



A SAMPLE FRESHMAN ENGINEERING COURSE ASSIGNMENT

INTRODUCTION TO THE ENGINEERING BODY OF KNOWLEDGE (EBOK)

Learning objectives: After completing this assignment, you will be able to:

Describe, in your words, the purpose of the Engineering Body of Knowledge (EBOK);
Identify capabilities in the EBOK that fit your current view of engineering and *explain* how knowing these expected capabilities may affect your choice to study engineering;
Indicate capabilities in the EBOK that don't fit your current view of engineering and *explain* how knowing these unexpected capabilities may affect your choice to study engineering.

Steps:

1. Download the complimentary report *Engineering Body of Knowledge – First Edition*, which was published in 2013 by the National Society of Professional Engineers (NSPE), at <http://www.nspe.org/resources/licensure/resources/engineering-body-knowledge>.
2. Read the two-page Executive Summary and note, in particular, the definition of the EBOK which, simply stated, is what you should **know** and **be able to do** when you enter into professional engineering practice.
3. Read Chapter 4 with emphasis on the second and third columns in Table 1, which summarize capabilities ("know and be able to do" items) and their relevance to professional engineering practice.
4. Using a paper or electronic copy of Table 1, label each of the 30 capabilities with either a "Y" (yes, this capability fits my current view of engineering) or "N" (no, this capability does NOT fit my current view of engineering).
5. Concerning the capabilities that you labeled as "Y," write a paragraph describing how seeing these expected/familiar capabilities may affect your choice to study engineering—for example, strengthens, weakens, no impact.
6. Concerning the capabilities that you labeled as "N," write a paragraph describing how being exposed to these "new" capabilities may affect your choice to study engineering—for example, strengthens, weakens, no impact.