

TO: The Faculty of the College of Engineering
FROM: The Division of Environmental and Ecological Engineering
SUBJECT: New Undergraduate Course, EEE 48100, Reflective Practitioner

The Faculty of the Division of Environmental and Ecological Engineering has approved the following new course. This action is now submitted to the Engineering Faculty with a recommendation for approval.

EEE 48100: Reflective Practitioner

Sem. 1 and 2, asynchronous, Credits 1

Corequisites: EEE 48000

Prerequisites: Participation in an experiential education opportunity. Experiential education at Purdue University is a planned pedagogy centering on an authentic experience to strengthen students' knowledge, skills, and abilities, paired with student reflection. Some common examples of experiential education include internships/co-ops, clinical placements and other field-based experiences, projects with community/industry partners, and undergraduate research.

Course description:

Reflective practice is a term coined by Donald Schön in *The Reflective Practitioner* (1983). Reflective practice is the capacity to reflect on action to engage in a process of continuous learning. Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice. A person who reflects throughout their practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to their existing knowledge base and reach a higher level of understanding. Critical reflection as part of experiential education generates, deepens, and documents learning. As a result of this course, you will be able to articulate the value of your experiential education opportunities toward marketing yourself for potential job opportunities and develop the skills needed to become a reflective practitioner for promotional growth in your future career.

The learning objectives for this course are:

1. Critically reflect on experiential education experiences
 - a. Identify knowledge and skills gain from experiences
 - b. Identify connections between experiences and disciplinary knowledge
2. Apply theories and concepts to practical sustainability problems
 - a. Identify ways in which individual actions within experiences contributed to improving sustainability
 - b. Identify ways to individually contribute to improving sustainability in future professional practice
3. Synthesize experiential education experiences into a career development plan
 - a. Articulate strengths and weaknesses observed within experiences
 - b. Develop a self-improvement plan for future professional practice
 - c. Identify a potential career path
 - d. Synthesize knowledge and skills gained into high quality LinkedIn page and Strengths Statement

This is a new course.

Reasons: The EEE curriculum is being updated and this new course was created as part of that.

A handwritten signature in black ink that reads "John W. Sutherland". The signature is written in a cursive style with a large initial "J" and "S".

John W. Sutherland, Professor and Fehsenfeld Family Head
Division of Environmental and Ecological Engineering

EEE 481: REFLECTIVE PRACTITIONER

COURSE INFORMATION

Semester: Fall/Spring, 1 credit, co-requirement with EEE 480, Senior Design
Modality: Asynchronous with 2 face-to-face arranged hours

INSTRUCTOR: DR. LINDSEY PAYNE

Office: Office of Engagement, YONG 535 Office Hours: W, 3-4 PM, virtual or in-person by appointment
Contact: (949) 357-4514, paynel@purdue.edu

COURSE DESCRIPTION & PEDAGOGICAL APPROACH

Reflective practice is a term coined by Donald Schön in *The Reflective Practitioner* (1983). Reflective practice is the capacity to reflect on action to engage in a process of continuous learning. Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice. A person who reflects throughout their practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to their existing knowledge base and reach a higher level of understanding. Critical reflection as part of experiential education generates, deepens, and documents learning. As a result of this course, you will be able to articulate the value of your experiential education opportunities toward marketing yourself for potential job opportunities and develop the skills needed to become a reflective practitioner for promotional growth in your future career.

LEARNING OUTCOMES & OBJECTIVES

Students will be able to:

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PREREQUISITES

Participation in an experiential education opportunity. *Experiential education* at Purdue University is a planned pedagogy centering on an authentic experience to strengthen students' knowledge, skills, and abilities, paired with student reflection. Some common examples of experiential education include *internships/co-ops, clinical placements and other field-based experiences, projects with community/industry partners, and undergraduate research*.

REQUIRED TEXTS

There is no textbook required for this course. Readings will be assigned as needed and listed in the course schedule.

COURSE ASSESSMENTS

A. Reflective Activities	500 points
B. Professional Presence Activities	400 points
C. Wellness	100 points
TOTAL	1,000 points

CLASS SCHEDULE

To accomplish the objectives of this course a variety of instructional techniques will be used including, but not limited to lectures, group discussion, reflective practice, informal/formal presentations. Ultimately, this is a student-centered learning course requiring high levels of engagement and responsibility from all students.

Week	Dates	Topic, <i>Modality</i>	Reading and Assessments	Due Dates
1	Aug-21	Becoming a Reflective Practitioner, <i>in-person</i>	<ul style="list-style-type: none"> • Reflection #1 • Pre-survey • Reading #1 • Wellness check #1 	Aug-21, 11:59 PM Aug-27, 11:59 PM Aug-27, 11:59 PM Aug-27, 11:59 PM
2	Aug-28	Identifying Knowledge, Skills, and Disciplinary Connections, <i>distance</i>	<ul style="list-style-type: none"> • Reflection #2: Knowledge, skills, disciplinary connections 	Sept-3, 11:59 PM
3	Sept-4	Communicating Your Professional Presence—Written, <i>distance</i>	<ul style="list-style-type: none"> • Reading #2 • Professional writing #1 • Wellness check #2 	Sept-10, 11:59 PM Sept-10, 11:59 PM Sept-10, 11:59 PM
4	Sept-11	Identifying Contributions to Improving Sustainability, <i>distance</i>	<ul style="list-style-type: none"> • Reflection #3: Contributions to sustainability 	Sept-17, 11:59 PM
5	Sept-18	Communicating Your Professional Presence—Written, <i>distance</i>	<ul style="list-style-type: none"> • Reading #3 • Professional writing #2 • Wellness check #3 	Sept-24, 11:59 PM Sept-24, 11:59 PM Sept-24, 11:59 PM
6	Sept-25	Identifying Strengths & Weaknesses for Your Future Career Path, <i>distance</i>	<ul style="list-style-type: none"> • Reflection #4: Strengths and weaknesses 	Oct-1, 11:59 PM
7	Oct-2	Developing a Self-Improvement Plan, <i>in-person</i>	<ul style="list-style-type: none"> • Reading #4 • Reflection #5: Self-improvement plan • Wellness check #4 	Oct-15, 11:59 PM Oct-15, 11:59 PM Oct-15, 11:59 PM
8	Oct-9	No class, Fall Break		
9	Oct-16	Articulating Your Strengths, <i>distance</i>	<ul style="list-style-type: none"> • Reflection #6: DRAFT strengths 	Oct-24, 11:59 PM
10	Oct-23	Communicating Your Professional Presence—Verbal, <i>distance</i>	<ul style="list-style-type: none"> • Reading #5 • Professional presentation #1 • Wellness check #5 	Oct-29, 11:59 PM Oct-29, 11:59 PM Oct-29, 11:59 PM
11	Oct-30	Marketing Your Strengths, <i>distance</i>	<ul style="list-style-type: none"> • DRAFT LinkedIn page 	Nov-5, 11:59 PM
12	Nov-6	Communicating Your Professional Presence—Verbal, <i>distance</i>	<ul style="list-style-type: none"> • Reading #6 • Professional presentation #2 • Wellness check #6 	Nov-12, 11:59 PM Nov-12, 11:59 PM Nov-12, 11:59 PM

13	Nov-13	Refining Your Professional Presence, <i>distance</i>	<ul style="list-style-type: none"> • Reflection #7: FINAL strengths • FINAL LinkedIn page 	Nov-26, 11:59 PM Nov-26, 11:59 PM
14	Nov-20	Communicating Your Professional Presence, <i>distance</i>	<ul style="list-style-type: none"> • Professional presentation #3 • Wellness check #7 	Nov-26, 11:59 PM Nov-26, 11:59 PM
15	Nov-27	Communicating Your Professional Presence, <i>distance</i>	<ul style="list-style-type: none"> • Professional presentation #4 • Reflection #8: Final reflection 	Dec-3, 11:59 PM Dec-3, 11:59 PM
16	Dec-4	Final Reflective Practice & Sharing of Strength Statements, <i>in-person</i>	<ul style="list-style-type: none"> • Selection of “Best Statements” for EEE celebration • Post-survey • Wellness check #8 	Dec-4, in-class Dec-4, 11:59 PM Dec-4, 11:59 PM
Final Exam Week – No Class				

GENERAL COURSE POLICIES

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised calendar or other circumstances beyond my control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting me via email.

Communication: Do not hesitate to ask for my assistance. **Constant communication is critical in this course.** I love teaching, I am passionate about this subject matter, and I am eager to help you! Contact me by email so we can arrange a time to discuss any questions you have about the course. Responses to email will occur within a reasonable time period (~24 hours).

Class Expectations: Advance preparation and in-class participation will be required, and lack of preparation and/or participation will result in a score reduction. **High levels of participation are required for this course—active engagement with the materials, peers, and me will be expected at all times. In instances when you are unable to participate in active discussion by a set time frame, you are responsible for identifying ways to still share your contributions to class discussions and topics through other means with your classmates and me.**

Assignment Submissions: If you are unable to complete an assignment on time contact me in advance. Occasionally an assignment specific extension may be granted but normally score reductions of 5% per late day will be imposed. **All assignments must be submitted to Brightspace as a text or a Word document to allow for me to utilize inline editing and suggestions for feedback.**

Grading:

Grade	Numerical Score
A	≥930
A-	≥900
B+	≥870
B	≥830
B-	≥800
C+	≥770
C	≥730
C-	≥700
D+	≥670
D	≥630
D-	≥600
F	Below 599

Attendance: Attendance at all in-person meetings is required. Ultimately, there is a responsible adult attendance policy for this course—please keep me informed of your well-being and progress in advance of class. I am here to support your learning as effectively as I possibly can. If I do not know your situation, I cannot do that. Please communicate early and often.

Honoring and Fostering Diversity, Inclusion and Belonging: We are not all the same and our differences bring value and learning opportunity to our class. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. Everyone should remember the following points:

- We are all in the process of learning about others and their experiences. Please speak with me, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

UNIVERSITY POLICIES

Attendance: Specific to COVID-19, students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, paynel@purdue.edu. When the student is unable to make direct contact with the instructor because of circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students (odos@purdue.edu) or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

Additionally, if you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email, paynel@purdue.edu. Arrangements based on your particular situation will be made. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

Classroom Guidance Regarding Protect Purdue: The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](#), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Academic Dishonesty: Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972], [Purdue's student guide for academic integrity](#).

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. *The Purdue Honor Pledge* (<https://www.purdue.edu/odos/osrr/honor-pledge/about.html>): "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue"

Use of Copyrighted Materials: Students are expected, within the context of the Regulations Governing Student Conduct and other applicable University policies, to act responsibly and ethically by applying the appropriate exception under the Copyright Act to the use of copyrighted works in their activities and studies. The University does not assume legal responsibility for violations of copyright law by students who are not employees of the University. A Copyrightable Work created by any person subject to this policy primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, musical compositions and other works of artistic imagination, and works of students created in the course of their education, such as exams, projects, theses or dissertations, papers and articles, [University Regulations on policies](#).

Nondiscrimination Policy: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual

respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_eou_statement.html.

Grief Absence Policy for Students: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family. See the [University's website](#) for additional information.

Accessibility and Accommodations: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Mental Health Statement

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack: <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services: <https://www.purdue.edu/caps/> (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Violent Behavior Policy: Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity. See the [University's website](#) for additional information.

Emergencies: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. [You are expected to read your @purdue.edu email on a frequent basis](#). See the [University's website](#) for additional information.

Disclaimer

This syllabus is subject to change. You will be notified of any changes as far in advance as possible via an announcement on Brightspace. Monitor your Purdue email daily for updates.