EML6934 ADVANCED PRACTICUM

Summer 2021
Meets online via Canvas course web site

Modifications to this syllabus may be required during the semester.
Any changes to the syllabus will be posted on the course web site and via email to student's ufl.edu email address.

INSTRUCTOR CONTACT INFORMATION

Karen J. Ehlers, Ed.D.
MAE-A 215 (Mechanical and Aerospace Engineering, Buidling A)
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Office Hours: Friday 9 AM – 12 Noon - https://ufl.zoom.us/j/97750537988

CLASS MEETING

The expectation for graduate level engagement in this course requires a minimum of 3 hours active participation in online discussion modules, in addition to course readings and assignments.

TEXTBOOK REQUIRED

- Bolman, L.G., & Deal, T.E. (6th Ed.) (2008). *Reframing organizations: Artistry, choice, and leadership.* San Francisco, CA: Jossey-Bass Publishers.
- Additional course readings available on Canvas or via the university library, in addition to those supplied by peers.

COURSE DESCRIPTION

Examination of the theoretical principles of organizational leadership, cultures, and behaviors applied to a functional examination of administrative roles engineering industry.

COURSE OBJECTIVES

It is essential for any practitioner-scholar 1) to critically analyze literature and associated issues for collaborative dialog, 2) to formulate and articulate personal positions using theoretical frameworks, and 3) discuss potential implications to practice, theory and research. By the end of this course, students will be able to:

1. Synthesize and discuss basic principles of organizational and administrative theory
2. Utilize organizational theory to determine primary administrative processes, products, and players
3. Distinguish, analyze, and classify leadership and management behaviors
4. Utilize organizational theory for effective leadership practice
5. Develop skills in analysis, synthesis, research, and communication as appropriate to graduate study and professional practice

COURSE ONLINE RESOURCES

CANVAS system (http://elearning.ufl.edu/) all documents, assignments, discussions, grades, etc. will be posted by instructor and student on this system.

COURSE AND UNIVERSITY POLICIES
Attendance, Make-Up Exams and Assignments
Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance

Accommodations for Students with Disabilities
Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC) - https://www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

UF Student Honor Code
UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Student Assistance and Emergencies
University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:
- Counseling and Wellness Center (CWC): http://www.counseling.ufl.edu/cwc/ or (352) 392-1575
- University Police Department: (352) 392-1111 or 9-1-1 for emergencies.
- U Matter, We Care: If you or a friend is in distress, visit http://www.umatter.ufl.edu/ or please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, (352) 392-1161.

Academic Resources
- E-learning Technical Support: call (352) 392-4357 (select option 2), e-mail Learning-support@ufl.edu, or visit https://lss.at.ufl.edu/help.shtml
- Career Connections Center: Reitz Union, call (352) 392-1601 or visit http://www.career.ufl.edu for career assistance and counseling.
- Library Support: visit http://cms.uflib.ufl.edu/ask for various ways to receive assistance with respect to using the libraries or finding resources.

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- o LibGuides are websites to help you find information about a specific area of study or even a specific class. These guides include suggested books in the library catalog and suggested journals in library database:
  - SPHE: http://guides.uflib.ufl.edu/studentpersonnel
  - Higher Education Admin: http://guides.uflib.ufl.edu/higheredadmin
- Teaching Center: Broward Hall, call (352) 392-2010 or (352) 392-6420 or visit http://teachingcenter.ufl.edu/ for general study skills and tutoring.
- Writing Studio: 302 Tigert Hall, call (352) 846-1138 or visit http://writing.ufl.edu/writing-studio/ for help brainstorming, formatting, and writing papers.

Student Complaint Process

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

- Information for residential courses can be found at https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Information for online courses can be found at http://distance.ufl.edu/student-complaint-process/

Graduate School Grading Policy:

(http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#grades)

Graduate Student Catalog Passing, Non-Punitive and Failing Grades: The Office of the University Registrar records student grades. The word "credit" refers to one semester hour, generally representing one hour per week of lecture or two or more hours per week of laboratory work. The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations, i.e. **grades below C do not fulfill degree requirements.**

COURSE EXPECTATIONS

Classroom Civility

Graduate level participation necessitates informed, empathetic, and considerate interactions and responses to all views and opinions during all interactions with instructors and peer students.

Classroom Engagement

Your contribution to class discussions is essential to your learning and growth as a practioner-scholar. In considering your level of class engagement, your participation should include all of the following: 1) the ability to join a theoretical conversation by incorporating all assigned reading (and/or resources by peers), 2) active learning through dialogic inquiry characterized by empathetic and considerate listening to peer views and the ability to express your own, and 3) the display of growth in critical thinking by thoughtfully contributing to the dialogue and activities from initiation to the conclusion of each discussion module, assignment, or deliverable.

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Please consider the following questions as you read the course materials each week in order to be prepared for class discussion:

1. How do the readings relate to other course readings and material?
2. How do the readings relate to your practice and the ways in which you interact with your members of your organization?
3. What elements of the organization and administration do the reading help you understand?
4. Were there any challenging parts of the reading that left you wondering about additional issues of organizational theory practice and/or theory?

Reading Assignments
Please complete reading assignments designated in the syllabus, tentative schedule, or otherwise assigned by the instructor prior to the class online meeting. Your responsibility to your peers is to be prepared to engage in large and small-group discussions.

GatorLink E-mail
Students are required to have and use their GatorLink account (@ufl.edu) for all UF related e-mail functions. Official university communications are sent to students at this email address. You are responsible for staying informed and current with all correspondence sent over the listserv.

Canvas Website
Students are required to use the canvas website. Additional course readings, information about assignments, and course-related announcements will be posted on this website.

COURSE ASSIGNMENTS
Discussion Modules/Class Participation (60)
1. Each student will contribute at the beginning of the discussion by posting an initial response to the assigned reading and discussion question(s) provided. 500 word minimum post is required.
2. Respond to a minimum of 2 peer posts. Once you have completed your initial post, you will be able to view your peers. You can/should:
   - Build upon it, disagree with it, rethink it, formulate an insightful question or two about it.
   - Expand your own response or write about an aspect of the assigned reading or other literature you don't quite understand.
   - Provide additional literature, resources, journal articles, websites, or other to illustrate and articulate your post/response or to add to class consumption and delve further into a topic.
   - A 250 word minimum post for each peer response.
3. After you have completed the initial post and replied to peer posts, you will continue the conversation via thoughtful and insightful reflection and analysis, additional reading completed on your own, real examples/scenarios experienced in your current institution, or other dialog which adds to the body of knowledge, inquiry, and/or discussion for the entire class.

To meet minimum acceptable engagement at the graduate level, each post should be a reflective, insightful, illustrated, and referenced/cited response. Note that the instructor participates as monitor and may remain in the background of the discussion thread. This is to allow you to have a robust conversation as a practioner-scholar. Instructor comments to individual posts and/or evaluative comments on participation are posted to

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the individual participant in the grading component for each discussion module. Additional details will be provided in the canvas assignment.

Remember: It is my intent that everyone feels comfortable to share and explore ideas. In the course of class discussions, I welcome disagreements in the spirit of critical thinking and challenging ideas, but please remember to be respectful of other points of view, whether you agree with them or not.

<u>Discussion Tenatitive Schedule</u>

TOPIC	PTS
Chapters 1 and 2	10
Chapters 4 and 5	10
Chapters 6 and 8	10
Chapter 9	10
Chapters 13	10
Chapters 17 and 20	10
Administrator Interview and Case Study	20
Peer Review Rubric	5
Reflection Paper	15
Total	100

Administrator Interview and Case Study (25 points) – PPT due July 28 and Peer Review due August 4
Thinking about your organization, identify an issue or problem that arose within the last 1 month – 24 months. Be sure your issue/problem is something your organizational administration would be willing to share as a case study for our course. Each student will then interview an administrator within your organization. While there is much to learn from textbooks and literature on organizational behavior, informational interviews can offer a wealth of material and knowledge from the prospective of an administrator who has "lived" it. Drawing on the different theoretical approaches we will cover in our text, this interview should provide a conversation and context (background, insight, process, framework, approach, outcome, etc.) to the issue or problem experienced.

Students will submit a Powerpoint presentation (PPT) or similar presentation format (minimum of 5 slides = minimum 15 minute PPT with voiceover: max 10 slides = 30 minutes) to share with a peer. A peer review rubric and memo response will be completed giving detailed feedback to the individual whose work you reviewed. Additional details for PPT and paper grading rubrics will be provided in the canvas assignment.

The PPT should summarize:
1) the organizational issue or problem
2) the major themes of the interview
3) the theoretical frameworks you noted from your experience in/with the issue and/or from the administrators prospective
4) the connections to reading (text and peer journals)

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5) the resolution, if any occurred, i.e. change in process, change in personnel, etc.

End of Term Reflection Paper (15 points) – Due August 14
Students will submit a reflection paper to better relate the term course readings to their own personal and professional positionality. The reflection paper should provide a critical analysis of the authors' points, compare/contrast the authors' viewpoint to other resources and course readings, and relate the work to one's own experiences. The goal of each paper is to allow you to build on your understanding of organizational theory to better reflect on how you can use that knowledge to build your practitioner-scholar identity. Critically discuss the ideas presented and connect them to other resources and experiences as opposed to providing a summary of the readings. When sources are cited, they should be included in a reference list. Use ASEM guidelines (https://www.asme.org/shop/proceedings/conference-publications/references) for citation. The paper should be a minimum of 3 pages, and not more than 5, not including cover page and references. Additional details will be provided in the canvas assignment.

GRADING:

ASSIGNMENT	POINTS	% OF FINAL GRADE
Discussion Modules/Class Participation	60	60%
Administrator Interview and Peer Review	25	25%
Reflection Paper	15	15%

TOTAL POSSIBLE POINTS:......................100

Course Grading Scale

	87.00-89.99% (B+)	77.00-79.99% (C+)	67.00-69.99% (D+)
93.00-100% (A)	83.00-86.99% (B)	73.00-76.99% (C)	63.00-66.99% (D)
90.00-92.99% (A-)	80.00-82.99% (B-)	70.00-72.99% (C-)	60.00-62.99% (D-)
			0-59.99% (E)

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

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