

Department of Automotive Technology
4 Year Automotive Technology Programs
Student Handbook

BST - Bachelors of Science in Automotive Technology:

Service Management & Marketing Option
Manufacturing Management Option
Diesel and Heavy Equipment Option
Collision Repair and Insurance Management Option
Automotive Mechanical Design Option
Automotive Technical Option

BAS – Bachelors of Applied Science in Technology:

Automotive Power Mechanics Emphasis
Diesel and Heavy Equipment Emphasis
Collision Repair and Insurance Management Option
Caterpillar Think BIGGER Option

<http://www.pittstate.edu/autotech>

Table of Contents

Introduction	3
What does a BST/BAS degree provide a graduate?.....	4
Interacting with a Potential Employer	4
Professionalism and Attentiveness.....	4
Look the employer in the eye	5
Appearance	5
Resumes (Do's and Don'ts)	5
Know your Competition	7
Persistent Pursuit of the Career.....	7
Mock Interview	8
Distinguishable Attributes	8
Important Events	9
AOD	10
BAS/Transfer Student Information Session	13
Career Fairs	16
Company Day	16
Information Sessions.....	16
Advisement	17
Internships	18
Scholarships	20
Senior Capstone Portfolio	Error! Bookmark not defined.
ASE exams	34
Sample of Job Interview Questions	38

Introduction

This manual has been written to assist you to achieve a rewarding career in the appropriate industrial career (automotive sales and service, collision, and/or diesel) while you earn your bachelor degree from the Department of Automotive Technology. If you have further questions that this manual cannot answer, then please consult your advisor. It is important to appreciate that your academic advisor is not only here to assist you in staying on track academically, but more importantly is your career coach that can greatly enhance your chances of achieving your career goals. Please allow your “career coach” to mentor you so that you can achieve your career aspirations. Note that what you are doing today will influence what you become tomorrow. Students who choose to chart their own path without the assistance of their advisors not only forfeit years of industrial and academic experience, but they also put future industrial relationships at risk. The BST/BAS programs strive to assist each student in becoming all they can be in industry, and also provide improved opportunities for the future BST/BAS students. Employers often make key choices about returning to campus to recruit students based upon the results they receive interacting with current PSU students. Therefore, please help us pave the way for future generations of PSU BST/BAS graduates.

Sincerely,

Dr. John Thompson, Ed.D
Program Manager
School of Automotive and Engineering Technology
Pittsburg State University

What does a BST/BAS degree provide a graduate?

The BAS/BST degree provides students the potential opportunity to interview for an entry level management position in an automotive, collision, or diesel. Depending upon student interests, student degree emphasis/option, student GPA and timing (job availability) will determine the chances for obtaining an internship interview or an interview for a full time position.

It is important to understand that the “completed degree,” “resume” and/or “student interaction” with an employer will highly influence an employer’s decision to offer a student an interview. Although many employers set entry level parameters that must be met (such as minimum GPA) before an interview can be extended to a candidate, there are many other things that can enhance or detract a student’s opportunity to score an interview.

Interacting with a Potential Employer

Some students have made the mistake of thinking that the only time they are actually being interviewed for an internship position or full time position is during the job interview. Please note that anytime you communicate [in person, on the phone, electronically (email)] with a company representative that you are actually being evaluated. Casual conversations with employers are not casual; in fact these conversations can be just as critical as the official job interview. Employers will supplement their decision making process with any additional piece of information they can glean from you to better enable them to make the decision to interview and or to offer the job position. The employer wants to be sure that the candidate is the right fit, and therefore will use any opportunity they can obtain with the candidate to assist their decision to hire.

Professionalism and Attentiveness

Employers are not looking for candidates that are too casual or unprofessional. Employers are looking for traits that are consistent with their company’s image and customer expectations. Students have lost opportunities because they were too laid back, as well as too uptight and nervous. Employers are looking for persons that can communicate effectively one on one in a professional and attentive manner.

Arrogance, Egocentric, and Self-Absorbed

Students are often coached to sell themselves when communicating with an employer, and some students do indeed have the problem of being unable to sell themselves because they are too humble or feel uncomfortable to say good things about themselves to the employer. Although this is very important and employers must hear this vital information, it is equally important to understand that it must be communicated in a non-arrogant fashion to insure the employer that the student is not self-absorbed. One employer explained to the College of Technology’s advisory board by stating, when his company reads a cover letter, they look at the ratio of two groups of words. The first group of words contain: “I” “my” “me” “mine” and the second group of words contain: “our” “we” and “us”. This employer stated that his company actually counts the number of words found in a cover letter and places the two word counts into a ratio. If the I, me, my, and mine word ratio is greater than 1 or 1.5 for every word such as: “our” “we” and “us,” then they consider that individual too self absorbed. In other words, when bragging on your accomplishments do it in such a way that you were part of a successful team. If you can show consistently that you have been part of successful teams, then that notion communicates to

an employer that your “equity as a team player” is more valuable than just a person who is arrogant, or is a poor team player, or is self-absorbed with themselves.

Look the employer in the eye

Many students have made the costly mistake of avoiding eye contact with an employer. Students might have various reasons for making this mistake: nervous, uncomfortable, or having trouble concentrating. Employers view this behavior as suspect. The employers tend to interpret lack of eye contact as: student is trying to hide something, student is unprepared, student does not have an answer, or the student is avoiding the truth. All employers are looking for graduates who can be effective communicators, rather than a person staring at the ceiling. Do not make the costly mistake of avoiding eye contact, because it practically guarantees a failed interview. When a student can look an employer in the eye and give them a genuine answer then the employer believes they have a better chance of correctly assessing the student’s future behaviors. The employer is trying to gauge or assess how the graduate will perform over the next several years, and the 45 minute interview is their chance to determine how the student can effectively communicate.

Appearance

Each employer has their own standard for dress and appearance. It is your responsibility to determine what that standard is, especially before the interview. When in doubt, always dress to a higher standard than expected. For example, if a student has investigated company “XYZ” and was unsuccessful in determining the standard business attire for everyday of work, then the student should wear a suit and tie into the interview. If the interviewer persists in you being relaxed and asks you to remove your suit coat and tie, then that is much easier than interviewing with an industry representative who is dressed to a higher standard than yourself.

What are some common mistakes that we have heard from employers?

- Wearing tennis shoes with their suit
- Student not brushing his teeth
- Suit out-dated
- Clothes not ironed
- Shoes not polished
- Hair was a mess

Consider the fact that you are pursuing a bachelor’s degree in an Automotive Management program. If you are unwilling to purchase a suit that can be used for interviewing, then you should strongly consider changing majors. Our major is probably not the right program for you.

Resumes (Do’s and Don’ts)

Resumes are the entrance ticket to a job interview. Often times this is the only face an employer may see prior to deciding to offer an interview or not grant an interview. Therefore it is critical that you assemble the best possible resume to position yourself ahead of the next candidate. In a recent BST/BAS advisory board meeting, industry representatives were asked to provide a list of

“Do’s “ and “Don’ts” that students could follow when building their resume. The list is presented below:

Do’s

- Do list GPA even if it is below 2.8, because industry must request the GPA anyway. It is also okay to list the major GPA in addition to the overall major cumulative GPA
- Do keep the resume limited to 1 page especially if the student has limited experience. Absolutely no more than 2 pages
- Do provide a well written objective
- List work accomplishments, rather than simply list tools (for example experience in software X, Y, or Z)
- Do follow a standard resume format
- Do use correct spelling and grammar
- Do use a quality paper. Color is not as important as the quality. White paper is fine.
- Do submit a thank you letter after an interview
- Do provide contact information and make sure it is correct and use a professional email address
- Do write a short and concise resume. Write to the point.
- Do provide date of graduation

Do Not’s

- Do not state “References upon request” because all students should already be prepared to submit a list of professional references (do not use personal references)
- Do not give a resume that contains a specific objective to work for company A to a different potential employer “company B”
- Do not ramble
- Do not fluff up the resume, it will be obvious to the employer that the student is trying to cover up a lack of something (skill/experience)
- Do not include irrelevant experience
- Do not submit a resume that has been photo copied onto a cheap piece of paper
- Do not submit a resume that is printed crooked on the paper (due to a poor printer feed)
- Do not give a cover letter with the resume (at AOD, career fair or at information sessions)
- Do not include date of birth

Know your Competition

Consider the other candidates that are pursuing the same internship and full time job offer that you are pursuing. You will simply not be competing against your fellow classmates at PSU, but you very well might be competing against candidates from Division I Universities (research institutions) with engineering degrees. Some of the schools may only admit students with very high ACTs/SATs. Therefore it is essential to plan and tailor your resume and interview responses to sell yourself over your competition. You certainly have good attributes, traits, education and experience that you can bring to an employer. However it is **your responsibility** to share those key factors with the interviewer.

Example #1 - if you are interviewing with a company for a hotline diagnostic troubleshooting position, then you need tailor your resume and interview responses to show your equity and value that you bring to the company, such as problems you solved at school, at home, at work, on your personal vehicle.

Example #2 – if you are interviewing for a customer service representative (CSR) position – you need to tailor your resume and interview responses to show your equity and value that you bring to a CSR type of position, such as awards you have received for being customer focused, be able to provide examples of when a customer brought you a problem and you exceeded the customer’s expectation, or examples of an employer recognizing your success in customer service.

Example #3 – if you are interviewing for a management trainee for an agricultural equipment manufacturer, if you were raised on a farm, then do not simply share that you were “raised on a farm.” Instead provide details of the types of equipment, including model numbers of machinery that you have experience in operating, servicing and repairing.

Persistent Pursuit of the Career

Periodically a good student with a good resume will have difficulty landing a career. Lots of reasons can be attributed for a lack of job offers: little or no work experience, job hopping – changing positions every other year, poor references, poor interview, poor dress appearance, poor communicator, and other unknown reasons. The key to landing a career in this situation is comprised of two things: (1) not giving up and (2) learning from one’s mistakes. Tom Edison said that his first 1,000 attempts at designing a light bulb meant that he found 1,000 ways a light bulb could not be built. If a graduate fails to persevere, then he or she is destined for failure. Keep in mind that it took four or more years of perseverance to graduate, and that many others did not graduate. Therefore a graduate is already on track and now is not the time to give up. The second important attribute is to learn from past mistakes. A student can contact employers to thank them for the interview, but more importantly ask them for advice on how to improve future interviews.

During the Interview

1. Avoid confrontation with an employer. An employer does not want to hire a toxic employee.
2. Be prepared to give answers based upon three types of questions:
 - a. Type 1 Questions- These questions are the type you have confidence in answering them correctly
 - b. Type 2 Questions – These questions you are a little unsure about the answer. Not 100% positive
 - c. Type 3 Questions – Questions that you simply do not know the answer.

Mock Interview

BST/BAS Automotive students are required to complete one mock interview in PSU's career services office. A successful interview is required to receive a job offer. The automotive students who are most serious about landing a job offer will complete multiple mock interviews and study their interviews. These students might also bring sample questions along to the interview to help in areas that need improvement or in areas that they expect to be questioned.

Distinguishable Attributes

A previous BST/BAS advisory board was split into groups and asked to provide the BST/BAS programs with a list of distinguishable attributes or competencies they look for in a graduate or intern.

- Group 1: communication, interpersonal skills, polished/presentable/business savvy, drive/initiative, focus on task, personal management skills or how to deal with people, high GPA, employment history and whether it is field related, being able to commit. Example: One industry representative talked to 13 students at AOD about positions with his company. He sent an email to these 13 students and only five responded. They need to honor their commitment and follow through. It shows how serious they are and ends up being an integrity issue. Preparation is key: have a suit, solid handshake, know competition.
- Group 2 focused on resumes: keep to one page, concise, relevant, if students add the company name to the resume make sure it is the right company when turning it in, make sure the objective relates to the job, if students add why they want to work for the company that catches a recruiter's eye, skill sets, certifications, whether they worked while in school and how many hours-shows if they are balanced and whether they can multitask, community involvement, honesty is important-don't inflate resume, do homework in studying the company so the students know what the company is looking for
- Group 3: work ethic, email and phone ethics-make sure students respond no matter if they are interested or not-they can always say it was nice to meet with you but have decided to go other way, decipher between reply and reply all in emails, punctuality, initiative, teamwork, appearance, personality is important-be able to build relationships/trust with customer/customer centric-work problems out with customers instead of run from it, problem solving skills, pretend they are spending their own money

on customer vehicles so customers feel like they care, be able to converse in an interview. Jack said it is important to make customers have a good experience because nobody wants to spend money on their vehicle.

- Group 4: socially adaptable, know what they are interviewing for, body language, practice before interviews so they are less nervous and have a comfortable feeling, fits well with others, ability to handle conflict, ability to handle situation-confidence is key.
- Group 5: adherence to code of conduct-commitment, integrity, teamwork; action is key, leadership experience, written skills, personal skills, ability to convey professionalism, critical thinking.

Important Events

The 4 year automotive management programs spend a lot of energy and effort in maximizing students' career opportunities. Many events take place during the normal academic career for the purpose of bringing employers to campus to interact with students, interview candidates, and simply share company expectations with students. It is absolutely critical that students attend these events and represent themselves and the university in a professional fashion. Some of the events are:

- Automotive Orientation Day (AOD)
- BAS/Transfer Student Information session
- Career Fair
- Company Day
- Information Sessions

Our programs feel so strongly about these events that if a student chooses not to attend the events then we strongly urge the student to change majors. The future success of these programs is a function of strong students interacting with industry in a positive fashion representing the institution in a professional manner. Employers travel hundreds and thousands of miles to campus to interact with students, not faculty. If students choose not to attend the events then it leaves a lasting impression in the mind of the employer that the students do not care or are not interested in that company. Somewhere between 1 to 4 years from now you will be graduating. And if you limit yourself to only considering one company for future employment, then please know that you have an excellent chance of being unemployed at graduation. Receiving a job offer takes 3 things: a minimum GPA based upon the employer's standards, a successful interview, and good timing. If you limit yourself to one company, and if that company has a slow down, or a hiring freeze, then you missed interacting with all the other companies the last 4 years while they were on campus; whereas your classmates chose to leave a positive and lasting impression on the employers while they were on campus.

Calendar

The department maintains a calendar that allows students to stay abreast of the latest events. The calendar can be found on the automotive home page. The specific calendar web link is:

<http://www.pittstate.edu/department/auto/about-the-department/department-calendar.dot>

Note: The calendar is often updated daily during the busiest time of the semester. Therefore it is recommended to “refresh” or “reload” or internet browser to insure that you are viewing the most current calendar.

AOD

Automotive Orientation Day (AOD) is held every March and is hosted by the Automotive Technology Department. About 35-40 automotive business men and women from all over the United States come to visit with automotive majors during formal sessions in the morning and informal sessions in the afternoon. The morning session consists of industry representatives participating in a panel that allows students to ask questions and receive answers. The afternoon session consists of industry booths creating a mini career fair. AOD is held in the Kansas Technology Center from 8:15am to 3:00pm.

The departmental web link is:

<http://www.pittstate.edu/department/auto/automotive-orientation-day.dot>

Example of AOD Schedule:

Automotive Orientation Day

Thursday, March 10, 2016

Pittsburg State University-Kansas Technology Center

8:15- 8:30	Business and industry guests meet informally with Pitt State faculty and administration (KTC Multi-Purpose Room, E101)
8:30-9:00	Introductions and review of schedule
<hr/>	
9:00-9:15	Informal gathering of students in KTC north hallway stairwell area, near the northeast entrance to the Kansas Technology Center. Light refreshments will be available.
9:15 -10:15	Panel Session Number One Panel One: N 117 Automotive Classroom III Panel Two: N 116 Automotive Classroom II Panel Three: N 115 Automotive Classroom I Panel Four: E101 KTC Multi-Purpose Room Panel Five: N 104 Automotive Service Classroom Panel Six: N103 Fuels Classroom/Laboratory
10:15-10:30	Break—Refreshments in Hallway Students rotate to a different room for Panel Session Two
10:30-11:30	Panel Session Number Two (Same Panels and Classrooms as shown above)
 Business and Industry Luncheon	
11:30 - 12:30	---Served in the KTC Multi-Purpose Room (E101) Business and Industry Guests, Pitt State Officials, and other Special Guests
 Afternoon Session – Automotive Laboratory N114 of the Kansas Technology Ctr.	
<hr/> <hr/>	
12:30 – 2:30	Students meet individually or in small groups with industrial guests. Seniors will participate from 12:30 to 1:30, Juniors from 1:15 to 2:00, Sophomores and Freshman from 1:45 to 2:30. This informal question and answer session will be in the Automotive Laboratory N114 of the Kansas Technology Center.

Example of AOD Panel Members:

2016 Automotive Orientation Day Thursday, March 10 Business and Industry Guest and Panel Assignments				
•	Ind/Bus	Guest	Company	Panel Room Assignment
•		Panel	Number One	N 117---Automotive III
1.	Glen	Fisher	State Farm Insurance	Near pop machines
2.	Dennis	Dull	AllState Insurance	
3.	Jeff	Bohnenblust	Farm Bureau	Faculty
4.	Ben	Dolton	Sherwin-Williams	Mike Elder
5.	Chris	Jensen	Midas	
6.	Brett	Rapplean	Firestone	
•		Panel	Number Two	N 116---Automotive II
7.	Sean	Hudspeth	Davis-Moore Auto Group	Near pop machines
8.	Daniel	Ladd	Speedway Chrysler Dodge Jeep	
9.	Cecil	Williams	FCA (Chrysler)	Faculty
10.	Ben	Utz	Rusty Eck Ford	Randy Jones
11.	Sondra	Thomas	Reliable Toyota	
12.	Brett	Hoss	Briggs Auto Group	
•		Panel	Number Three	N 115---Automotive I
13.	Gregg	Haas	Foley Equipment	Near pop machines
14.	Beth	Guy	MHC Kenworth	
15.	Terry	Braun	Lang Diesel Inc.	Faculty
16.	Kayley	Campfield	Berry Companies	Bob Schroer
17.	Joe	Foster	TransAM Trucking, Inc.	Chauncey Pennington
18.	Matt	Keller	AGCO	
•		Panel	Number Four	E 101---Corporate Rm.
19.	Andy	Henry	Caterpillar	Across from department
20.	Holt	Johnston	Gulf State Toyota	office
21.	Randy	Ridgway	Mazda North America	
22.	Mark	Drennan	GM	Faculty
23.	Darrick	Todd	FCA (Chrysler)	Nico Prelogar
24.	David	Messer	Firestone	
25.	Joseph	Smith	GE	
•		Panel	Number Five	N 104---Auto Service.
26.	Jeff	Hurd	AGCO Corp.	Across from Faculty Off
27.	Liz	Marty	Fabick Cat	
28.	Nick	Stafford	CIT Trucks	Faculty
29.	Brent	Wood	GE	Tim Dell
30.	Sally	Rogers	Berry Companies	Victor Herrero
31.	Aaron	Doleshal	Kiewit	
•		Panel	Number Six	N 103---Fuels room
32.	Grant	Gabel	NAPA	Across from Faculty Off
33.	Jack	Frederick	Foley	
34.	Mark	Helt	Farm Bureau	Faculty
35.	Matthew	Winter	State Farm	John Thompson
36.	Pete	Allen	G.M.	
37.	Jessi	Lane	Nationwide	
38.	Tim	Engle	Davis-Moore	

BAS/Transfer Student Information Session

Through different assessment techniques our 4 year management programs have found that transfer students can at times feel overwhelmed with the barrage of activities that take place in the first two months on PSU campus as well as the amount of tasks that need to be completed over the course of the next two years. As a result the faculty have developed a “BAS Transfer Student Information Session” that takes place in late August or early September. The purpose and goal of the session is to provide transfer students: (1) a jump start to get them up to speed on everything they missed the last two years while they were away at a community college, and (2) a clear direction on the important tasks that need to be completed as soon as possible that is if they wish to land a corporate career in two years. For example, if a transfer student arrives on campus in late August and if the student has the aspiration to work for company XYZ, then it is perhaps necessary that he or she: immediately sign up for a mock interview (in August) in order to adequately prepare for an internship interview (that might take place the first week in September) because company XYZ might only interview in September, and company XYZ might only hire full time graduates from their pool of successful internships. Therefore, the BAS transfer student information session is a very important event for students who are transferring into the 4 year automotive management program. An example of the session’s itinerary is as follows:

1. Introduction of Faculty
2. Main home page: Get to know it
 - a. www.pittstate.edu/autotech
 - b. Contains information on
 - i. Internships
 - ii. Scholarships
 - iii. Current up to date calendar (note that your browser maybe referencing a saved page on your hard drive rather than viewing an updated web page)
 - iv. Contact info
3. Advisement
 - a. GUS
 - i. <http://www.pittstate.edu/weblogins/>
 - b. Official Degree Audit
 - i. Degree Checking
 1. 1st floor of Russ Hall – room 102,
 2. phone 235-4211
 - c. Expectations when meeting with advisor for pre-enrollment
 - i. Bring the following to your appointment:
 1. degree audit
 2. transcripts from GUS
 3. tentative list of classes you plan to take next semester with the times and days the classes are offered:
 - a. Example:
 - i. AT 414-01 T TH 9:00 -11:30 am
 - ii. AT 699-01 T 2:30-3:30 pm
 - iii. Etc

4. And if you think that you might require a course to be substituted, bring the specific information that you believe will justify why you need to substitute a course
- d. Where to find “Class Schedules”
 - i. Registrar’s link on the web (or) A-Z “class schedule”
<http://www.pittstate.edu/registrar/classchedules.html>
- e. Internships (Discussed in more detail below)
- f. List of classes that are offered every semester, Fall only, and Spring Only (Student Advisement Link on auto tech website)
<http://www.pittstate.edu/department/auto/about-the-department/student-advisement.dot>
4. Information Sessions
 - a. How to “Sign-up”
 - b. Professionalism
 - c. Dress Code
5. Career Services (located in Horace Mann)
 - a. Will conduct a mock interview for you
 - b. Examples of interview questions including behavioral type-questions (located in the Student Handbook)
 - c. Provides help with resumes
 - d. Website:
 - i. <http://www.pittstate.edu/car/>
 - e. How do I sign up for on campus interviews
 - i. Gorillas4Hire
 1. Pre-Select
 - a. Note: many companies require that you also apply on-line for a specific job through their main H.R. website
 2. Open Interview Schedule
 3. Other type of sign-ups for example, signing up directly with the company during
 - a. the info session or
 - b. during the career fair, or
 - c. during company day
6. Important Dates
 - a. AT Web-Calendar <http://www.pittstate.edu/autotech/calendar.html>
 - b. Company Day (typically a Wednesday in the latter part of September)
<http://www.pittstate.edu/autotech/companyday.html>
 - c. Career Fair (either a Tuesday or Thursday) in the latter part of September,
<http://www.pittstate.edu/office/careers/career-events/career-expo-business-and-industry.dot>
and also takes place in February
<http://www.pittstate.edu/office/careers/career-events/spring-career-day.dot>
 - d. AOD (usually held in March)
<http://www.pittstate.edu/department/auto/automotive-orientation-day.dot>

7. Internships
 - a. Automotive <http://www.pittstate.edu/autotech/4yearauto/internships.html>
 - b. Diesel <http://www.pittstate.edu/autotech/diesel/internships.html>
8. Scholarships
 - a. Deadline (Feb 1)
 - b. <http://www.pittstate.edu/autotech/4yearauto/scholarships.html>
9. Student Organizations
 - a. CAM
 - b. SAE
 - c. SAE Baja
 - d. Skills USA
10. Senior Capstone Portfolio
11. 4-year Automotive Student Handbook

Career Fairs

The PSU Career Services Office sponsors a Career Fair each semester. The career events website is:

<http://www.pittstate.edu/office/careers/career-events/>

The Fall semester event usually takes place in September and the Spring event typically takes place in February. The career fairs consist of numerous industry representatives travelling to campus to interact with PSU students regarding potential internships and career opportunities. Although the events have numerous employers that may not be specifically automotive oriented, many of automotive/diesel related companies do participate in the event and are counting on PSU automotive management students to participate in the fair. Students should wear business attire and bring resumes to the event. The career fairs take place in the Overman Student Center.

Company Day

Company Day is an event that is similar to the Career Services Career Fair. However, this event takes place in the Kansas Technology Center, and all the companies attending the event are specifically targeting College of Technology students. The event is sponsored by the College of Technology and takes place during the Fall semester. Company Day often occurs in September. The departmental Company Day web page is:

<http://www.pittstate.edu/department/auto/company-day-auto.dot>

Information Sessions

Information sessions occur throughout the academic year, with the majority of the sessions occurring during the Fall semester. The sessions consist of companies travelling to campus and speaking to a group of students in the late afternoon or in the evening.

The sessions typically last one to two hours. The companies use the format of the sessions to present to students career opportunities, internship opportunities, company expectations, and the benefits of working for the company. The sessions are a means for allowing the industry to sell their company to future employees. Companies typically bring along a recent PSU graduate who is currently working for the company.

Students should be appropriately dressed. Many students will wear a suit and tie. At a minimum students should wear slacks, dress shoes and a collared shirt. No jeans or baseball caps nor T-shirts. Students should look sharp and bring resumes. Several of our graduates started their career as a result of Information Sessions and landing an interview by interacting with the employer during the information session and staying late after the session to communicate with the company.

It is imperative that if a student signs up for an information session that they indeed attend the event. Faculty share the work load of managing the information sessions. If in the event a student has an emergency and cannot attend then they need to notify the department or the faculty member in charge of the session to let them know that they cannot attend. The companies often cater food for the event, and it is also important that the right amount of food is

ordered. However, more important is that we have an excellent group of students attending these important events.

Advisement

Enrollment advisement is one of the most important events that occur each semester. BST BAS students are required to make an appointment to meet with their advisor in October (to prepare for November early Spring enrollment) or in March (to prepare for April early Summer & Fall enrollment).

Prior to meeting with your advisor, you must:

1. Go to GUS and print your degree audit
2. Go to GUS and print your transcript
3. Go to the web and view the list of available classes on the web <https://go.pittstate.edu/sched/> and
4. Develop a list of classes that you wish to take (including developing a class-schedule) that shows when the class days and times to insure that you have no time conflicts

Note each semester the program has a few students who choose not to properly prepare and either:

1. Miss meeting with their advisor
2. Do not bring everything to their advisement appointment,
3. Do not enroll on the date of enrollment
4. Do not plan a class schedule,

And inevitably, these students either put themselves at risk of extending their graduation date, as well as leave a lasting impression (poor) with their advisor. When those problems occur, the ownership of the poor planning will remain on the students, because faculty send emails to their advisees reminding them to sign up for the advisement and faculty also place advisement sign-up sheets on their doors.

Internships

Students have the opportunity to earn technical elective credit by working in an automotive/diesel related job. The Internship class is a Pass or Fail class. The internship syllabi can be found at the automotive website:

www.pittstate.edu/autotech

Click on the “Student Advisement” link

<http://www.pittstate.edu/departments/auto/about-the-department/student-advisement.dot>

The criteria for earning internship credit is:

Summer semester:

- Students complete 8 weeks of internship averaging 40 hours a week (for 3 credit hours). 320 hours of internship must be completed for 3 credit hours.
- Students who complete 12 weeks of internship averaging 54 hours a week (may earn 6 credit hours). 640 hours of internship must be completed for 6 credit hours.
- Work in an automotive/diesel related job. Examples are:
 - Corporate: trainee, author, reliability technician, hotline troubleshooter
 - Parts sales
 - Service writer
 - Insurance Adjuster
 - Service technician
 - Equipment manager
 - Maintenance Engineer
- If a student would like the internship professor to consider a new type of internship that has not been completed in the past then the student may submit a formal written proposal. The proposal must answer “what is the objective of the internship experience?” Students must keep in mind that the internship must broaden “a student’s skills”, and must “provide an avenue for the student to move forward academically.” An unacceptable reason would be to earn 3 credit hours of internship credit.

Fall or Spring semester

- Students must complete 20 hours per week for 16 weeks (for 3 credit hours). 320 hours of internship must be completed for 3 credit hours.
- Students who leave for a corporate internship during the spring or fall semester may earn 6 credit hours of internship (as long as they work 40 hours per week for 16 weeks). 640 hours of internship must be completed for 6 credit hours.

The internship requirements are specified in the syllabus. A summary of the syllabus is the following:

- Intern completes the agreement form, supervisor signs the form, and student returns the form to the internship professor (upload to Canvas, fax, or US mail). This step must be completed by no later than the first week of class

- Intern submits a weekly log sheet and submits the log sheet during the weekend. The log sheet consists of daily entries that contain 5 to 6 well written sentences documenting the daily tasks completed on the job and submitted on Canvas.
- At the end of the internship the student requests the supervisor to complete the PSU internship evaluation form, and have the form submitted to the internship professor (upload on Canvas, fax, or US mail).
- Intern submits a quality thank you letter to their supervisor thanking them for the internship, and provides a copy of the thank you letter to the internship professor by uploading it to Canvas.
- Intern submits a 1 to 3 page written (APA format) summary of the internship experience by uploading it to Canvas

Internship syllabi can be found at the following website:

<http://www.pittstate.edu/departments/auto/about-the-department/student-advisement.dot>

Scholarships

A web page is available that provides answers to several questions. The link can be found on the departmental home page.

<http://www.pittstate.edu/autotech>

or

<http://www.pittstate.edu/department/auto/about-the-department/scholarships.dot>

PLEASE NOTE: Participation in Automotive Technology Department career events such as Company Day in the fall, Automotive Orientation Day (AOD) in the spring, and Information Sessions throughout the year, is expected of every automotive student. Failure to participate in these foundational automotive events will likely result in you not being awarded a scholarship.

The questions and answers are as follows:

1. Who can apply for an automotive and or diesel scholarship?
Automotive/Diesel majors are eligible to apply for scholarships. Candidates need to be seeking
 - a. "Associates of Science degree in Automotive Service Technology" (AST) or
 - b. "Bachelors of Science degree in Automotive Technology" (BST) or
 - c. "Bachelors of Applied Science in Technology" with an emphasis in Automotive or Diesel (BAS).

2. How do I apply?
The university has an on-line program, where students can apply for scholarships. The three items below are required in order to apply on-line:
 - a. Granted admission into the University
 - b. Obtains a student identification number
 - c. Obtains a GUS PIN number

After completing these three tasks prospective students can apply on-line for a scholarship. Go to the following web address: <http://www.pittstate.edu/scholarships/> and click on "application". Be sure to apply for the correct academic year.

Students can also submit a letter of interest to the Automotive Technology Scholarship Coordinator. The letter should contain:

- a. The date of your letter
- b. Major
- c. Class standing (freshman, sophomore, junior, senior)
Freshmen should submit a copy of their high school transcript

- d. Transfer students should submit a copy of your college transcript and possibly high school transcript
- e. New students should mention the date you plan to start attending Pitt State
- f. GPA
- g. Relevant experience in the automotive or diesel field
- h. Special needs or concerns
- i. Expected graduation date
- j. Current PSU students should include their I.D. #
- k. Statement that you have applied on-line for scholarships

Address Letter To:
 Mr. Scott Norman
 Dept. of Automotive Technology
 Pittsburg State University
 1701 S Broadway
 Pittsburg, KS, 66762

3. When is the scholarship application date deadline?

To receive first consideration for a scholarship students must apply by the university deadline, February 1st. The Automotive Technology faculty begin meeting shortly after that deadline to award scholarships for the upcoming academic school year (August through May). These scholarships are presented to the recipients during the April awards banquet.

I missed the deadline, and the scholarships have already been awarded for the academic year. Can I somehow still be considered for a scholarship?

The majority of scholarships are awarded during the February/March time frame. However, at the discretion of the faculty and if funds are still available, candidates might be reviewed again in late July or up until the start of the fall semester. Candidates may send a letter of interest to the scholarship coordinator as listed above and apply on line. Read further.

4. Are any other Automotive or Diesel scholarships offered throughout the semester?

At times the department will have the opportunity to award scholarships throughout the year. Sometimes the department receives funds for scholarships during the academic year that are to be awarded during the same year. Students are urged to apply on-line and submit a letter of interest to the scholarship coordinator.

5. What is the likelihood of an incoming freshman receiving a scholarship?

The Automotive/Diesel Technology Department offers thousands of dollars of scholarships each year. However, on average, the program typically awards the larger scholarships to students who have already demonstrated their commitment towards earning a degree from the automotive technology program. The department does want to

award scholarships to incoming freshmen and therefore encourages incoming freshmen to apply for scholarships as described above.

6. Can Graduate Students earn automotive or diesel scholarships from the department?
Although students can take some automotive and diesel classes for their Masters degree, we do not offer a Masters degree that is specifically "Automotive Technology". However, it is possible for a graduate student to be awarded a scholarship from the automotive & diesel technology department for extenuating circumstances. For example, if the graduate student did not have the opportunity to participate in a graduate assistantship, but the student has a substantial financial need and has agreed to complete some individual work for the automotive program.

7. I am a new student, and have not yet started my education at Pitt State in the Automotive/Diesel program. What can I do in order to still be considered for a scholarship?
Apply on-line as described above. Note: A student must first apply for admission into the university before they can apply for a scholarship. Therefore, complete the on-line application for admission into the institution, then complete the on-line scholarship application.

8. Do you know of any other places that I can apply for automotive scholarships?
 - a. SEMA - <http://www.sema.org/main/semaorghome.aspx?id=10904>
 - b. Global Automotive Aftermarket Symposium - <http://www.automotivescholarships.org/>
 - c. Missouri/Kansas Automotive Service Association - <http://www.asamokan.org/Scholarship.htm>

Senior Capstone Portfolio

The BST & BAS program has implemented a Capstone Portfolio with the goal of enabling 4 year automotive management students to demonstrate competencies in 7 different areas: management, technical, written communications, professional employability, safety, oral communication, and team work. The rubric was first initiated during the Fall 2010 semester. The rubric has been introduced in the AT 399 Automotive Professional Development classes and the AT 100 Orientation to Automotive Technology classes so that all the juniors, sophomores, and freshmen can begin building their capstone portfolio. Faculty advisors also share with their advisees the rubric requirements. Students graduating Spring 2012 or later are held accountable to the portfolio requirements. Students who are unable to demonstrate the minimum competencies in the capstone portfolio will not graduate with a PSU Automotive BST or a BAS degree. Those students will be required to switch majors, for example to a general studies degree.

	Total Points Permissible for submission	Competency Area Target	Target's minimum points	
Management Competencies	130	70% of AT 690 or AT 687	91	
Technical Competencies	250	Pass 2 ASEs	90	
Written Communication Competencies	115	Writing Competency	56	
Professional Employability Competencies	120	1 internship	50	
Safety Competencies	50	Three SP/2 certificates	30	
Oral Communication Competencies	60	2 presentations	30	
Team Work Competencies	100	2 team work experiences	30	
	825		377	Minimum Required Points

Management Competencies			Additional competency		
Requires the submission of the graded assignment of the work completed at PSU, while earning a letter grade of "C" or higher on the assignment. Students will be awarded points proportional to their graded assignment. 10 = A, 9 = A-, 8 = B, 7 = C			Microsoft Office Competency	Length	Total Possible Points
AT 580 or 687	ASSIGNMENT #1	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #2	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #3	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #4	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #5	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #6	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #7	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #8	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic.	Word or Excel	1 page	7-10

		Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.			
AT 580 or 687	ASSIGNMENT #9	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #10	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #11	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #12	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
AT 580 or 687	ASSIGNMENT #13	Graded assignment that has been assessed which demonstrates a student's ability to comprehend a management related topic. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word or Excel	1 page	7-10
ASE Exam	C1 Service Consultant	Requires the submission of the passed ASE exam results on official ASE letterhead showing the ASE watermark, or submitting the blue ASE certificate			30
ASE Exam	P2 Parts Specialist	Requires the submission of the passed ASE exam results on official ASE letterhead showing the ASE watermark, or submitting the blue ASE certificate			30
				Total Permissible	130

Requires the submission of the ASE exam results on official ASE letterhead showing the ASE watermark, or submitting the blue ASE certificate				
Technical Competencies	National ASE exams <u>passed</u>	National ASE exams <u>passed</u>	National ASE exams <u>passed</u>	Total Possible Points
Engines	A1 – Engine Repair	T2 – Diesel Engines		45
Automatic Transmission	A2 – Automatic Transmissions Transaxle			60
Drive Train	A3 – Manual Drivetrain and Axles	T3 – Drive Train		45
Suspension	A4 – Suspension & Steering	T5 – Suspension & Steering		45
Brakes	A5 – Brakes	T4 – Brakes		45
Electrical and Electronic	A6 – Electrical Electronic Systems	T6 – Electrical & Electronic	B5 – Mechanical & Electrical Components	45
Heating and Air	A7 – Heating and Air Conditioning	T7 – Heating and Air Conditioning		45
Engine Performance	A8 – Engine Performance			60
Light Diesel	A9 – Light Vehicle Diesel			60
Advanced Diagnostics	L1 – Advanced Engine Performance Specialist	L2 – Truck Electrical Diesel Engine Diagnosis		60
	L3-Light Duty Hybrid/Electric Vehicle Specialist			45
		T8 – Preventative Maint & Inspect		45
Truck Equipment	E3-Auxiliary Power Systems Installation & Repair			45
Alternate Fuels	F1-Alternate Fuels			45
			B2 – Painting & Refinishing	45
			B3 – Nonstructural Analysis	45
			B4 – Structural Analysis	45
			B6 – Damage Analysis & Estimating	45
ICAR Training	Total maximum points allowed for ICAR training is 50 points. Proof of successfully completing and passing is required.	- Less than 4 hours = 2 pts. - 4 hours of ICAR training = 5 pts. - 8 hours of ICAR training = 10 pts.		50
AED Certification	Total maximum points allowed for AED certification is 150 points. Proof of successfully completing and passing is required.			150
			Total Permissible	250

Written Communication Competencies			Additional competency			
Requires the submission of the graded assignment completed at PSU, while earning a letter grade of “C” or higher the assignment. Students will be awarded points proportional to their graded assignment.						
		Description	Microsoft Office Competency	Length	Total Possible Points	
Written Competency	Example of writing #1	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #2	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #3	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #4	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #5	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #6	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #7	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	
Written Competency	Example of writing #8	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	1-2 pages	10 = A 9 = A- 8 = B 7 = C	

Additional Technical Competency Opportunities						
Written Competency	Automotive or Technical Written Paper	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word	3-5 pages	15 = A 14 = A- 13 = B 11 = C	
Written Competency	Automotive or Technical Written Paper	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word, requires critical thinking skills	6-8 pages	20 = A 18 = A- 16 = B 14 = C	
Written Competency	Automotive or Technical Written Paper	Graded assignment that has been assessed which demonstrates a student’s professional writing ability. Present (upload) the project that has already been evaluated by your professor including any rubrics that were used to evaluate the assignment.	Word, includes comparison table, requires critical thinking skills	9-12 pages	25 = A 22 = A- 19 = B 16 = C	
				Total Permissible		115

Demonstrated Professional Employability		Total Possible Points
Passing grade on an entry level management internship	First Internship – (for example, freshman-sophomore summer) Requires submitting the supervisor evaluation form located in the PSU internship syllabus and the overall evaluation must be a passing evaluation, and submit a PSU transcript that demonstrates a passing grade.	50
Passing grade on an entry level management internship	Second Internship - (for example, sophomore-junior summer) Requires submitting the supervisor evaluation form located in the PSU internship syllabus and the overall evaluation must be a passing evaluation, and submit a PSU transcript that demonstrates a passing grade.	50
Passing grade on an entry level management internship	Third Internship – (for example, junior-senior summer) Requires submitting the supervisor evaluation form located in the PSU internship syllabus and the overall evaluation must be a passing evaluation, and submit a PSU transcript that demonstrates a passing grade.	20
Internship/Industry work experience (not completed for PSU class credit)	Students who completed an internship but did not take the AT 300 or AT 400 for class credit, might be able to receive some portfolio points. Note that students who did complete the experience for credit substantiated their work through weekly log sheets and a formal supervisor’s evaluation. Therefore the responsibility falls on the student in being able to submit evidence that they indeed completed a successful internship. For example: some corporations have a formal review at the end of the internship that a supervisor signs and gives to the intern. This will suffice.	25
Graduate Job Offer	Include a professional job offer that you received that is “automotive, diesel or collision related.” Must be from an employer recognized by the department, and not working on the farm or for a family member.	20
Professional Letter of Reference from a previous employer	Note the letter must be an excellent letter of recommendation from a previous employer who clearly articulates that he or she would definitely rehire the student. Will not accept anything mediocre.	10
Professional Letter of Reference from a previous employer	Note the letter must be an excellent letter of recommendation from a previous employer who clearly articulates that he or she would definitely rehire the student. Will not accept anything mediocre.	10
Professional Letter of Reference from a previous employer	Note the letter must be an excellent letter of recommendation from a previous employer who clearly articulates that he or she would definitely rehire the student. Will not accept anything mediocre.	10
Completed S/P2 On-line Safety & Environmental Instruction	Land that Job! Interviewing Skills for the Automotive Industry	10
Total Permissible		120

Safety Competencies		Total Possible Points
Completed S/P2 On-line Safety & Environmental Instruction	Automotive Service Safety – Submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Automotive Service Pollution Prevention – Submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Collision Safety – submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Collision Pollution Prevention – submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Supervisor's Course – submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Heavy Duty Fleet Safety - submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Electric Vehicle Safety - submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Heavy Duty Fleet Pollution Prevention - submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Lifting it Right - submit S/P2 certificate	10
Completed S/P2 On-line Safety & Environmental Instruction	Valvoline: Automotive Fluids 101	10
Completed S/P2 On-line Safety & Environmental Instruction	Ethics and You in the Automotive Industry	10
OSHA 10+ hour card or MSHA 10+ hour card	Submit OSHA 10+ hour card	30
	Total Permissible	50

Oral Communication Competencies	Additional competency		
Students submit the graded assignment demonstrating that he or she received a letter grade of “C” or higher. Students will be awarded points proportional to their graded assignment.	Microsoft Office Competency	Length	Total Possible Points
Passing grade on Technical presentation in a PSU class that was a minimum of 10 minutes long, and presented solely by the individual student (not a group presentation)	Power Point		15 = A 14 = A- 13 = B 11= C
Second Technical presentation, same criteria as listed above Passing grade on Technical presentation in a PSU class that was a minimum of 10 minutes long, and presented solely by the individual student (not a group presentation)	Power Point		15 = A 14 = A- 13 = B 11= C
Passing grade on Sales or Marketing presentation in a PSU class that was a minimum of 10 minutes long, and presented solely by the individual student (not a group presentation)	Power Point		15 = A 14 = A- 13 = B 11= C
Second Sales or Marketing presentation, same criteria as listed above Passing grade on Sales or Marketing presentation in a PSU class that was a minimum of 10 minutes long, and presented solely by the individual student (not a group presentation)	Power Point		15 = A 14 = A- 13 = B 11= C
AT 699 Senior Seminar Presentation In-class presentation or High School Presentation or Community College Presentation			15 = A 14 = A- 13 = B 11= C
	Total Permissible		60

Team Work/Leadership Competencies			Additional competency		
Students submit the graded assignment demonstrating that he or she received a letter grade of "C" or higher. Students will be awarded points proportional to their graded assignment.			Microsoft Office Competency	Length	Total Possible Points
Team Work	Formal Group Report #1	Passing grade on a group formal report. Must be at a minimum 3 to 5 pages long. Include the evaluation including any rubrics that were used to assess the assignment.	Word	3 to 5 pages	10 = A 9 = A- 8 = B 7 = C
Team Work	Formal Group Report #2	Passing grade on a group formal report. Must be at a minimum 6 to 8 pages long. Include the evaluation including any rubrics that were used to assess the assignment.	Word	6 to 8 pages	15 = A 14 = A- 13 = B 11 = C
Team Work	Formal Group Report #3	Passing grade on a group formal report. Must be at a minimum 9 to 12 pages long. Include the evaluation including any rubrics that were used to assess the assignment.	Word	9 to 12 pages	20 = A 18 = A- 16 = B 14 = C
Team Work	Formal Group Presentation #1	Passing grade on a group presentation that was 5 to 10 minutes long or unknown, and presented by an entire group. Include the evaluation including any rubrics that were used to assess the assignment.	Power Point	5 to 10 minutes	10 = A 9 = A- 8 = B 7 = C
Team Work	Formal Group Presentation #2	Passing grade on a group presentation that was 11 to 20 minutes long, and presented by an entire group. Include the evaluation including any rubrics that were used to assess the assignment.	Power Point	11 to 20 minutes	15 = A 14 = A- 13 = B 11 = C
Team Work/Leadership	Baja Leadership	These are the maximum points that can be earned: President=75 points, VP=50 points, Team Captains=40 points and Member=25 points. Submit the documentation form from Mr. Lindbloom to determine points earned.	Documentation Form		25-75
Leadership	Automotive Related Club	AMP, CAM, SkillsUSA, SAE: President of a club earns 50 points, Vice President earns 30 points, Member earns 5 points.	Documentation Form		5-50
Leadership	Student Government Association (SGA)	If you are a leader within the SGA, you can potentially earn 20 points if you are the President, 10 points if you are the Vice President, or 5 points if you are a Senator.	Documentation Form		5-20
Leadership	PSU Student Clubs	If you are a leader of a PSU student organization outside of the Department of Automotive Technology, you can potentially earn 10 points if you are the President or 5 points if you are the Vice President.	Documentation Form		5-10
			Total Permissible		100

PSU Department of Automotive Technology

Teamwork/Leadership Portfolio Documentation Form

Student Name: _____ **Academic Year:** _____

Note to Students: To get portfolio credit, this form needs to be reviewed and signed by the advisor of each club/organization that the student has participated in for at least one full academic year (2 semesters).

Note to Advisors: Only sign off on those students who have successfully performed all of their duties required by the club/organization. If the student does not deserve full credit, partial points are acceptable. Maximum points possible are listed under each role.

Clubs/Organizations	Points
----------------------------	---------------

BAJA Team (Student may also claim SAE membership)

Role (circle one only): Member (25 pts) Captain (40 pts) Vice President (50 pts) President (75 pts)

Advisor's signature: _____ Points _____

Automotive Clubs (AMP, CAM, SkillsUSA, SAE)

AMP - Role (circle one only): Member (5 pts) Vice President (30 pts) President (50 pts)

Advisor's signature: _____ Points _____

CAM - Role (circle one only): Member (5 pts) Vice President (30 pts) President (50 pts)

Advisor's signature: _____ Points _____

Skills - Role (circle one only): Member (5 pts) Vice President (30 pts) President (50 pts)

Advisor's signature: _____ Points _____

SAE - Role (circle one only): Member (5 pts) Vice President (30 pts) President (50 pts)

Advisor's signature: _____ Points _____

OTHER - Role (circle one only): Member (5 pts) Vice President (30 pts) President (50 pts)

Advisor's signature: _____ Points _____

OTHER - Role (circle one only): Member (5 pts) Vice President (30 pts) President (50 pts)

Advisor's signature: _____ Points _____

Student Government Association

Role (circle one only): Senator (5 pts) Vice President (10 pts) President (20 pts)

Advisor's signature: _____ Points _____

Other Student Activities Council Approved Club/Organization

Name of club/organization: _____

Role (circle one only): Vice President (5 pts) President (10 pts)

Advisor's signature: _____ Points _____

Total Points _____

ASE Exams

ASE exams are an excellent tool that can enable you to separate yourself from the rest of the other candidates. These exams are a national standardized set of exams that enable technicians, teachers, and students to **demonstrate their technical competence on a wider variety of technical subject areas**. Our advisory board has vehemently expressed for several years that our students must pass ASE exams. Our programs cannot think of one situation where graduates receive zero benefit from passing ASE exams. Think about it. Any employer that sees “ASE certification” on a resume translates that information into viewing a candidate “that has the capacity to comprehend complex technical systems and the intestinal fortitude to demonstrate that knowledge by passing national norm reference exams.” Many professions (doctors, nurses, pharmacists, accountants, lawyers, and teachers) have a national standard exam(s) and ASE is the national standard for our program and for our industry. Think about how an employer might interpret a candidate who has not passed ASE exams, versus a pool of candidates that have passed the exams.

ASE requires a person to have two years industry experience before the student may receive their blue certificate “ASE certification.” ASE will allow one of those years of experience to come from your formal education in an automotive program, however the other year of experience must be in the form of automotive service experience. After passing the exam, if a student has work experience, then they should complete the work experience form and submit the completed form to ASE. ASE will judge whether or not the experience is relevant and if the experience meets their requirements, they will issue an ASE certification certificate. ASE considers a host of different careers as sufficient for automotive or on-highway truck experience. If you need help completing the work experience form, then visit with your advisor.

For more information regarding ASE exams, go to their website:

www.ascert.org

Our department has taken several actions with the goal of improving students’ performance on ASE exams.

1. Faculty have revised classes, curriculum and assessments to parallel the ASE exams and to improve students’ performance on ASE exams.
2. The program has requested the KTC library to house numerous preparation books (self help study books) to help students prepare for the exams.
3. Also note that the Senior Capstone Portfolio has a portion that enables students to demonstrate their technical competence, and the primary means is passing the ASE exams. Students who do not achieve the minimum score in the Senior Capstone Portfolio will not earn an automotive degree (BST or BAS). Those students will be encouraged to switch to a “general studies” degree.
4. The program has developed an ASE exam policy that enables students to receive benefit for PASSING the ASE exam and receiving a letter grade bump, or receiving an ASE exams results card so that we can utilize the results from the failed exam in order to improve future instruction. The ASE exam policy is listed below.

**Department of Automotive Technology
ASE Examination Policy**

Background

The BST/BAS advisory board has strongly recommended that graduates pass ASE examinations. For that reason the department requires students to take two ASE tests in AT 399 Automotive Professional Development and four ASE tests in AT 699 Senior Seminar. If students pass the tests taken in AT 399, then they will only be required to take two additional tests in AT 699 Senior Seminar.

In order to further encourage automotive students to excel and pass ASE exams the program implemented a new policy in January 2009. Students who successfully pass the appropriate ASE exam that corresponds to the appropriate PSU course will be allowed to have their grade raised one letter grade, with the exception of those who have already earned an A, because A is the highest possible grade.

Guidelines

Students must take the ASE exam during the same semester that they are taking the corresponding PSU course.

Fall semester - Students must submit all of their original ASE results (with the exam's scores) to their professor by the first Friday of the first full week of the spring semester.

Spring semester - Students must submit all of their original ASE results (with the exam's scores) to their professor by the first Friday of the first full week of the fall semester. However, graduating seniors must submit their results prior to June 1st, because it is against university policy to change a grade once a degree has already been posted to a transcript.

Summer semester – Students must submit all of their original ASE results (with the exam's scores) to their professors by the first Friday of the first full week of the fall semester.

Note: Passing the test prior to taking the PSU class will also allow students to earn a higher letter grade. A grade change will be permanently noted on the transcript, along with a footnote that will state the name of the ASE test that was passed.

ASE Test and corresponding PSU Course

A1 –AT 213 Engine Systems
A1 –AST 101 Engine Repair
A2 –AT 414 Automatic Transmissions
A2 –AST 160 Automatic Transmissions
A3 –AT 314 Manual Transmission and Drivelines
A3 –AST 163 Manual Transmissions
A4 –AT 211 Steering, Alignment & Suspension
A4 – AST 256 Suspension and Steering
A5 – AT 210 Brake Systems
A5 –AST 102 Brakes
A6 or (T6 for DHE students) –AT 115 Mobile Electrical/Electronic Equipment
A6 or (T6 for DHE students) –AT 116 Mobile Electrical/Electronic Equipment Laboratory
A6 –AST 251 Electrical Systems II
A7 –AT 415 Mobile Climate Systems
A7 –AST 255 Air Conditioning and Heating
A8 –AT 515 Engine Performance
A8 –AST 260 Engine Performance II
A9 –AT 340 Diesel Engine Fundamentals

B2 –AT 662 Automotive Finishing and Refinishing
B3 or B4 –AT 462 Structural and Non-Structural Analysis
B5 –AT 562 Damage Analysis, Estimating, and Insurance Appraisal
B6 –AT 562 Damage Analysis, Estimating, and Insurance Appraisal

C1 –AT 580 Dealership Service Operations
E3 –AT 416 Fluid Power
F1 –AT 519 Mobile Fuels, Lubricants/Alternate Fuel
L2 or [(H2, S2, or T2) & (H6, S6 or T6)] –AT 621 Advanced Diesel Electronics and Diesel Engine Laboratory
L3 –AT 620 Hybrid, Electric, and Fuel Cell Vehicles
T2 –AT 340 Diesel Engine Fundamentals
T3 & T4 (both required) –AT 630 On Highway Truck Systems

Additional Help:

Our department has requested the KTC library to provide numerous reference books which will greatly assist you in preparing for the ASE exams. Please do visit the library on the second floor in the KTC and check out these reference manuals. You may check them out in the library in 2-hour increments.

If a student passes all 8 ASE areas becoming ASE Master Certified (A1-A8) or (T1-T8) and notifies the department by March 1, then the program will recognize this outstanding achievement during the April College of Technology's awards banquet. Students may apply for their ASE exams at www.ase.com
Dr. Robert Frisbee--Department Chair

Student Contract for grade change when taking the corresponding ASE test

Date: _____
Student Name (printed): _____
Student I.D. number _____

Semester in which the student is taking the PSU course(s) as well as the corresponding ASE test(s): _____

Name of Professor for the course: _____

Circle the applicable PSU Course & ASE test that is being taken:

- A1 –AT 213 Engine Systems
- A1 –AST 101 Engine Repair
- A2 –AT 414 Automatic Transmissions
- A2 –AST 160 Automatic Transmissions
- A3 –AT 314 Manual Transmission and Drivelines
- A3 –AST 163 Manual Transmissions
- A4 –AT 211 Steering, Alignment & Suspension
- A4 – AST 256 Suspension and Steering
- A5 – AT 210 Brake Systems
- A5 –AST 102 Brakes
- A6 or (T6 for DHE students) –AT 115 Mobile Electrical/Electronic Equipment
- A6 or (T6 for DHE students) –AT 116 Mobile Electrical/Electronic Equipment Laboratory
- A6 –AST 251 Electrical Systems II
- A7 –AT 415 Mobile Climate Systems
- A7 –AST 255 Air Conditioning and Heating
- A8 –AT 515 Engine Performance
- A8 –AST 260 Engine Performance II
- A9 –AT 340 Diesel Engine Fundamentals

- B2 –AT 662 Automotive Finishing and Refinishing
- B3 or B4 –AT 462 Structural and Non-Structural Analysis
- B5 –AT 562 Damage Analysis, Estimating, and Insurance Appraisal
- B6 –AT 562 Damage Analysis, Estimating, and Insurance Appraisal

- C1 –AT 580 Dealership Service Operations
- E3 –AT 416 Fluid Power
- F1 –AT 519 Mobile Fuels, Lubricants/Alternate Fuel
- L2 or [(H2, S2, or T2) & (H6, S6 or T6)] –AT 621 Advanced Diesel Electronics and Diesel Engine Laboratory
- L3 –AT 620 Hybrid, Electric, and Fuel Cell Vehicles
- T2 –AT 340 Diesel Engine Fundamentals
- T3 & T4 (both required) –AT 630 On Highway Truck Systems

Sign below agreeing to this statement: I agree that it is my responsibility to produce the original copy of my passing ASE exam results to my instructor by the applicable date below in order to be considered to receive a letter grade increase in the class. I understand that if I earn an A, that I cannot receive a grade increase as that is the highest letter grade possible.

Fall Semester

All Students must submit passing ASE results by the 1st Friday of the 1st full week of the spring semester.

Spring Semester

Graduating seniors must submit passing ASE results by May 13th.

All other students must submit their passing ASE results by the first Friday of the first full week of the fall semester.

Revision date: 2/26/2024

Summer

Graduating seniors are not eligible to submit ASE results, unless they can submit results of passed ASE exam by no later than 4 weeks after the final exam.

Student Signature: _____

Student email address: _____ Student Cell Phone Number: _____

(Contract will be retained by the department administrative assistant; student may request a copy as well.)

ASE Results Card

A few major factors have influenced the Department of Automotive's desire for students to take as well as pass National ASE exams:

1. The 4 year Automotive Advisory board has strongly urged the program to require students to pass ASE exams prior to graduation.
2. The university requires all degree programs to provide data that the program is reaching its curriculum goals and objectives.
3. Dealerships often reward technicians with higher compensation if they are ASE certified.

Please know that our programs cannot make changes to improve our curriculum unless we know how students are improving. Using the nationally recognized ASE exams insures the program that an unbiased outside source is accurately assessing our students.

Therefore, the department has provided students the opportunity to receive a letter grade bump for passing the appropriate ASE exam that corresponds to the PSU Automotive course. However, simply knowing that a student passed or failed an ASE exam is not enough information. If the department wishes to close the loop in improving its curriculum, then we must obtain students' ASE exam results. The department will receive those results as stipulated in the contract for those who passed the ASE exam so that they can receive the bump in the class' letter grade. However, for those students who

- (1) already received an "A" in the class, or
- (2) for those students who did not pass the exam, they might choose not to share their results with the department.

It is for this reason that the department has chosen to reward those two groups of students with a "PSU Auto Tech ASE results card." This card like the AOD card may be submitted to an Automotive faculty member for extra credit. One card will be issued when students submit their entire ASE results to the department secretary or department chair, regardless if the student took one test or eight tests.

NOTE: Students who have received a bump in a letter grade cannot double dip and receive a "PSU Auto Tech ASE results card," because they have already received a significant grade increase. In order to receive a letter grade change for passing the ASE exam students must submit their entire ASE results to the department for that semester.

The deadline for submitting your results are as follows:

Fall semester – the Friday of the 1st full week of spring semester

Spring semester – the Friday of the 1st full week of the fall semester

Sample of Job Interview Questions

The following list of questions is a sample used by PSU's Career Services during their "Mock Interview"

- What do you know about our company?
- Why did you choose our company?
- Tell me about yourself.
- What are your career goals?
- Where do you expect to be in your career within five years? Ten years?
- What are your educational goals?
- What future training do you have that makes you qualified for the job?
- What are your lifetime goals?
- What do you know about the position you are interviewing for?
- What skills, experience and training do you have that make you qualified for the job?
- What other positions have you had that qualify you for the position?
- What have you contributed to your past employers that saved company time, money, or enhanced its image?
- How many promotions did you receive at your last or present company? Your next-to-last position?
- How many raises were you given at your last position?
- Why were you given them?
- What did you learn in your past three positions?
- Do you like your job? Why?
- During your career, which position did you like best?
- What are you particularly good at in your present position? Why?
- What qualities have you exhibited in your present position? Your next-to-last position? The one before that?
- What were some of the shortcomings that you exhibited in your last position?
- Why do you want to change careers?
- What major strength do you feel you have that will make you a great manager?
- Have you had any supervisory or administrative experience? Please tell me about it?
- What is your management style?
- How are your people-management skills? Can you give me one or two examples?
- How well do you communicate orally and in writing? Give me some examples of this?
- Can you meet deadlines? If so, give me an example?
- Give me an example of a decision you made that benefited your company?
- What would your boss say about you?
- If the people who work with you were to evaluate you, what would they say?
- What motivates you?
- How do you best motivate others?
- What professional associations do you belong to?
- What volunteer work do you do, or have you done in the past?
- What awards or honors have you received?
- Have you ever received any fellowships? When? Why? What did you do?

- Have you written articles for a professional journal, magazine, or newspaper? When? What were they about?
- Have you ever done consulting work? If so, why and for whom?
- What are your hobbies?
- What do you do in your spare time?
- Have you ever traveled? If so, where?
- Do you travel for your present or past position? How much travel do you or did you do?
- Are you willing to travel with this position?
- If your career demanded it, would you be willing to relocate for advancement?
- Do you know about any countries or cultures? If so, which ones?
- What are your salary requirements?

QUESTIONS ABOUT THE COMPANY:

- Why do you want to work for our company? What do you know about us?
- Why would you like to live where the company is located?
- How long would it take you to make a contribution to our company?
- How does this job/company compare to others you have applied for?
- What type of positions are you interested in?
- Do you have a geographic preference? Why? Will you relocate?
- Are you willing to travel?
- Are you willing to spend at least six months as a trainee?

QUESTIONS ABOUT YOURSELF

- What are your long range and short range goals? When and why did you establish these goals? How are you preparing to achieve them?
- What are the most important rewards you expect in your chosen career?
- What are your strengths and weaknesses? Plans for improvement?
- What motivates you to put forth your greatest efforts?
- How do you determine or evaluate success?
- What two or three accomplishments have given you the most satisfaction?
- How well do you work under pressure? How do you deal with stress?
- What major problem have you encountered? How did you deal with it?
- What have you learned from your mistakes?
- Do you work better with others or alone?
- Do you consider yourself a leader or a follower?
- How have you benefited from your disappointments?
- What kinds of decisions are more difficult for you?
- How did you pay for your college expenses?
- Do you have any questions?

WORK RELATED QUESTIONS:

- Which is more important, the money or the job satisfaction? Why?
- What are the qualities of a successful manager?
- Describe the ideal supervisor/employee relationship.

- What qualities would you look for in a recent graduate for this position?
- In what kind of work environment are you most comfortable?
- Describe your previous work experiences. What types of jobs have been more interesting to you: Why? (Refer to your resume.)
- Describe your ideal job. What is most important to you in your job?
- Are you seeking employment in a company of a certain size? Why?
- What are your criteria for evaluation with the companies you pursue?
- To your knowledge, what are the basic responsibilities of a person in your career field or job choice?
- What is a typical beginning salary for a PSU grad with your degree?

QUESTIONS RELATED TO YOUR EDUCATIONAL BACKGROUND:

- What influenced you to choose your major field of study? Why did you choose the career for which you are preparing?
- How has your college experience prepared you for your chosen career?
- Describe your qualifications. Why should I hire you?
- Describe your most rewarding college experience.
- Why did you select Pittsburg State University?
- What college subjects do you like the best? Least? Why.
- What changes would you make in your course of study at Pitt State?
- Do you have plans for continued study or an advanced degree? Explain.
- Are your grades a good indication of your academic potential? Explain.
- What have you learned from your extra-curricular activities?

QUESTIONS FOR THE COMPANY INTERVIEWER TO BE ASKED BY YOU, THE INTERVIEWEE:

- Do you have a job description for the position I am applying for?
- Who would be my immediate supervisor? What is their job title?
- Does the company have a personnel policy manual for their employees?
- What is the general philosophy for the company? What is the reputation in the community and professionally?
- What are the long-term goals of the company?
- Is there an “open door” policy regarding supervision? Are there regularly scheduled staff meeting times?
- What is the performance evaluation procedure?
- Characterizing the company in a few comments, what stands out?
- Will I be contacted with the decision of this position even if not selected?
- Is ongoing training or continued education encouraged by the company or provided?
- Is there an opportunity for advancement?
- What created this job opening? What is the turnover rate for this position?
- How long has this interviewer been with the company? Why did he/she join? What does the interviewer like best about the company and why?
- How does this position fit into the company structure?
- What types of problems can be expected in this position?

MOST POPULARE BEHAVIOR-BASED QUESTIONS:

- Tell me about a time when things didn't work out the way you wanted them to.
- Tell me about a time when you worked under a tight deadline.
- Tell me about a work situation where you had to do creative problem solving.
- Tell me about the most difficult customer you have run into recently.
- Tell me about the co-worker you get along with the least.
- Tell me about a recent project that you've found challenging.
- Tell me about a time when you went above and beyond the call of duty for a customer.
- Tell me about a time you were assertive and it paid off for you.
- Tell me about the most difficult communication situation you have come across, to date, and how you handled this situation.
- Tell me about a time you had to give up something you really wanted to do to complete a task.
- Tell me about a time you had your whole day planned out and something unexpected came up. How did you handle the situation?
- Tell me about the most creative idea you have had.
- Tell me about a time your manager wasn't around and you had to make a decision that they typically would have made. Can you describe that for me?
- Tell me about the last time you painted a rosy picture just to close a difficult sale.
- Tell me about a time when you worked effectively under pressure.
- Tell me about a time when you handled a difficult situation with a co-worker.
- Tell me about a time when you were creative in solving a problem.
- Tell me about a time when you missed an obvious solution to a problem.
- Tell me about a time when you were unable to complete a project on time.
- Tell me about a time when you persuaded team members to do things your way.
- Tell me about a time when you wrote a report that was well received.
- Tell me about a time when you anticipated potential problems and developed preventative measures.
- Tell me about a time when you had to make an important decision with limited facts.
- Tell me about a time when you had to adapt to a difficult situation.
- Tell me about a time when you were tolerant of an opinion that was different from yours.
- Tell me about a time when you were disappointed in your behavior.
- Tell me about a time when you used your political savvy to push a program through that you really believed in.
- Tell me about a time when you had to deal with an irate customer.
- Tell me about a time when you delegated a project effectively.
- Tell me about a time when you surmounted a major obstacle.
- Tell me about a time when you set your sites too high (or too low).
- Tell me about a time when you got bogged down with the details of a project.
- Tell me about a time when you made a bad decision.
- Tell me about a time when you lost (or won) an important project.