



# School of Planning, Public Policy and Management



## University of Oregon School of Planning, Public Policy and Management

### PPPM 625: COMMUNITY PLANNING WORKSHOP

Spring 2020 (CRN 25181)

T/Th/F, 8:30-9:50am

Zoom – Online!

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## COURSE INFORMATION

### Context

The world is changing. In 2007, the number of people living in urban areas surpassed those living in rural areas for the first time in recorded history.<sup>1</sup> Globally, the population is expected to surpass 9.7 billion by 2050, a roughly two-fold increase in just 80 years.<sup>2</sup> Rapid technological advances are changing social dynamics, urban form, and global economies in ways we will not fully understand for years, or potentially decades to come.<sup>3</sup> Meanwhile, ecological and environmental systems are being increasingly stressed by development pressures, climate change, and natural hazard impacts.<sup>4</sup> Underlying these rapid changes, we continue to grapple with the very real physical, social, economic, and psychological repercussions of colonization and systemic discrimination.<sup>5</sup> In this context, what skills do community and regional planners and affiliated professionals need to succeed?

<sup>1</sup> Ritchie, H. and Roser, M. "Urbanization." *Our World in Data*, University of Oxford, Global Change Data Lab, September, 2018, Revised November, 2019, <https://ourworldindata.org/urbanization>.

<sup>2</sup> "Growing at a slower pace, world population is expected to reach 9.7 billion in 2050 and could peak at nearly 11 billion around 2100." *News*, United Nations, Department of Economic and Social Affairs, 17 July 2019, <https://www.un.org/development/desa/en/news/population/world-population-prospects-2019.html>.

<sup>3</sup> "Trends Transforming the Global Landscape." *Global Trends*, Office of the Director of National Intelligence, <https://www.dni.gov/index.php/global-trends/trends-transforming-the-global-landscape>.

<sup>4</sup> "Climate Change Impacts." *Climate Education Resources*, National Oceanic and Atmospheric Administration, February 2019, <https://www.noaa.gov/education/resource-collections/climate-education-resources/climate-change-impacts>.

<sup>5</sup> DiAngelo, R. "Chp. 2: Racism and White Supremacy." *White Fragility*. Boston, 2018, Beacon Press.

## Course Description

Community Planning Workshop is designed to develop professional planning skills. To do this, we use an experiential-/service-learning approach. Specifically, we engage students in direct experience and focused reflection in order to (1) increase knowledge and understanding, (2) build and develop new skills, and (3) prepare you for a career in team-based project work. In CPW, students work collaboratively on real projects for paying clients with defined research and final deliverable expectations.

Our “workshop” consists of communities, agencies, and regions found throughout the state of Oregon. While no two projects are the same, we prioritize projects that address current planning or policy issues and that provide opportunities to practice project-based planning skills.

You will not receive letter grades in CPW. Instead, we will provide structured feedback across a range of common and individual learning objectives. In addition, you will observe and measure your own learning through facilitated reflection. Within the service-learning approach, facilitated reflection encourages students to make relevant connections to their own academic, professional, and personal motivations and goals.

## Primary Course Objectives/Learning Outcomes

This course will enhance student’s skills across the following categories:

- **Professional Practice**
  - **Professional planning project execution:** understand what it is like to work in a consulting or public planning team environment. This includes working within a predefined scope of work, interacting with clients and project partners, and managing time and effort within both documented and undocumented project constraints.
  - **Team work:** facilitate effective team work that leverages the strengths of each team member.
- **Information Gathering & Synthesis**
  - **Process facilitation:** use a variety of facilitation techniques to guide one or more of the following: formal and informal meetings, focus groups, workshops, public events, and other project engagement activities. Be comfortable with and effective at facilitating internal team meetings, client meetings, and meetings with stakeholders and the public.
  - **Working with data:** develop and practice detailed data management and manipulation, select and perform appropriate analyses of data, and produce accurate, synthesized, and accessible interpretations of data.
- **Communication**
  - **Written:** produce professional quality written meeting notes, memoranda, and final reports, including proper citations.
  - **Oral:** deliver confident oral presentations that convey a clear message appropriate to the presentation’s audience.
  - **Visual:** produce visually appealing materials including presentations, posters, handouts, and reports that use graphics to enhance the readability and clarity of your message.

You will learn these tools and techniques through (1) assigned readings and other online media, (2) class and project-based team discussions, (3) class and project-based team assignments and deliverables, (4)

in-class individual and project team presentations, (5) ongoing reflection, and (6) ongoing project work (e.g. meeting facilitation, public presentations, report writing, data administration and analysis, etc.).

Note: The Planning Accreditation Board (PAB) approves curriculum criteria for the School of PPPM Community and Regional Planning Master's Degree program. This course focuses on developing and practicing planning skills and addresses the following PAB approved PPPM Curriculum Standards:

### *General Planning Knowledge*

1.a. Purpose and Meaning of Planning: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

1.e. The Future: relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

### *Planning Skills*

2.a. Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

2.b. Written, Oral, and Graphic Communication: ability to prepare clear, accurate, and compelling text, graphics, and maps for use in documents and presentations.

2.c. Quantitative and Qualitative Methods: data collection, analysis, and modeling tools for forecasting, policy analysis, and design of projects and plans.

2.d. Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

2.e. Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

2.f. Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

### *Values and Ethics*

3.c. Governance and Participation: the roles of officials, stakeholders, and community members in planned change.

## **Required/Recommended Reading and Media Sources**

We will use portions of class and team work sessions to discuss what we have read, learned, and observed in course readings. That means it is important to complete all assigned readings prior to relevant class or team work sessions. There is no textbook for this class. We will provide digital access to all required readings and media sources via Canvas. Rather than list reading and media sources here, please refer to Canvas for assignments each week.

## COURSE INFORMATION

### Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu/>). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. We will use this email address to communicate with you.

You will submit all your assignments for CPW (listed under *Assignments* at the end of this syllabus) via Canvas unless otherwise instructed. You will submit all other work for CPW that is directly related to your project and not part of a graded CPW assignment in the manner specified by your Project Manager (PM).

### Course Workload

This graduate-level course also serves as the practicum for your graduate degree if you are a CRP student. You will get out of CPW what you put into it. Historically, our most successful students have approached CPW like a part time job in a professional setting. We strongly encourage you to engage this course with that mindset.

As per University of Oregon policy, workload for this class is approximately four (4) hours/week per credit. Thus, **expect to spend an average of 20 hours of effort per week on CPW related activities.** Between scheduled team meeting and class time, you will be spending at least five (5) hours each week in the classroom (or other team meeting space on campus). Expect to spend an additional 15 hours per week doing individual and team research, meetings, travel, writing, data analysis, presentation practice, and assignments. Some travel may include nights and weekends.

### Performance, Assessment, and Grading

CPW is a pass-/no-pass class; you will not receive letter grades in CPW. Instead, your Project Directors will provide you with structured feedback throughout the course. You will submit work in a range of formats – written, visual, oral, etc. – receive feedback, and then revise and resubmit multiple times. “Final” products or deliverables may require multiple iterations. In some cases, you may contribute to or conduct research and project tasks that do not get included in final project deliverables.

To pass CPW, you must:

1. Complete all **project work** (work assigned within your project teams) to the satisfaction of the Project Director;
2. Complete all **class assignments** (refer to Assignments section) and receive an assessment of at least “proficient” from your Project Director (or designee) based on the assignment rubric;
3. Attend all CPW class and team work sessions with no more than one unexcused absence;
4. Complete all weekly timesheets; and
5. Complete an in-person performance review with your Project Director at the end of the term and reach an agreement with your Project Director that you are performing at or above expectations on each of the CPW course objectives and learning outcomes.

## Incomplete Policy

We expect students to behave in a professional manner. This means turning in all materials on time. In accordance with university policy, an incomplete will only be given when “the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

## Writing

CPW is a writing intensive course. The writing you do for CPW is not the standard academic essay writing you may encounter in other classes. Instead, we focus on technical writing commonly found in professional planning settings.

In CPW, you will produce written products (e.g. memoranda, plan documents, technical reports, decision-maker briefings, draft policy language, etc.) that a planning consultant, public-sector planner, or nonprofit staff member would produce. You will also complete several writing assignments dedicated to reflection on your personal and professional growth. These reflection pieces are a fundamental and critical component of the experiential-/service-learning pedagogy CPW uses.

If you have any concerns about your writing, please talk to your Project Director (PD), Project Manager, course instructor, or PPPM Graduate Student Advisor. Our collective goal is to help connect you with any assistance you may need. If you are not already aware, the following list includes some of the general writing support resources provided by the UO:

- **UO Graduate School**
  - <https://gradschool.uoregon.edu/core-skills-resources>
  - <https://gradschool.uoregon.edu/professional-development/opportunities/writing-support>
- **UO International Student Academic Support**
  - <https://blogs.uoregon.edu/academicsupport/2016/04/08/tutoring/>
- **UO Library Sky Studio**
  - <https://library.uoregon.edu/tutoring>

## STUDENT EXPECTATIONS AND BEHAVIOR

*IPRE/CPW faculty and project directors believe that open, honest, focused, and caring collaboration among diverse participants is the path to accomplishing clear, valuable, shared outcomes.<sup>6</sup> To that end, we expect that everyone participating in CPW helps maintain a safe space for open, honest, respectful learning and dialogue.*

### UO Diversity Policy<sup>7</sup>

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. CPW requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations). We apply this both in relation to the populations and clients we serve and in the classroom. We encourage students to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the [Bias Response Team](mailto:brt@uoregon.edu) at <http://bias.uoregon.edu> or via email at [brt@uoregon.edu](mailto:brt@uoregon.edu).

### College of Design Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu> or by phoning 541-346-2037.

### CPW Classroom Conduct and Behavior – Choose Civility

Your co-instructors, Project Directors, and Project Managers commit to maintaining a safe classroom environment for all participants. Our objective is to create space where everyone feels comfortable expressing ideas, beliefs, perspectives, and values in a safe and respectful way. However, achieving that

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<sup>6</sup> Adapted from the Strategic Doing™ Credo.

<sup>7</sup> <https://policies.uoregon.edu/sites/policies1.uoregon.edu/files/uploads/Diversity.pdf>

objective is a shared responsibility. We will achieve it through our individual and collective actions. Our expectation is that members of CPW will not condone behavior that disregards, diminishes, or disrespects any class participant, irrespective of intent. This includes, but is not limited to:

- Stereotypes (cognitive bias) – positive or negative beliefs held about the characteristics of a social group.
- Prejudice (emotional bias) – unjustifiable negative attitudes toward a social group or its members.
- Discrimination (behavioral bias) – unjustified negative behaviors toward a social group or its members.

*However*, we also understand that each of us carries with us a unique and individual perspective. Further, we understand that our unique perspectives likely include both conscious and unconscious emotional, cognitive, and behavioral biases. Therefore, if participants behave or engage in hurtful or overtly biased behavior, including the expression of offensively biased views (e.g. racist, sexist, ageist, ableist, transphobic, xenophobic, chauvinistic, etc.) it is our collective responsibility to respectfully identify and name it as such. If such incidents arise, it is also our collective responsibility to listen to, respect, and potentially modify our conduct accordingly. As the instructors, we will not tolerate any ongoing patterns of identified offensive behavior.

In short, please be civil. Consider the following:

### **The 25 Rules of Considerate Conduct<sup>8</sup>**

1. Pay attention
2. Acknowledge others
3. Think the best
4. Listen
5. Be inclusive
6. Speak kindly
7. Don't speak ill
8. Accept and give praise
9. Respect even a subtle "no"
10. Respect other's opinions
11. Mind your body
12. Be agreeable
13. Keep it down (and rediscover silence)
14. Respect other people's time
15. Respect other people's space
16. Apologize earnestly
17. Assert yourself
18. Avoid personal questions
19. Care for your guests
20. Be a considerate guest
21. Think twice before asking favors
22. Refrain from idle complaints
23. Accept and give constructive criticism
24. Respect the environment and be gentle to animals
25. Don't shift responsibility and blame

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<sup>8</sup> P.M Forini, Choosing Civility: The 25 Rules of Considerate Conduct (2003)

## Trigger Warning Statement

This course may include readings, activities, or discussions that include language and concepts on the following topics:

- Race, class, culture;
- Political and structural inequity;
- Social, economic, and environmental vulnerability;
- Teamwork, project management, and government bureaucracy.

As a result, some readings and media used in this course may include pronouns, terms, and ideas that some may find offensive or traumatizing. In addition, the course involves significant amounts of team-based work. Some of this work can produce anxiety or trigger emotional responses amongst participants.

If you are concerned about our engagement with a topic, issue, or source, please come see Josh or Aniko and we can determine an appropriate route forward. If you ever wish to discuss your personal reactions to such material with the class or with one of us afterwards, we welcome such discussion as an appropriate part of our coursework and reflection.

## Classroom or Course Modification Needs

People learn, communicate, and interact in unique and different ways. Some learn best visually. Others learn verbally, through talking or reading. Still others learn best by doing. Students will be exposed to each of these learning methods throughout CPW. That said, we encourage any student who benefit from learning in a particular way to let the instructors and your team project manager know. For students who have documented learning or course needs beyond what is outlined in the syllabus, please schedule a time to discuss those with Aniko or Josh early in the term. If needed, we will request assistance from and coordination with the UO Accessible Education Center. We commit to working with individual students to discuss any formal documentation of course modifications as needed.

## Academic Conduct

We expect that you will always complete and do your own work. Copying content from other students and submitting it as your own work is grounds for receiving a no-pass in this class. The University Student Conduct Code (available at <https://dos.uoregon.edu/conduct>) defines academic misconduct. The Conduct Code prohibits students from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

In the context of group assignments and team-based work, we expect that all students will contribute to the project. In these cases, we expect that you will conduct yourselves as you would if you were working as part of a professional team. Please review the AICP code of ethics for additional direction on professional conduct for planning professionals (<https://www.planning.org/ethics/ethicscode.htm>).

## Plagiarism and Source Citations

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, etc.) and use only the sources and resources authorized by the instructor or your Project Director. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.



We ask that all CPW teams utilize the Modern Language Association (MLA) Style for **all** citations unless otherwise directed, in writing, by your Project Director. Please utilize the MLA Handbook, Eighth Edition as your official citation guide (<https://researchguides.uoregon.edu/citing-plagiarism/mla>). We've selected the MLA Handbook, Eighth Edition because it recommends a universal set of guidelines (instead of format specific instructions) that writers can apply across the wide range of print and digital sources common in the current research environment. Refer to the [MLA Style Center](#) for general information; refer to the [MLA Works Cited: A Quick Guide](#) for citation guidance and practice templates. Finally, the UO directs students to refer to the [Perdue Online Writing Lab](#) for additional writing and [MLA citation](#) resources.

## Discrimination, Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment. These include sexual assault, domestic and dating violence and gender-based stalking. If you or someone you know experiences or has experienced sexual- or partner-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that **you are not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

If you wish to speak to someone confidentially, you can call UO's 24-hour hotline – (541) 346-SAFE – to be connected to a confidential counselor to discuss your options. You can also visit the [SAFE website](https://safe.uoregon.edu/) at <https://safe.uoregon.edu/>.

## CPW ADMINISTRATIVE EXPECTATIONS

### Timesheets

Because you will be working on a contracted project with clients and a budget, you are required to **fill out weekly timesheets** tracking the number of hours you spend on your project and professional development. Your PM will give you the link to the timesheet on Google Drive. You should track and enter your hours daily. To “submit” your timesheet each week, electronically “sign” your timesheet by entering your initials on the timesheet. Timesheets should be submitted no later than 8:30am on Tuesdays (prior to your first team meeting of the week). To pass the class, you must complete all your timesheets by Friday, June 12, 2020 at 5pm.

### Attendance Policy

Part of being a professional is showing up ready to work on time. Therefore, we expect you to be fully present and on time to all professional development sessions, team meetings, and any other scheduled activities for this class and your project. If you need to miss any scheduled activities, **please inform your project manager, project director, and course instructors via email** as soon as you are able. You will not pass the class if you have more than one unexcused absence from any course activities.

### Organization and Documentation

*Review the Institute for Policy Research and Engagement Student Handbook and the Public Folder on the IPRE server for details.*

- **IPRE Server:** We use Microsoft Office, Adobe, and ArcGIS products to create content for projects. Anything you create for your project must be saved on the IPRE server (files.uoregon.edu/aaa/institutes/IPRE). *See the Institute for Policy Research and Engagement Student Handbook for instructions to access the IPRE server.*
- **IPRE Google Drive:** Your project manager will determine if your team will use Google Drive for team collaboration. If you do use Google Drive, all your work will need to be housed in a team folder **created from the IPRE Google account.** This is to ensure that the Project Director and Project Manager always have access to project work (e.g. in the event a client calls to request a project update or deliverable). Your PM will provide a link to this folder. Any work you do on Google Drive must ultimately end up on the IPRE server. Your PM is responsible for checking if it is on the server.

## Waivers and Consent Paperwork

Because you are students working on real projects, there are several waiver or consent forms we need you to consider. We require that you review and either sign or waive the forms in order to ensure your rights as students are known to you and protected. Each student in the class completed these forms during Winter term. The waivers or consents cover the following topics:

- Assumption of Risk/Release & Indemnification of All Claims/Covenant Not to Sue
- Disclosure of Education Record, Course Blog, and Social Media Participation
- Family Educational Rights and Privacy Act (FERPA) Release Form (covers photos, project work, project research, etc.)

If you think you did not fill out these forms or if you would like to change your preference, please contact Aniko ([aniko@uoregon.edu](mailto:aniko@uoregon.edu)).

## TERM SCHEDULE

| Date               | Class Topic(s)   | Assignment Due  |
|--------------------|--|---|
| <b>Week 1</b>      |  |   |
| T 3/31             | Team Work Session  |   |
| Th 4/2             | Welcome and Cross-Team Sharing   | <b>Reading:</b> Refer to Week 1 Module on Canvas  |
| F 4/3              | Team Work Session  |   |
| <b>Week 2</b>      |  |   |
| T 4/7              | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 4/9             | Project Management Tools   | <b>Reading:</b> Refer to Week 2 Module on Canvas<br><b>Due (8:30am):</b> Happy Post<br><b>Due (11:59pm):</b> Revised Team Agreement |
| F 4/10             | Team Work Session  |   |
| <b>Week 3</b>      |  |   |
| T 4/14             | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 4/16            | Cross-Team Learning & Reflection: Virtual Team Work & Remote Projects Techniques |   |
| F 4/17             | Team Work Session  |   |
| <b>Week 4</b>      |  |   |
| T 4/21             | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 4/23            | Guest Panel: Power & Privilege in Planning                                       |   |
| F 4/24             | Team Work Session  |   |
| <b>Week 5</b>      |  |   |
| T 4/28             | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 4/30            | Individual Presentations   | <b>Due (8am):</b> Individual Presentation Visuals   |
| F 5/1              | Team Work Session  |   |
| <b>Week 6</b>      |  |   |
| T 5/5              | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 5/7             | Synthesizing with Graphics   | <b>Reading:</b> Refer to Week 6 Module on Canvas  |
| F 5/8              | Team Work Session  |   |
| <b>Week 7</b>      |  |   |
| T 5/12             | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 5/14            | Graphics Feedback Session  | <b>Due (8am):</b> Draft Graphic   |
| F 5/15             | Team Work Session  |   |
| <b>Week 8</b>      |  |   |
| T 5/19             | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 5/21            | Possible Awards Ceremony Virtual Panel   | <b>Due (8am):</b> Final Graphic   |
| F 5/22             | Team Work Session  |   |
| <b>Week 9</b>      |  |   |
| T 5/26             | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 5/28            | Check-in (9-9:50am)  |   |
| F 5/29             | Team Work Session  | <b>Due by 5/29:</b> Writing 3, Process Facilitation Reflection  |
| <b>Week 10</b>     |  |   |
| T 6/2              | Team Work Session  | <b>Due (8:30am):</b> Timesheets   |
| Th 6/4             | Final Presentations  | <b>Due (8am):</b> Presentation Visuals, Performance Review  |
| F 6/5              | Final Presentations  | <b>Due (8am):</b> Presentation Visuals  |
| <b>Finals Week</b> |  |   |
| M 6/8              | Final Reflection Class (9-10am)  |   |
| 6/8 –<br>6/12      | Performance Reviews (Schedule with PD)   | <b>Due 6/9 (8:30am):</b> Timesheets<br><b>Due 6/12 (5pm):</b> Final Timesheet   |



## ASSIGNMENTS

| Assignment                        | Due Date               | Individual or Team | Evaluator(s)     | CPW Course Objectives/<br>Learning Outcomes   | Planning Accreditation Board (PAB) Educational Outcomes  |
|-----------------------------------|------------------------|--------------------|------------------|---|--|
| Revised Team Agreements           | Th 4/9                 | Team               | PD               | <b>Professional Practice</b> – team work  | <b>3a. Values and Ethics</b> – professional ethics and responsibility  |
| Happy Post                        | Th 4/9                 | Individual         | PD               | <i>University policy – Per Rich’s email: “It is imperative that you do at least one trackable academic engagement during week one and week two to comply with financial aid rules.”</i> |  |
| Individual Presentation           | Th 4/30                | Individual         | IPRE Faculty     | <b>Communication</b> – oral/visual  | <b>2b. Planning Skills</b> – written, oral, and graphic communication  |
| Draft Graphic                     | Th 5/14                | Team               | PD               | <b>Information Gathering &amp; Synthesis</b> – working with data<br><b>Communication</b> – graphic  | <b>2b. Planning Skills</b> – written, oral, and graphic communication  |
| Final Graphic                     | Th 5/21                | Team               | PD               | <b>Information Gathering &amp; Synthesis</b> – working with data<br><b>Communication</b> – graphic  | <b>2b. Planning Skills</b> – written, oral, and graphic communication  |
| Writing Assignment 3              | Rolling; Due by F 5/29 | Individual         | PD               | <b>Communication</b> – written  | <b>2b. Planning Skills</b> – written, oral, and graphic communication  |
| Process Facilitation & Reflection | Rolling; Due by F 5/29 | Individual         | PD               | <b>Information Gathering &amp; Synthesis</b> – process facilitation   | <b>2e. Planning Skills</b> – planning process methods  |
| Final Presentation                | Th 6/4 or F 6/5        | Team               | PD, IPRE Faculty | <b>Communication</b> – oral/visual  | <b>2b. Planning Skills</b> – written, oral, and graphic communication  |
| Mid-Project Performance Review    | Th 3/12                | Individual         | PD               | <b>Professional Practice</b>  | <b>3a. Values and Ethics</b> – professional ethics and responsibility<br><b>3b. Values and Ethics</b> – equity, diversity, and social justice<br><b>3c. Values and Ethics</b> – governance and participation |