

**Syllabus**  
**Engineering Leadership**  
**EGS 6039 (EDGE Program Graduate Students)**

**Section (Class No.):** CAMP (15811) – Approved On-Campus Graduate Students

**Section (Class No.):** 1FE2 (11234) – EDGE Florida Residents

**Section (Class No.):** 2FED (10904) – EDGE non-Florida Residents

**Section (Class No.):** FDOT (19519) – FDOT Students

**Academic Term:** Summer C 2024

**1. Instructor:**

Bill McElroy, P.E., Associate Director and Instructional Professor, Gene Fraser Teaching Professor, Engineering Leadership Institute, University of Florida (UF) Herbert Wertheim College of Engineering (HWCOE)

- a. E-mail address: [mcelrowj@eng.ufl.edu](mailto:mcelrowj@eng.ufl.edu)
- b. Office telephone: 352-294-7383
- c. Office location: Wertheim Building 779, Room 385
- d. Office hours: Mondays and Wednesdays from 9:00 am to 10:00 am EDT via ZOOM personal meeting room <https://ufl.zoom.us/j/6112768635>. The instructor is open to setting up other in-person or virtual meetings or phone conversations upon request.
- e. Web site: [e-Learning @ UF](#)
- f. No teaching assistant
- g. Course communications: The preferred first step is to email the instructor, using the Canvas course management email tool, for general questions about aspects of the course.

- 2. Course Description:** *Engineering Leadership* introduces engineering students to the concepts, theory and practice of engineering leadership; effective written and oral communications and presentations; engineering leadership characteristics, individual differences and self-awareness; developing and building teams; managing change, conflicts, and crises; and understanding real-world ethics and core values. 3 credit hours.

- 3. Credit Hours:** 3

- 4. Course Pre-Requisites/Co-Requisites:** none

- 5. Course Objectives:** This course is entirely online and primarily for graduate students with some work experience who are: 1) completing their advanced degree through the HWCOE Electronic Delivery of Gator Engineering (EDGE) program or; 2) registered through the UF graduate school as a certificate-seeking or non-degree seeking student.

Course lecture videos are abbreviated and the content is supported by several types of student learning activities, within a user-friendly format that integrates the Canvas course management system. The course is divided into 3 units and each unit contains a series of modules. Each module includes one or more lecture videos, one or more activities designed to support student learning of the content, and a brief weekly reading insight assignment on leadership-related content. Some modules include main

assignments, quizzes, presentations and/or other requirements. All quizzes are administered electronically through the Canvas system (no proctors are required). Students will also plan and implement a leadership-related experience and submit an Individual Leadership Development Plan (ILDLP) as a major course deliverable. An ILDP Framework document is available on the Canvas course website and students should read this document at the outset of the course.

The main goals for the course are summarized below. Students completing the course will be able to:

- enter *engineer-leader* roles in their professional careers, whether in the private, academic, public, or non-profit sectors
- identify, interpret and apply the foundations of leadership to their individual leadership framework, with linkages to vision, high ethical standards and professionalism
- develop their effective communications and presentation skills
- apply concepts to better manage collaborative team dynamics, drive change, and manage conflicts

Course completion is one of the prerequisites to obtain the Engineering Leadership Certificate offered by the HWCOE and issued by the UF graduate school.

<https://www.eng.ufl.edu/leadership/curriculum/certificates/>

6. **Material and Supply Fees:** none
7. **Professional Component (ABET):** Not applicable as course is not specific to a major under ABET purview.
8. **Relation to Program Outcomes (ABET):** Not applicable as course is not specific to a major under ABET purview.
9. **Required Textbooks and Software:** The required course text for all students is:
  - a. Title: Everyone a Leader: A Guide to Leading High-Performance Organizations for Engineers and Scientists (all Sections)
  - b. Author: Colcleugh, David
  - c. Publication date and edition: 2016
  - d. ISBN number: 978-1-4875-2183-7

Later in the semester, students should expect to also purchase a case study online simulation package titled *Change Management Simulation: Power and Influence V2*, by Judge and Hill (7/25/18). The costs will be on the order of \$16.25 per student. The simulation will be available through Harvard Business School Publishing and the instructor will provide more information about, and a link for, obtaining the package later in the semester.

The individual modules outline additional assigned readings and information. These materials are either articles (such as from Harvard Business Review journal) that are

electronically available to UF students for free through the University e-library system, or postings on the Canvas course website.

- 10. Recommended Materials:** Additional supplemental recommended resources related to the course content are outlined by module. These will also either be free articles available electronically through the University e-library system, or postings on the Canvas course website. These materials are not assigned but are recommended to provide students with additional value from the course.

The instructor highly recommends that students also obtain and read the small book titled *Lincoln on Leadership* (Donald T. Phillips, 1992, ISBN number: 0-446-394459-9). This book is a quick, interesting and insightful look into the leadership attributes and behaviors of former President Abraham Lincoln that align well with effective leadership in modern day organizations.

- 11. Course Schedule:** The online course is designed to comprise a weekly 3 credit-hour session of content, similar to the conventional on-campus version of the course. By UF definition, the course equates to 2.5 hours of equivalent weekly “contact periods” (50 minutes per period). The UF definition assumes that students may spend a **minimum** of 6 additional hours (2 hours per credit hour) outside of the weekly equivalent contact time in completing the course requirements.

The outline of main topics to be covered in each module, student learning objectives for each module, and key submittals and activities corresponding to each module are summarized below. Students may complete all assigned text readings however they choose in order to be prepared for quizzes that cover the content. The actual availability and due dates for assignments, activities, and quizzes are set in the Canvas course management system (see Syllabus page).

As indicated below, due to the compressed Summer semester schedule, two modules are combined in two of the weeks during the semester period. In the event of unintended conflicts, the Canvas course schedules apply:

Units	Modules (Weeks) <sup>1</sup>	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings <sup>2</sup>	Key Submittals and Activities <sup>3</sup>
1 Foundations of Leadership (Modules 1-4)	1 (1) <b>Classes begin on May 13th</b>	course overview and initial leadership concepts	<ul style="list-style-type: none"> <li>Identify and describe the course content and objectives</li> <li>Describe and appraise the components of engineering leadership</li> <li>Interpret and compare key common elements of effective leadership</li> </ul>	Chapters 1-2 (Quiz 1 Modules 1-3)	Submittals: <ul style="list-style-type: none"> <li>Activity: 1.1</li> </ul> Complete syllabus quiz  Other: <ul style="list-style-type: none"> <li>acquire text</li> <li>review ILDP framework</li> <li>initiate prep of initial ILDP submittal</li> </ul>
	2 (2) <b>NOTE: Modules 2 and 3 are combined in same week due to compression of Summer C semester schedule</b>	leadership concepts and frameworks	<ul style="list-style-type: none"> <li>Appraise and critique common leadership concepts and frameworks</li> <li>Interpret and apply the fundamental elements of building trust</li> </ul>		Submittals: <ul style="list-style-type: none"> <li>weekly Assignment 1 (A1) reading insights</li> <li>Activities: 2.1, 2.2, 2.3</li> </ul> Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> <li>initiate Assignment 2 (individual)</li> <li>continue work on initial ILDP submittal</li> </ul>
	3 (2) <b>NOTE: Modules 2 and 3 are combined in same week due to compression of Summer C semester schedule</b>	leadership theories	<ul style="list-style-type: none"> <li>Identify and compare common leadership theories that have evolved over time</li> <li>Compare and assess common leadership theory applications</li> </ul>		Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Activities: 3.1, 3.2</li> </ul> Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> <li>initiate Assignment 2 (individual)</li> <li>Continue work on initial ILDP submittal</li> </ul>
	4 (3)	more leadership concepts	<ul style="list-style-type: none"> <li>Compare and assess key differences between management and leadership in organizations</li> <li>Identify and compare key components of leadership and power</li> <li>Define and evaluate common aspects of ethical leadership and ethical organizational cultures</li> </ul>	Chapters 3-4 (Quiz 2 – Modules 4-6)	Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>initial ILDP</li> <li>Assignment 2</li> <li>Activities: 4.1, 4.2, 4.3</li> </ul> Complete Quiz 1 – open 6/2 – 6/3  Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> </ul>

Units	Modules (Weeks) <sup>1</sup>	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings <sup>2</sup>	Key Submittals and Activities <sup>3</sup>
2 Individual Leadership Development (Modules 5-8)	5 (4)	persuasion and influence	<ul style="list-style-type: none"> <li>Compare and assess the roles of and key differences between persuasion and influence in leadership</li> <li>Evaluate and compare the key principles of persuasion</li> </ul>	Chapters 3-4 (Quiz 2 – Modules 4-6)	Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Activities: 5.1</li> </ul> Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> <li>initiate Assignment 3 (team)</li> <li>continue work on ILDP experience</li> </ul>
	6 (5)	persuasive communications	<ul style="list-style-type: none"> <li>Understand and analyze concepts and principles used to develop persuasive written documents and presentations</li> <li>Apply and create persuasive written documents and presentations</li> </ul>		Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Assignment 3 (team)</li> <li>Activities: 6.1, 6.2</li> </ul> Complete Quiz 2 – open 6/16 - 6/17 Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> <li>continue work on ILDP experience</li> </ul>
	7 (6)	emotional intelligence; personality, communications and conflict resolution; difficult conversations	<ul style="list-style-type: none"> <li>Understand and assess the concept and role of emotional intelligence (EQ) in modern-day leadership</li> <li>Identify and evaluate key attributes of EQ for individual growth and development</li> <li>Understand and interpret individual preferences through evaluation of personality traits</li> <li>Compare and apply key principles about personality traits for more effective communications</li> <li>Understand and interpret individual tendencies in conflict situations</li> <li>Compare and apply key concepts about</li> </ul>	Chapters 5-7 (Quiz 3 – Modules 7-9)	Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Activities: 7.1, 7.2, 7.3</li> </ul> Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> <li>initiate Assignment 4 (team)</li> <li>continue work on ILDP experience</li> </ul>

Units	Modules (Weeks) <sup>1</sup>	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings <sup>2</sup>	Key Submittals and Activities <sup>3</sup>
2 Individual Leadership Development (Modules 5-8)			conflict management approaches to improve individual and team communications and interactions	Chapters 5-7 (Quiz 3 – Modules 7-9)	Submittals: - weekly reading insights - Assignment 4 - Activities: 8.1, 8.2  Complete Quiz 3 – open 7/7 – 7/8  Other: - complete assigned readings (see Canvas module) - continue work on ILDP experience
	<b>Jun 24 – Jun 39</b>	<b>Summer Break</b>			
	8 (8) <b>NOTE: Modules 8 and 9 are combined in same week due to compression of Summer C semester schedule</b>	professional credibility	<ul style="list-style-type: none"> <li>Summarize the concept of credibility and identify its foundations</li> <li>Summarize and apply the concept of the standard of care in engineering</li> </ul>		
3 Leadership and 21st Century Organizations (Modules 9-15)	9 (8) <b>NOTE: Modules 8 and 9 are combined in same week due to compression of Summer C semester schedule</b>	motivational theories and applications	<ul style="list-style-type: none"> <li>Compare and assess the fundamental aspects of key motivational concepts and theories</li> </ul>	Chapters 5-7 (Quiz 3 – Modules 7-9)	Submittals: - weekly reading insights - Assignment 4 - Activities: 9.1, 9.2  Complete Quiz 3 – open 7/7 – 7/8  Other: - complete assigned readings (see Canvas module) - continue work on ILDP experience
	10 (9)	teams, team dynamics and team development	<ul style="list-style-type: none"> <li>Compare and describe the terms commitment and engagement, and assess factors that impact them in teams and organizations</li> <li>Identify key overarching factors impacting team development and effectiveness</li> <li>Describe and interpret the common dynamics in teams and assess key factors in development of high-performance teams</li> <li>Compare and describe key generational</li> </ul>		

Units	Modules (Weeks) <sup>1</sup>	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings <sup>2</sup>	Key Submittals and Activities <sup>3</sup>
3 Leadership and 21st Century Organizations (Modules 9-15)			differences that can impact team dynamics, and practices to manage and lead different generations in the work force <ul style="list-style-type: none"> <li>Evaluate and apply best practices to hold difficult conversations with individuals</li> </ul>		
	11 (10)	corporate culture; some leadership realities in modern day organizations	<ul style="list-style-type: none"> <li>Identify and assess key elements and factors that form strong cultures in modern-day organizations</li> <li>Evaluate and apply best practices when leading without authority and/or leading virtual teams</li> </ul>	Chapters 8-10 (Quiz 4 – Modules 10-11)	Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Assignment 5 (team)</li> <li>Activities: 11.1, 11.2</li> </ul> Complete Quiz 4 – open 7/21 – 7/22  Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> <li>initiate preparation of Final ILDP</li> </ul>
	12 (11)	leadership and creativity; diversity and inclusion	<ul style="list-style-type: none"> <li>Identify and assess key elements and factors that improve creative leadership and ethical innovations</li> <li>Evaluate and apply best practices with respect to diversity and inclusion in groups and organizations</li> </ul>	Chapters 11-13 (Quiz 5 – Modules 12-13)	Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Activities: 12.1, 12.2</li> <li>Final ILDP</li> </ul> Other: <ul style="list-style-type: none"> <li>complete assigned readings (see Canvas module)</li> </ul>
	13 (12,13) <b>NOTE: Module 13 extends over the last 2 weeks of Summer C semester</b>	leading and managing change	<ul style="list-style-type: none"> <li>Evaluate and apply best practices with respect to leading and managing change in projects and organizations</li> </ul>		Submittals: <ul style="list-style-type: none"> <li>weekly reading insights</li> <li>Activities: 13.1, 13.2</li> <li>Assignment 6</li> <li>course evaluation</li> </ul> Complete Quiz 5 – open 8.6 – 8.8
<b>Last Day of Classes is August 9<sup>th</sup></b>					
<b>NOTES:</b> <sup>1</sup> Reflects Monday-Sunday calendar schedule					

Units	Modules (Weeks) <sup>1</sup>	Expected Coverage and Discussion Topics	Student Learning Objectives for Unit	Text Readings <sup>2</sup>	Key Submittals and Activities <sup>3</sup>
<p><sup>2</sup> "Everyone a Leader" (see Syllabus for more details about this text). Individual modules identify additional assigned and recommended readings and information.</p> <p><sup>3</sup> Most submittals are due on the Sunday of the week indicated. The specific Canvas assignments govern the actual dates of availability and submittals. Other class activities may be involved; refer to and follow Canvas course site.</p>					

## 12. Policies and Class Expectations:

### General

The learning environment for *Engineering Leadership* is intended to be professional, courteous and respectful. The course is designed around what are believed to be current and relevant topics and best practices to help create and/or develop Gator Engineers who are prepared to accept roles, and/or advance, as an engineer-leader in their career.

The instructor is fully invested in this course instructional effort. The instructor is more than willing to provide students with the corresponding subject matter expertise, professional experience, and judgment to accomplish course objectives and maximize student learning outcomes. The instructor is also open to suggestions and constructive criticisms to continually improve the online course. Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class.

To promote a more complete understanding and application of this course content, students will be required to complete an Individual Leadership Development Plan (ILDLP). The ILDP is intended to assist students in understanding and applying key competencies that are related to the course content and based on their individual strengths and needed for effectiveness in their careers as engineering leaders. The ILDP is a requirement and a key deliverable for completion of the course. More about the ILDP can be found in the ILDP Framework document available on the Canvas course website.

The course instructor has no ability to address or resolve technology issues related to the Canvas course management system. If a student believes that an issue of this nature was responsible for an event, such as a late individual or team submittal or some malfunction during a quiz, then it is that student's responsibility to discuss the issue with the UF HELP Desk (352-392-4357), obtain documentation from them about the issue, and follow-up with the instructor upon the supported conclusion that a Canvas issue was in fact involved with the event. The instructor will make time extensions for students having these or other legitimate reasons (for example, a documented health issue) for a late submittal, quiz accessibility issues, etc.

### Other Specific Policies and Expectations:

**Use of A.I.:** If you choose to use A.I. (e.g., ChatGPT or BingAI) in completing any of your work in this class, please note the following guidelines must be followed:



- Be aware of the limits of the A.I. tools. The results you get are very dependent on the prompts you use and how well you define those prompts. The numbers and facts you may get could be completely wrong so unless you can independently confirm the results through another source, do not trust that they are correct. You will be responsible for any incorrect numbers or facts you get from using the tool.
- A.I. is a tool and, as such, you must acknowledge that you used it in completing any work for the class. You must include a paragraph at the end of any assignment in which you used AI explaining how you used it and what prompts you used to get the results. Failure to do so may be considered a violation of academic honesty policy.

**Teams:** Depending on enrollments, many of the assignments (including presentations that may be required) will be team-based. Students may opt to self-assign to a team formed in Canvas by the instructor (normally consisting of 2 - 4 students per team depending on class enrollment), within the prescribed period (to be announced). At that time, the instructor will randomly assign the other students (who did not self-assign) into teams.

Note that Canvas recognizes only the teams created by the instructor for team-based assignment grading purposes, so students must be assigned to one of the designated teams. Students may also form a student or project group in Canvas if they choose; however, this is incidental to and not a substitute for being assigned to one of the designated teams.

**Quizzes:** Quizzes will be an open-book, open-note format. UF Honor Code provisions apply. Quizzes will be completed electronically through the Canvas website for the course. (No proctors are required.) The quizzes will be available for prescribed periods of time (normally a couple of days), with dates and times of availability based on the course schedule and updates through announcements and emails (using the Canvas course website). No make-up quizzes will be available, subject to [UF Attendance Policies](#).

**Assignments:** There will be up to seven larger assignments throughout the semester, of which one is the Weekly Reading Insights (more information below). Each Canvas assignment will include instructions for preparation, including the release and due dates:

- Microsoft Word templates are provided on the assignment pages for student reuse in preparing these submittals (except for the weekly reading insights submittals where text-box entry format is acceptable).
- Students should expect a minimum 10% grade penalty for failure to follow all instructions indicated on the templates and the specific assignments (as applicable).
- Assignments will be evaluated against rubrics that will be available and each assignment page in Canvas.
- Students listed as participating members on the team assignments will receive the same assignment grade. The instructor will assume that unlisted students were not a participating team member and they will receive a grade of 0 for that assignment.

- Weekly Reading Insights: Each week, all students are required to submit their Weekly Reading Insights, with reflections on a leadership-related article posted by the instructor. These weekly assignments will cumulatively count as one main assignment grade, with the assignment score corresponding to the ratio of the number of assignments actually submitted to the number of weekly assignments required.
- No late Assignments will be accepted, subject to [UF attendance policies](#).
- Expectations for Quality of Work: Effective written communications are an important part of being an engineer, engineering leader and professional. While students are not expected to be able to write like English majors or accomplished authors, all students are expected to take sufficient care to produce assignment submittals that reflect a collegiate or working professional level of effort in terms of compositional structure and correct grammar usage. To this end, the instructor's expectations for all assignment submittals are outlined below:
  - ✓ All assignments will be completed using the appropriate Microsoft (MS) Word template. All final submittals will be in pdf format unless specifically stated otherwise in the associated assignments.
  - ✓ Students will take ownership of producing high-quality assignment "deliverables" that they would submit to their employer.
  - ✓ Submittals will reflect good, common practice in developing paragraphs and sentences (such as one topic per paragraph, use of complete sentences and not fragments, one thought per sentence that supports the paragraph topic, consistent fonts and structure, etc.). Good, common practice for this course does **not** include responses that involve long blocks of text containing multiple topics.
  - ✓ Students will use standard resources available through MS Word (or other acceptable sources) to search for and correct grammatical issues prior to assignment submittal. Submittals that contain noticeable misspelled words, incomplete sentences and similar careless issues will be considered a non-professional submittal and subject to a minimum 10% grade penalty. (This may be in addition to the grade penalty assigned for not following assignment instructions.) The quality of team-based submittals is a shared responsibility among the team members.
  - ✓ Team-based submittals mean that the document reflects a team compilation of contributions, endorsed by all participating team members. In finalizing the submittal, remember that there is no "I in team" and submittals should reflect this concept by removing words (such as "I" or "me") that reflect only individual perspectives, unless they question asks for individual team member responses.
  - ✓ Source and reference listings may be required for some assignment submittals. Assignments that fail to include references, as may be requested, will be considered incomplete and subject to a minimum 10% grade penalty. (This may be in addition to grade penalties assigned instructional or quality-based reasons.)

**Activity Reports:** Students will be asked to complete one or more Activity Reports per module. Each activity report will provide instructions for preparation, including the release and due dates. Students should expect a minimum 10% grade penalty for failure to follow all instructions (as applicable). Expectations for written documents (previously outlined) also apply to activity reports.

- No late Activity Reports will be accepted, subject to [UF attendance policies](#).
- The instructor will evaluate a number of Activity Reports against the associated rubric throughout the semester, at their discretion. On weeks when the activity report is not graded against the rubric, students will receive completion credit if they have completed the activity report by the due date. The instructor will not announce ahead of time which activity reports will be evaluated against the rubric.

**Discussion Boards:** Online discussion boards will be part of completing some module activities, as identified in the applicable module outlines. The discussion boards will further exploration of topics covered in the units. Obtaining full credit for participation will involve posting an original response to the discussion board questions followed by posting at least 1 reply to another student posting by the closure date indicated (typically Sunday evenings). The earlier the original posting can be made the better for discussion purposes. Discussion board postings will be evaluated against rubrics that will be available and will consider both the content of the postings as well as how well ideas were communicated. Expectations for written documents (previously outlined) also apply to discussion board postings. Remember to exercise courtesy and proper etiquette when making posts and responding to others' posts.

- No late Discussion Board postings will be accepted, subject to [UF attendance policies](#).
- The instructor will evaluate a number of discussion boards against the associated rubric throughout the semester, at their discretion. On weeks when the discussion is not graded against the rubric, students will receive completion credit if they have participated in the discussion by the due date. The instructor will not announce ahead of time which discussions will be evaluated against the rubric.

**13. Evaluation of Grades:** Weightings of each course component for determination of final course grades are indicated below:

Components	Points	Weighting Percentage of Final Grade
Individual Leadership Development Plan	<ul style="list-style-type: none"> <li>• 20 points (maximum) for initial submittal</li> <li>• 80 points (maximum) for final submittal</li> </ul>	20%
quizzes (up to 6)	<ul style="list-style-type: none"> <li>• maximum points will vary by quiz</li> </ul>	25%
assignments (up to 7) (may include presentations)	<ul style="list-style-type: none"> <li>• 100 points (maximum) each</li> </ul>	25%

	Combined Weekly Reading Insights score will count as 1 assignment	
activity reports and discussions (normally 2-3 per week)	<ul style="list-style-type: none"> <li>20 points (maximum) for each submittal</li> </ul>	30% (15% for each type)
<b>Total:</b>		<b>100%</b>

#### 14. Grading Policy:

The final course grade (as a total percentage rounded to the nearest tenths of a digit) will be compared against the following grade scale:

A = 90.0 or above	C = 72.0 - 74.9
A- = 87.0 - 89.9	C- = 69.0 - 71.9
B+ = 84.0 - 86.9	D+ = 66.0 - 68.9
B = 81.0 - 83.9	D = 63.0 - 65.9
B- = 78.0 - 80.9	D- = 60.0 - 62.9
C+ = 75.0 - 77.9	E = 59.9 or below

More information on UF grading policies may be found here: [Graduate Catalog Grading Policies page](#)

#### 15. Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

#### 16. Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

#### 17. In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **18. University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida 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 the University of Florida, 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 (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **19. Commitment to a Safe and Inclusive Learning Environment**

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- HWCHE Human Resources, 352-392-0904, [student-support-hr@eng.ufl.edu](mailto:student-support-hr@eng.ufl.edu)
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, [taylor@eng.ufl.edu](mailto:taylor@eng.ufl.edu)
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, [nishida@eng.ufl.edu](mailto:nishida@eng.ufl.edu)

### **20. Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## **21. Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<https://registrar.ufl.edu/ferpa.html>

## **22. Campus Resources:**

### ***Health and Wellness***

#### **U Matter, We Care:**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**Counseling and Wellness Center:** <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Discrimination, Harassment, Assault, or Violence**

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, [title-ix@ufl.edu](mailto:title-ix@ufl.edu)

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

### ***Academic Resources***

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

**Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus**: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

**On-Line Students Complaints**: <https://distance.ufl.edu/getting-help/>;  
<https://distance.ufl.edu/state-authorization-status/#student-complaint>.