responsibility dialogue or addressing obstacles assignment</td>
</tr>
<tr>
<td>2900</td>
<td>Personal effectiveness</td>
<td>Effectively manage time</td>
<td>Scheduling time for important, nonurgent tasks, reflection</td>
</tr>
<tr>
<td>2900</td>
<td>Engagement</td>
<td>Video or presentation</td>
<td>Elevator Pitch</td>
</tr>
<tr>
<td>2900</td>
<td>Career exploration</td>
<td>Academic plan, roadmap</td>
<td>Explore, align career interests with finalized academic plan</td>
</tr>
<tr>
<td>2900</td>
<td>Employment</td>
<td>RunnerLink profile</td>
<td>Create profile; review best practices (resumes, cover letters, interviews)</td>
</tr>
<tr>
<td>2900</td>
<td>Employment</td>
<td>LinkedIn profile</td>
<td>Create profile in accordance with best practices</td>
</tr>
<tr>
<td>2900</td>
<td>Employment</td>
<td>Resume and cover letter</td>
<td>Upload versions aligning with best practices to RunnerLink</td>
</tr>
</tbody>
</table>
**Program Outcome Requirements**

- Completion of all Bachelor’s degree requirements for a BPA major with a CSUB GPA of at least 2.75.
- Completion of the following activities (or an approved equivalent) at a level that demonstrates the competencies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal</th>
<th>Outcome</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3008</td>
<td>Personal effectiveness</td>
<td>Understand &amp; appreciate diversity</td>
<td>Reflective assignment addressing JYDR diversity objectives</td>
</tr>
<tr>
<td>4510</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Industry analysis</td>
<td>Analyze industry aligning with career interests (IBISWorld)</td>
</tr>
<tr>
<td>4510</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Occupational analysis</td>
<td>Analyze occupation aligning with career interests</td>
</tr>
<tr>
<td>3710</td>
<td>Personal effectiveness</td>
<td>Stress management</td>
<td>Workshop or equivalent, reflection</td>
</tr>
<tr>
<td>3710</td>
<td>Engagement</td>
<td>Participation</td>
<td>Campus or community organization (10 hours)</td>
</tr>
<tr>
<td>3710</td>
<td>Engagement</td>
<td>Service</td>
<td>Campus or community service (10 hours)</td>
</tr>
<tr>
<td>3710</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Career advising &amp; mentoring</td>
<td>Career advising from mentor, reflection</td>
</tr>
<tr>
<td>3710</td>
<td>Employment</td>
<td>Update application file</td>
<td>Update LinkedIn, RunnerLink profiles &amp; elevator pitch (2)</td>
</tr>
<tr>
<td>4720</td>
<td>Personal Effectiveness</td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence 2.0 diagnostic, skills development, reflection paper</td>
</tr>
<tr>
<td>4720</td>
<td>Employment</td>
<td>Mock interview</td>
<td>Mock interview with community professional; reflection</td>
</tr>
<tr>
<td>4720</td>
<td>Career exploration &amp; workplace experiences</td>
<td>Exposure to work environment</td>
<td>Internship, job shadowing, etc.</td>
</tr>
<tr>
<td>4720</td>
<td>Engagement</td>
<td>Participation or Service</td>
<td>Campus or community (10 hours)</td>
</tr>
<tr>
<td>4730</td>
<td>Personal effectiveness</td>
<td>Professional etiquette</td>
<td>Etiquette modules (networking, dining, meetings, communications, image), possibly graduation dinner</td>
</tr>
<tr>
<td>4730</td>
<td>Personal effectiveness</td>
<td>Teamwork</td>
<td>Workshops (team leadership, effective participation), reflection</td>
</tr>
<tr>
<td>4730</td>
<td>Employment</td>
<td>Job search</td>
<td>Comprehensive job search &amp; applications</td>
</tr>
<tr>
<td>4908</td>
<td>Employment</td>
<td>Update application file</td>
<td>Update resume, cover letter (2)</td>
</tr>
</tbody>
</table>
New Course Proposals

BA 3710. Professional Development Skills: I (1 unit).
Seminar on professional development topics and skills. Requirements include: (1) updating of resume, cover letter, LinkedIn and RunnerLink profiles, and elevator pitch; (2) at least 10 hours documented participation in an approved campus or community organization; (3) at least 10 hours of approved volunteer service for the campus or a community nonprofit organization; (4) participation in an approved career advising or mentoring activity; (5) demonstration of knowledge and skills relating to stress management; and (6) accompanying reflection assignments. Prerequisite: admission to Professional Development certificate program.

BA 4720. Professional Development Skills II (1 unit).
Seminar on professional development topics and skills. Requirements include: (1) Completion of emotional intelligence diagnostic and skills development exercises; (2) participation in mock interview; (3) At least 10 hours participation in campus or community organization or volunteer service; (4) approved activity consisting of at least 10 hours exposure to the work environment (e.g., job shadowing, internship); and (5) accompanying reflection assignments. Prerequisite or co-requisite: BA 3710.

BA 4730. Professional Development Skills III (1 unit).
Seminar on professional development topics and skills. Requirements include: (1) professional etiquette workshops or activities relating to networking, meetings, communications, dining, and image; (2) demonstration of knowledge and skills relating to effective teamwork; (3) effective, comprehensive job search; and (4) accompanying reflection assignments.
Prerequisite: BA 3710. Prerequisite or co-requisite: BA 4720.
BA 3710, Professional Development Skills I
California State University, Bakersfield
_________Semester 20____

Instructor:          Office Hours:
Office Location:    Course Meetings:
Email and Phone:    Course Location:

BA 3710. PROFESSIONAL DEVELOPMENT SKILLS I (1 semester unit)
Seminar on professional development topics and skills. Requirements include: (1) updating of
resume, cover letter, LinkedIn and RunnerLink profiles, and elevator pitch; (2) at least 10 hours
documented participation in an approved campus or community organization; (3) at least 10
hours of approved volunteer service for the campus or a community nonprofit organization; (4)
participation in an approved career advising and mentoring activity; (5) demonstration of
knowledge and skills relating to stress management; and (6) accompanying reflection
assignments. Prerequisite: admission to Professional Development certificate program

Textbook and Course Materials
Varies with instructor

Professional Development Certificate: Rationale

Research shows that soft skills are as highly correlated (if not more correlated) with success in
the workplace as IQ or GPA. For this reason, the School of Business & Public Administration
offers Professional Development Certificate for its majors to earn alongside their Bachelor’s
degrees. BPA’s faculty and community advisory boards anticipate that this Certificate will have
value to students in the job market.

Certificate Program Learning Goals (PLG) and Objectives (PLO)
The Certificate has five goals (PLGs). Students completing the certificate program will:
1. Develop self-knowledge
2. Develop personal effectiveness skills
3. Experience engagement through campus, community, and professional networking
4. Complete career exploration activities and participate in workplace experiences
5. Prepare for employment

Specifically, students will demonstrate these program learning objectives (PLOs) in the course:
1. Prepare for employment by presenting an effective resume and cover letter.
2. Prepare for employment by presenting effective RunnerLink and LinkedIn profiles.
3. Prepare for employment by presenting an effective elevator pitch.
4. Engage by actively participate in a campus or community organization.
5. Engage by providing volunteer service to the campus or a community organization.
6. Develop self-knowledge and prepare for employment via a career advising session with a community mentor. And,
7. Develop personal effectiveness by demonstrating knowledge and skills relating to stress management

**Blackboard and Course Communication**

Course materials will be available on the “BA 3710” Blackboard course site (e.g., syllabus, course calendar, handouts, assignments, assignment due dates). Check for course announcements outside of class via the Announcements tool in Blackboard. For the most part, assignments are to be turned in by uploading them via the Assignments tool or using the Discussion Board tool in Blackboard. Use the Blackboard Message tool to contact me and not the Email tool, which sends email to my CSUB account. I more efficiently use my time if I can keep all course communications in one place (i.e., Blackboard). However, you may email my CSUB account if your communication is time sensitive and I have not responded in 24 hours. Feel free to visit me in my office, especially during office hours or by appointment. You also will be using the “Professional Development Certificate” Blackboard site for this course. This website contains valuable resources and tracks your progress in meeting certificate requirements.

**Course Procedures and Organization**

This is a one-unit seminar. As such, it requires 750 contact minutes. Rather than meeting 50 minutes per week for 15 sessions, we will be meeting 75 minutes for 10 sessions. See the Calendar below for meeting dates. Schedule changes, if any, will be announced in class and Blackboard.

**Course Grading and Assignments**

You must attend class regularly and satisfactorily complete all the assignments to receive credit for the course. If you do the assignments and miss no more than two class sessions, you will receive credit (CR) for the course. The assignments and their relationship to Certificate Program Goals (PLG) and Objectives (PLO) are as follows:

<table>
<thead>
<tr>
<th>PLG</th>
<th>PLO</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>Update &amp; present resume and cover letter</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Update &amp; present RunnerLink and LinkedIn profiles</td>
</tr>
<tr>
<td>1,5</td>
<td>3</td>
<td>Update &amp; present elevator pitch</td>
</tr>
<tr>
<td>3,4</td>
<td>4</td>
<td>Engagement and networking on campus or in a community organization (≥10 hrs)</td>
</tr>
<tr>
<td>1,3</td>
<td>5</td>
<td>Campus or community service</td>
</tr>
<tr>
<td>1,4</td>
<td>6</td>
<td>Complete a career advising interview</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Demonstrate stress management knowledge and skills</td>
</tr>
</tbody>
</table>

**Academic Honesty**
Students are expected to do all assigned work without unauthorized assistance. CSUB policy requires that instructors: (1) refer possible violations (with evidence) to the Office of Student Rights and Responsibilities for investigation and possible disciplinary action and (2) impose a grade penalty deemed appropriate, which includes possibly assigning a final grade of F. Campus policy on academic honesty can be found by doing a word search for "academic integrity" in the online CSUB Catalog.

**Accommodations for Students with Disabilities**
The mission of the Services for Students with Disabilities Office (SSD) is to provide support services that will enable every student, regardless of disability, to have access to a university education. Students who think they may have a disability should contact the SSD Office in SA 140 to apply for services. SSD evaluates the application and recommends appropriate accommodations for the disabilities that it certifies. I follow all SSD recommendations.

**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Certificate Program and Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Proposed Networking, Engagement, Volunteer Activities</td>
</tr>
<tr>
<td>3</td>
<td>Best Practices &amp; Updates: Resumes and Cover Letters</td>
</tr>
<tr>
<td>4</td>
<td>Best Practices &amp; Updates: Elevator Pitches and Interviews</td>
</tr>
<tr>
<td>5</td>
<td>Prepare for Career Advising Session with Mentors</td>
</tr>
<tr>
<td>6</td>
<td>Best Practices &amp; Updates: LinkedIn and RunnerLink Profiles</td>
</tr>
<tr>
<td>7</td>
<td>Stress Management</td>
</tr>
<tr>
<td>8</td>
<td>Stress Management</td>
</tr>
<tr>
<td>14</td>
<td>Reflection on Networking &amp; Engagement Activities</td>
</tr>
<tr>
<td>15</td>
<td>Reflection on Campus/Community Volunteer Service</td>
</tr>
<tr>
<td>Final</td>
<td>Elevator Pitch</td>
</tr>
<tr>
<td></td>
<td>Submit Documentation of Completed Assignments and Competencies</td>
</tr>
</tbody>
</table>
BA 4720, Professional Development Skills II  
California State University, Bakersfield  
__________Semester 20____

Instructor:  
Office Location:  
Email and Phone:  
Office Hours:  
Course Meetings:  
Course Location:

BA 4720. PROFESSIONAL DEVELOPMENT SKILLS II (1 semester unit)  
Seminar on professional development topics and skills. Requirements include: (1) completion of 
emotional intelligence diagnostic and skills development exercises; (2) participation in mock 
interview; (3) at least 10 hours of participation in campus or community organization or 
volunteer service; (4) approved activity consisting of at least 10 hours of exposure to the work 
environment (e.g., job shadowing, internship); and (5) accompanying reflection assignments.  
Prerequisite or co-requisite: BA 3710.

Textbook and Course Materials


Professional Development Certificate: Rationale

Research shows that soft skills are as highly correlated (if not more correlated) with success in 
the workplace as IQ or GPA. For this reason, the School of Business & Public Administration 
offers Professional Development Certificate for its majors to earn alongside their Bachelor’s 
degrees. BPA’s faculty and community advisory boards anticipate that this Certificate will have 
value to students in the job market.

Certificate Program Learning Goals (PLG) and Objectives (PLO)

The Certificate has five goals (PLGs). Students completing the certificate program will:

6. Develop self-knowledge  
7. Develop personal effectiveness skills  
8. Experience engagement through campus, community, and professional networking  
9. Complete career exploration activities and participate in workplace experiences  
10. Prepare for employment

Specifically, students will demonstrate these program learning objectives (PLOs) in the course:  
8. Develop personal effectiveness by completing an emotional intelligence diagnostic and 
    by developing and carrying out a related skills development program.  
9. Prepare for employment by completing a mock interview.  
10. Engage by actively participate in a campus or community organization or by providing 
    volunteer services to the campus or a community organization. And,
11. Participate in career exploration and work experiences by proposing and carrying out an approved workplace experience.

**Blackboard and Course Communication**
Course materials will be available on the “BA 4720” Blackboard course site (e.g., syllabus, course calendar, handouts, assignments, assignment due dates). Check for course announcements outside of class via the Announcements tool in Blackboard. For the most part, assignments are to be turned in by uploading them via the Assignments tool or using the Discussion Board tool in Blackboard. Use the Blackboard Message tool to contact me and not the Email tool, which sends email to my CSUB account. I more efficiently use my time if I can keep all course communications in one place (i.e., Blackboard). However, you may email my CSUB account if your communication is time sensitive and I have not responded in 24 hours. Feel free to visit me in my office, especially during office hours or by appointment. You also will be using the “Professional Development Certificate” Blackboard site for this course. This website contains valuable resources and tracks your progress in meeting certificate requirements.

**Course Procedures and Organization**
This is a one-unit seminar. As such, it requires 750 contact minutes. Rather than meeting 50 minutes per week for 15 sessions, we will be meeting 75 minutes for 10 sessions. See the Calendar below for meeting dates. Schedule changes, if any, will be announced in class and Blackboard.

**Course Grading and Assignments**
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<thead>
<tr>
<th>PLG</th>
<th>PLO</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>Complete emotional intelligence diagnostic and use it to plan and carry out skills development program</td>
</tr>
<tr>
<td>4,5</td>
<td>2</td>
<td>Prepare for and carry out a mock interview</td>
</tr>
<tr>
<td>3,4</td>
<td>3</td>
<td>Participate in an organization or volunteer activity (≥ 10 hours)</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Propose and carry out an approved workplace experience (≥ 10 hours)</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>1</td>
<td>Certificate Program and Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Best practices: Interviewing</td>
</tr>
<tr>
<td>3</td>
<td>Prepare for mock interview</td>
</tr>
<tr>
<td>4</td>
<td>Emotional Intelligence: self-awareness</td>
</tr>
<tr>
<td>5</td>
<td>Emotional Intelligence: self-management</td>
</tr>
<tr>
<td>6</td>
<td>Emotional Intelligence: social awareness</td>
</tr>
<tr>
<td>7</td>
<td>Emotional Intelligence: relationship management</td>
</tr>
<tr>
<td>13</td>
<td>Reflection: mock interviews</td>
</tr>
<tr>
<td>14</td>
<td>Reflection: engaging in organizations or volunteer service</td>
</tr>
<tr>
<td>15</td>
<td>Reflection: workplace experiences</td>
</tr>
<tr>
<td>Final</td>
<td>Submit Documentation of completed assignments and competencies</td>
</tr>
</tbody>
</table>
BA 4730. PROFESSIONAL DEVELOPMENT SKILLS III (1 semester unit)
Seminar on professional development topics and skills. Requirements include: (1) professional
etiquette workshops or activities relating to networking, meetings, communications, dining,
and image; (2) demonstration of knowledge and skills relating to effective teamwork; (3)
effective, comprehensive job search; and (4) accompanying reflection assignments.
Prerequisite: BA 3710. Prerequisite or co-requisite: BA 4720.

Textbook and Course Materials
Varies with instructor

Professional Development Certificate: Rationale
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the workplace as IQ or GPA. For this reason, the School of Business & Public Administration
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Certificate Program Learning Goals (PLG) and Objectives (PLO)
The Certificate has five goals (PLGs). Students completing the certificate program will:
  11. Develop self-knowledge
  12. Develop personal effectiveness skills
  13. Experience engagement through campus, community, and professional networking
  14. Complete career exploration activities and participate in workplace experiences
  15. Prepare for employment

Specifically, students will demonstrate these program learning objectives (PLOs) in the course:
  12. Develop personal effectiveness skills relating to various dimensions of professional
etiquette.
  13. Develop personal effectiveness skills relating to participation in and leadership of teams.
  14. Prepare for employment by carrying out an effective job search.

Blackboard and Course Communication
Course materials will be available on the “BA 4730” Blackboard course site (e.g., syllabus, course calendar, handouts, assignments, assignment due dates). Check for course announcements outside of class via the Announcements tool in Blackboard. For the most part, assignments are to be turned in by uploading them via the Assignments tool or using the Discussion Board tool in Blackboard. Use the Blackboard Message tool to contact me and not the Email tool, which sends email to my CSUB account. I more efficiently use my time if I can keep all course communications in one place (i.e., Blackboard). However, you may email my CSUB account if your communication is time sensitive and I have not responded in 24 hours. Feel free to visit me in my office, especially during office hours or by appointment. You also will be using the “Professional Development Certificate” Blackboard site for this course. This website contains valuable resources and tracks your progress in meeting certificate requirements.

Course Procedures and Organization

This is a one-unit seminar. As such, it requires 750 contact minutes. Rather than meeting 50 minutes per week for 15 sessions, we will be meeting 75 minutes for 10 sessions. See the Calendar below for meeting dates. Schedule changes, if any, will be announced in class and Blackboard.

Course Grading and Assignments

You must attend class regularly and satisfactorily complete all the assignments to receive credit for the course. If you do the assignments and miss no more than two class sessions, you will receive credit (CR) for the course. The assignments and their relationship to Certificate Program Goals (PLG) and Objectives (PLO) are as follows:

<table>
<thead>
<tr>
<th>PLG</th>
<th>PLO</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>Complete activities and assignments demonstrating professional etiquette knowledge and skills.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Complete activities and assignments demonstrating knowledge and skills relating to effectively contributing to and leading teams.</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Carry out an effective job search</td>
</tr>
</tbody>
</table>

Academic Honesty

Students are expected to do all assigned work without unauthorized assistance. CSUB policy requires that instructors: (1) refer possible violations (with evidence) to the Office of Student Rights and Responsibilities for investigation and possible disciplinary action and (2) impose a grade penalty deemed appropriate, which includes possibly assigning a final grade of F. Campus policy on academic honesty can be found by doing a word search for "academic integrity" in the online CSUB Catalog.

Accommodations for Students with Disabilities

The mission of the Services for Students with Disabilities Office (SSD) is to provide support services that will enable every student, regardless of disability, to have access to a university
education. Students who think they may have a disability should contact the SSD Office in SA 140 to apply for services. SSD evaluates the application and recommends appropriate accommodations for the disabilities that it certifies. I follow all SSD recommendations.

**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Certificate Program and Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Job search preparation</td>
</tr>
<tr>
<td>3</td>
<td>Job search preparation</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork: effective contribution</td>
</tr>
<tr>
<td>5</td>
<td>Teamwork: leadership</td>
</tr>
<tr>
<td>6</td>
<td>Professional Etiquette: networking</td>
</tr>
<tr>
<td>7</td>
<td>Professional Etiquette: communications and image</td>
</tr>
<tr>
<td>8</td>
<td>Professional Etiquette: meetings</td>
</tr>
<tr>
<td>9</td>
<td>Professional Etiquette: dining</td>
</tr>
<tr>
<td>10</td>
<td>Reflection: certificate program</td>
</tr>
<tr>
<td>15</td>
<td>Certificate Graduation / Celebration activity</td>
</tr>
</tbody>
</table>
**Resource Requirements**

The certificate program prerequisite (BA 2900, ECN 2900, or ERM 2900) is regularly offered and will not require additional resources. Three one-unit seminars are required. While enrollment will cover instructional cost for the instructor of record, each of these seminars embeds a component requiring significant engagement with employers: (1) career advising and mentoring sessions in BA 3710, (2) mock interviews and an experiential workplace component in BA 4720, and (3) job search in BA 4730.

The program will require a staff person to coordinate record keeping. Its success will be greater if resources are devoted to actively networking in the community to secure internship agreements. BPA will need to re-deploy current resources to achieve efficiencies in order to fully support the program.

The program is structured to enable the Dean’s Office and University Advancement to package individual activities and modules as prospectuses for enhancement and upgrading through external sponsorships (e.g., workshops offered by outside experts in specific areas, graduation dinner).

**Catalog Copy (2016-2018 Catalog)**

**Page 79**  
OTHER ACADEMIC PROGRAMS  
Undergraduate Certificate Programs  
School of Business and Public Administration  
*Alphabetically add “Certificate in Professional Development” to the list (between “Certificate in Accounting” and “Certificate in Public Administration”)*

**Page 105**  
SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION  
*Add the following section between “Graduate Degree Programs” and “Affiliated Organizations”*

**Professional Development Certificate Program**  
The School of Business and Public Administration offers an interdepartmental Certificate in Professional Development to prepare its graduates for professional success by building knowledge and skills in these areas: (1) self-knowledge, (2) personal effectiveness, (3) engagement and networking, (4) career exploration and workplace experiences, and (5) effective job search. Admission requirements: (1) 24 semester hours completed with a GPA of 2.75 or higher; (2) BA 2900, ECON 2900, or ERM 2900; (3) completed application form and statement of interest. Certificate requirements: BA 3008 or ECON 3008; ECON 4510; BA 3710, 4720, and 4730; BA 4908, ECON 4908, ERM 4908, or PPA 4908; and completion of all requirements for the Bachelor’s degree. See your academic advisor for information.