

University of Oregon
School of Planning, Public Policy and Management

PPPM 625: COMMUNITY PLANNING WORKSHOP

Winter 2023 (CRN 24312)

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

Room: 253 Straub

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COURSE BACKGROUND

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.¹ Globally, the population is expected to surpass 9.7 billion by 2050, a roughly two-fold increase in just 80 years.² 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.³ Meanwhile, ecological and environmental systems are being increasingly stressed by development pressures, climate change, and natural hazard impacts.⁴ Underlying these rapid changes, we continue to grapple with the very real physical, social, economic, and psychological repercussions of colonization and systemic discrimination. **In this context, what skills do community and regional planners and affiliated professionals need to succeed?**

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

¹ 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>.

² "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>.

³ "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>.

⁴ "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>.

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 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. This includes collaborating together to complete project tasks, adapting to team members’ needs and circumstances, effectively managing conflict, and communicating personal needs and boundaries.
- **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.a. Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

3.b. Equity, Diversity and Social Justice: key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

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

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) and Project Director (PD).

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 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.

Course Modality

This is an in-person course: that means that, unlike asynchronous online/WEB courses, we will meet during scheduled class meeting times in the classroom. Your project team will meet during scheduled team work sessions in the location set by your Project Manager. If you need accommodation to help you fully participate in the course, please work with the instructor and the UO's Accessible Education Center: <https://aec.uoregon.edu>.

Performance, Assessment, and Grading

CPW is a pass-/no-pass class; you will not receive letter grades in CPW. Instead, we will provide you with structured feedback throughout the course. This is designed to remove the stress and fixation on grades that we often see in letter graded classes. We don't want you to focus on points, we want you to focus on learning based on the extensive feedback we will provide. You will receive feedback on class assignments, on work you do for you project but that you don't officially submit on Canvas, and through interactions in your team and in a full-class setting.

In the next section, we outline the four major components that will determine your grade in the class, and then summarize the grading structure.

Project Work

Your project will require many interim data collection activities, meetings, and products before you complete your FINAL deliverable. You will develop work in a range of formats – written, visual, oral, etc. – receive feedback from your team, your team coach, the instructor, and then revise multiple times. Expect “final” products or deliverables to 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. You will understand expectations for project work through your weekly meetings with your team coach and feedback from the instructor: you will be communicating constantly about the work you are doing on your project. Often, research or project tasks that are excluded from the final deliverable are still an essential part of shaping our understanding of the project overall.

To be considered for a “Pass” grade, you must complete all project work to the satisfaction of your Project Director by the last day of the term.

Class Assignments

You will submit some work you do in this class to Canvas as formal class assignments. Some of these assignments are directly related to completing project work and some are more about reflection. Some class assignments are group assignments that you will submit as a team; you will receive one set of feedback that applies to the entire team. Others are individual assignments that you will submit on your own behalf; you will receive private feedback on these assignments.

To be considered for a “Pass” grade, you must (1) turn in all assignments (no missing assignments) and (2) receive a mark of “Complete” (as opposed to Complete – Late or Incomplete) on at least 6 (out of 8) individual assignments AND all (3) group assignments.

You are welcome to communicate with the instructor about extensions for assignment submission if you need them. We understand that you will sometimes need flexibility, but you MUST communicate with us. We will consider your circumstances and the amount of prior notice you give when granting or denying extensions for class assignments.

Attendance Communication

Success in this class depends on being fully present, just like success in the jobs we hope you go on to get after you complete your degree. Like the workplaces you are likely to end up, we are flexible about your ability to be present and on time: we understand things come up in your life that are out of your control. What we CANNOT be flexible on, however, is communication. If you are not going to make it to a scheduled event (like a team meeting or class session), or if you are going to be late, you need to communicate as much in advance as possible with your team members, your Project Manager, your Project Director, and the instructors.

To be considered for a “Pass” grade, you must have no more than one UNexcused absence AND no more than three UNexcused late arrivals (see the table on the following pages for definitions of unexcused, excused, and late arrival).

Note: In some circumstances, the University may be able to help you navigate communication about attendance. Please review the [UO’s Attendance Policies](#) to see if you fit into any of the categories that can be supported by working with another unit in UO (for example, working with the Dean of Students to develop an “Emergency Academic Notification” or working with the Assessable Education Center to request accommodations).

Overall Performance

As educators, we are most interested in your growth. We want you to progress from your baseline through effort and experimentation. However, we also need to hold you accountable to an overall standard. This is a professional program, and future employers have expectations about what it means to graduate with a master’s degree.

Therefore, part of your grade will also depend on our overall assessment of your competence in each of the categories of course skills and learning outcomes. Midway through the term, you will receive feedback about our assessment of your competence level, giving you the chance to improve if you are not meeting the mark.

To be considered for a “Pass” grade, you must come to an agreement with your Project Director during your end-of-term performance review that your competence level is at or above expectations in each category of course skills and learning outcomes. Specifically, this means scores of 3+ as described in the criteria listed in the assignment.

Summary of Grading Criteria, Possible Outcomes, and Actions to Remedy Incompletes

Category	Criteria	Outcomes	Actions to Remedy
Project Work	Complete all project work to the satisfaction of the instructor and coach	Met: Pass considered Not Met: Incomplete	Develop a plan for completion of work within an agreed-upon timeframe: <ul style="list-style-type: none"> • If the plan is successfully completed: Incomplete changes to Pass • If the plan is not successfully completed: Incomplete changes to No Pass and you will have to work with the instructor and other program faculty to explore paths for completing your degree
Class Assignments <i>Note: You may request extensions. We will consider extensions based on circumstances and the amount of advance notice you provide.</i>	All assignments are turned in (no missing assignments)	Met: Pass considered Not Met: No Pass	No remedy <ul style="list-style-type: none"> • You will receive a warning if you are nearing this threshold • If this results in a No Pass, you will have to work with the instructor and other program faculty to explore paths for completing your degree
	At least 6 individual assignments are marked Complete (rather than Complete – Late or Incomplete) by the end of the term All (3) group assignments are marked Complete (rather than Complete – Late or Incomplete) by the end of the term		
Attendance Communication <i>Note: We are very accommodating of your circumstances, but we need you to communicate with us, just as you would in a job, to let us know what's going on.</i>	No more than one unexcused absence Unexcused Absence: You did not contact the instructor to your absence Excused Absence: You communicated with the instructor to your absence and received confirmation for them that the absence is excused	Met: Pass considered Not Met: No Pass	No remedy <ul style="list-style-type: none"> • You will receive a warning if you are nearing this threshold • If this results in a No Pass, you will have to work with the instructor and other program faculty to explore paths for completing your degree
	No more than three unexcused late arrivals to a class session or team meeting Late Arrival: Delaying the start of a session because everyone is waiting on you or arriving after the session is underway Unexcused Late Arrival: You did not contact the person leading the session to let them know you're running late Excused Late Arrival: You communicated with the person leading the session to let them know you're running late and received confirmation for them that the lateness is excused		

Overall Performance	You must come to an agreement with the instructor during your performance review that your competence level is at or above expectations in each category of course skills and learning outcomes. Specifically, this means scores of 3+ as described in the Instructor Competence criteria listed in the assignment.	Met: Pass considered Not Met: Incomplete	Develop a plan for steps you will take to improve in the relevant learning category(s) over the first couple of weeks of Spring term: <ul style="list-style-type: none"> • If plan successfully completed: Incomplete changes to Pass • If plan not successfully completed: Incomplete changes to No Pass and you will have to work with the instructor and other program faculty to explore paths for completing your degree
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Grade Determination

If you have met all these criteria by the end of the term, you will pass the class.

If you have not met one or multiple criteria by the end of the term, you will receive the outcome detailed above, which may result in either an Incomplete or a No Pass.

- **Note:** If your grade outcome is an Incomplete, **YOU MUST TAKE ACTION** or your will receive a **No Pass** instead. See the [Incomplete Policy](#) detailed on the next page for instructions.

Incomplete Policy

Extenuating circumstances may arise where you are unable to complete some portion of the course requirements. In accordance with the UO's incomplete policy, and incomplete will only be given when a student meets the following criteria:

- Has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- Has been active in the course;
- Is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- Is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- Requests an Incomplete by the published deadline

Based on this policy, **it is incumbent on the student** to request an Incomplete from the Registrar using [the form on the Registrar's webpage](#) by the date indicated on the form. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of an incomplete.

The general process for being granted an incomplete are as follows:

- Incompletes are initiated by the student
- Student contacts instructor and requests an Incomplete **no later than 5pm on the last day of finals week.**
- If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work.
- This form is filed.
- The missing work indicated on the form must be completed by the earlier of:
 - Grading deadline of the term the student applied to graduate, or
 - Deadline stated on the Incomplete Request Form *can be extended at the discretion of the instructor, or
 - The day grades are due one academic year later

If you do not request an Incomplete by the specified date, and/or if you do not complete and submit a contract with the instructor for resolving your Incomplete, you will instead be assigned a "No Pass." Additionally, if the contract outlining how the Incomplete can be resolved is not met in the agreed upon timeframe, the default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work.

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. Throughout this course, 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. Individual writing assignments and collective writing tasks will be determined based on the needs of your project.

If you have any concerns about your writing, please talk to your Project Director (PD), Project Manager (PM), course instructor, or your academic 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>
- **Other UO writing resources**
 - The red pen series developed by Galen Scholar, Professor Elizabeth Ruiz Frost <https://law.uoregon.edu/academics/centers/lrw/resources>
 - The Center on Diversity and Community's (CoDaC) Writing Consultant, [Mike Murashige](#), for one-on-one coaching and editing. <https://inclusion.uoregon.edu/writing-support>

STUDENT EXPECTATIONS AND BEHAVIOR

IPRE/CPW faculty and project managers believe that open, honest, focused, and caring collaboration among diverse participants is the path to accomplishing clear, valuable, and shared outcomes.⁵ To that end, we expect that everyone participating in CPW helps maintain a safe space for open, honest, respectful learning and dialogue.

Equity, Inclusion, and Justice

PPPM faculty and students have been actively working to address diversity, equity, and inclusion in PPPM throughout the School's history. In 2015, a joint faculty and student effort called the PPPM Equity Initiative began in response to student demands. Although we have made progress, there is a need to further address these issues for all members of the PPPM community. As a community, we commit to holding each other accountable to these standards of diversity, equity, and inclusion.

If you would like to learn more about PPPM's equity and inclusion efforts, visit our website:

<https://pppmstudents.uoregon.edu/equity-and-inclusion/>

In the CPW class space, we as instructors are committed to furthering the dialogue around equity and inclusion that exists within PPPM and our community as a whole. We expect you engage in reflection and practice that deals with issues of equity, inclusion, and justice during your time as a student with us.

Attention to equity, inclusion, and justice should imbue all the work we do as planners. Historically and currently, planners have harmed and continue to harm many communities either by actively or passively ignoring power structures that create hierarchies of identities. While it is unlikely we can dismantle and reshape all these power structures within our lifetime, we have an obligation to try. The five primary "Principles to Which We Aspire" from the AICP Code of Ethics⁶ include:

⁵ Adapted from the Strategic Doing™ Credo.

⁶ American Planning Association. "AICP Code of Ethics and Professional Conduct." Adopted March 19, 2005, effective June 1, 2005, revised April 1, 2016, revised November 2021. <https://www.planning.org/ethics/ethicscode/>

1. People who participate in the planning process shall continuously pursue and faithfully serve the public interest.
2. People who participate in the planning process shall do so with integrity.
3. People who participate in the planning process shall work to achieve economic, social, and racial equity.
4. People who participate in the planning process shall safeguard the public trust.
5. Practicing planners shall improve planning knowledge and increase public understanding of planning activities.

It will be up to you to interpret these principles in your professional practice, but planners clearly have a duty to serve the public in good faith and with integrity. It is not always easy or straightforward to do this, and “the public” is certainly not a uniform or well-defined concept. In CPW and beyond, we expect you to grapple with these ambiguities. You will have to do your best to navigate your work and serve your communities with an intention to minimize harm.

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 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 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 Conduct⁷

- | | |
|-----------------------|----------------------------------|
| 1. Pay attention | 14. Respect other people’s time |
| 2. Acknowledge others | 15. Respect other people’s space |
| 3. Think the best | 16. Apologize earnestly |
| 4. Listen | 17. Assert yourself |
| 5. Be inclusive | 18. Avoid personal questions |
| 6. Speak kindly | 19. Care for your guests |

⁷ P.M Forini, Choosing Civility: The 25 Rules of Considerate Conduct (2003)

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)
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

Reflection

Reflection is a fundamental and critical component of the experiential-/service-learning pedagogy that CPW uses. In basic terms, reflection involves thinking about an experience. However, the distinction between casual thinking and reflective practice requires that you make a concerted effort to evaluate past events, seek to learn something from them, and incorporate what you have learned into future action.

Within this course, you will have assignments that are dedicated to reflecting on your personal and professional growth and which aim to build your skills as a reflective practitioner. You may choose to complete these assignments through your preferred method of reflection, whether that be writing, drawing, diagraming, recording, or some other medium that effectively communicates your process.

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. Additional information about a common form of academic misconduct, plagiarism on the [UO Libraries website](#).

MLA Citation Guidance

We ask that all teams use the Modern Language Association (MLA) format for **all** citations unless otherwise directed by the instructor.

The UO Libraries provides [an overview of how to construct MLA references](#). In general, please adhere to the following guidelines for citations:

- **General construction of a citation:** Author (if available). "Title of the Article or Webpage." *Title of the Source (website, book, journal, etc.)*. Publication information, including date published. P.#-# (if relevant). URL (if relevant). Date Accessed: XXXX (if relevant).
- **Footnotes & endnotes:** Unless otherwise instructed, use footnotes or endnotes. For professional writing, footnotes and endnotes are less disruptive to the readers' experience of the text and therefore preferable.
- **Repeating citations:** Write "*Ibid.*" instead of including the full citation if the previous footnote or endnote has the exact same citation as the current citation.
- **General guidance:** Based on the information you provide in your citation, someone should be able to trace down your source exactly *without using a URL* (because URLs break/get outdated all the time). If someone cannot find your source with information other than a URL, your citation is insufficient.

Finally, the UO directs students to refer to the [Purdue Online Writing Lab](#) for additional [writing](#) and [MLA citation](#) resources.

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 in Teams. 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 8:25am on Tuesdays (prior to your first team meeting of the week). **To pass the class, you must complete all your timesheets by Friday, March 24, 2023 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.

- **MS Teams and Sharepoint:** We use Microsoft Office, Adobe, and ArcGIS products to create content for projects. Anything you create for your project must be saved in your teams MS Teams/Sharepoint file structure. *See the Institute for Policy Research and Engagement Student Handbook for detailed instructions about file saving expectations.*
- **IPRE Google Drive:** Your project manager will determine if your team needs to use Google Drive for any external sharing purposes. 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 in your team's Sharepoint file structure.

Class Waivers

The applied, external-facing nature of this class raises some flags for the University related to risk and compliance. Because of these legal frameworks, we request that students consider signing two waivers:

- **FERPA (Family Educational Rights and Privacy Act) Release, Consent, and License Form** – FERPA is a federal law that aims to protect students' rights and privacy. There are two main aspects of FERPA that the form deals with:
 - **Educational Record** – Because you will be sharing your work outside of the classroom in this course, aspects of your “educational record” (as defined under FERPA) will become public. If you want to allow your work for the class to be shared externally, you therefore must waive this FERPA-provided right to privacy.
 - **Your Work** – Because you are creating work for a client in collaboration with other students and faculty in a classroom setting, the UO must ask your permission to “license” your work. This does not mean you are giving up ownership of your work, just that you are allowing others besides yourself to use and circulate it (with appropriate crediting). The UO must also ask you to certify that you are not plagiarizing any of the work you contribute to the project.
- **Risk Waiver** – It is possible that you will travel and complete activities for this project outside the normal classroom setting. UO requests that you acknowledge the risks you are assuming outside of the University setting and that you will not hold the University liable for injury.

There is no penalty to your grade in the class if you choose not to sign one or both waivers. However, it will likely affect your ability to participate fully with your team project. If you have objections to or questions about signing either waiver, **please first contact the UO representative listed on the forms**. These are University policies, and **we as faculty cannot answer legal questions for you**.

If you decide not to sign one or both waivers, you will work with the instructor and your project team to create accommodations around your participation in the project.

SUPPORTING STUDENT SUCCESS

We want you to thrive as a student. At some point in everyone's educational journey, each person will need support to succeed and will need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

Accessibility

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 the class. That said, **we encourage students who benefit from learning in a particular way to let the instructors and your team members know**.

While we have attempted to design this course with accessibility in mind, we may sometimes miss the mark. If you anticipate barriers to your success because of how the class is set up or if you encounter

barriers along the way, please communicate with us as you are comfortable. If we become aware of barriers, we will seek to remedy them, but we rely partially on you to let us know what isn't working.

We appreciate you communicating with us in a manner that is most comfortable to you. We recommend that you reach out to whomever you feel most comfortable talking with and then work with that person to help you communicate, if needed, to others. You should not feel obligated to share anything you would prefer to keep private, and we are here to help you protect your privacy as we are able.

The Accessible Education Center

Sometimes you may feel that working directly with us to support your needs isn't enough. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability.

We encourage you to reach out to the AEC if you feel you could benefit from their support:

- You can find more information about scheduling an appointment on [the AEC website](#)
- You can also request an appointment via email to uoaec@uoregon.edu, or call (541) 346-1155
- If you decide to use the AEC's services, they will work with you to develop an accommodation request that will be shared with the course instructor; they also offer other many other resources and support related to accessibility – you can find out more on their [resource page](#) and their [website](#) in general

Your Well-Being

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructors if we believe you may need additional support, we will express our concerns, the reasons for them, and refer you to resources that might be helpful. It is not our intention to know the details of what might be bothering you, but simply to let you know we care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

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/>.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well-being impacts learning. Please contact resources that can help you to thrive and let us know if you need any help connecting.

COVID POLICIES

The ongoing pandemic requires us to be flexible. We are here to work with you to accommodate whatever may arise during the term. The University of Oregon frequently updates their policies related to COVID. For the most up-to-date information, please visit <https://coronavirus.uoregon.edu/>.

Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that an instructor of this course has to quarantine, this course may be taught online during that time.

COVID Instruction and Operations

The University of Oregon has returned to in-person instruction and operation and is following public health guidance. The following safety plans, tools, and requirements regarding COVID are listed below.

- COVID-19 vaccinations are required for all students and employees.
- [Masks](#) are welcome on campus. They are required in some locations such as [health care settings](#) including [University Health Services \(UHS\)](#) and [Monitoring and Assessment Program \(MAP\) testing sites](#). Bring a mask if visiting a place where masks are required.
- Check your [symptoms](#). Don't come to campus sick.
- The UO has increased airflow in buildings, clean using OSHA and CDC required methods, and installed touchless bathroom faucets, hand sanitizer, and towel dispensers across campus.

If you are exposed or test positive: UO provides [this guidance about what to do in various exposure scenarios](#). This guidance was revised in September of 2022.

- UO students and employees who have tested positive, develop symptoms, or think they have been exposed to COVID-19 should follow this [Centers for Disease Control and Prevention \(CDC\) guide](#) to determine whether isolation or testing is needed and next steps.
- [Free COVID-19 testing](#) is available through MAP for asymptomatic and mildly symptomatic individuals who do not need a medical evaluation.
- Students and employees who have symptoms and test negative through a home rapid antigen test, should stay home and test again with another home rapid antigen test in 48 hours or get a PCR test to confirm the result. Individuals should stay home until symptoms have improved and they have not had a fever for at least 24 hours without using fever reducing medication.

The following resources are available to you as a student:

- [University Health Services](#) or call (541) 346-2770
- [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
- [MAP Covid-19 Testing](#)
- [Academic Advising](#) or call (541) 346-3211
- [Dean of Students](#) or call (541)-346-3216

TERM SCHEDULE

Date	Class Topic(s)	Assignment Due
Week 1		
T 1/10	CPW Introduction & Projects Day	
Th 1/12	Service learning, Reflection, and Project Q&A	
F 1/13	Facilitation/Process Tools	Due (1pm): Project Selection Sheets
Sa 1/14	Teambuilding Workshop	Due (9am): Preliminary Learning Goals Reading: Refer to Week 1 Module on Canvas
Week 2 –		
T 1/17	Team Work Session	Due (8:30am): Timesheets
Th 1/19	Data Management– Best Practices & Accessibility	Reading: Refer to Week 2 Module on Canvas
F 1/20	Team Work Session	Due: (8:30am) Learning Goals Memo, (11:59pm) Team Agreement Reading: Refer to Week 2 Module on Canvas
Week 3		
T 1/24	Team Work Session	Due (8:30am): Timesheets Due (8:30am): Scope of Work Memo
Th 1/26	Professional Writing	Reading: Refer to Week 3 Module on Canvas
F 1/27	Team Work Session	
Week 4		
T 1/31	Team Work Session	Due (8:30am): Timesheets
Th 2/2	Professional Presentations	Reading: Refer to Week 4 Module on Canvas
F 2/3	Team Work Session	
Week 5		
T 2/7	In-Class Presentations	Due (8:30am): Timesheets
Th 2/9	In-Class Presentations	Due (11:59pm): Mid-term Progress Reflection
F 2/10	Team Work Session	

Week 6		
T 2/14	Team Work Session	Due (8:30am): Timesheets
Th 2/16	Mid-term Check-in	Reading: Refer to Week 6 Module on Canvas
F 2/17	Team Work Session	
Week 7		
T 2/21	Team Work Session	Due (8:30am): Timesheets
Th 2/23	Team Work Session	
F 2/24	Team Work Session	
Week 8		
T 2/28	Team Work Session	Due (8:30am): Timesheets
Th 3/2	TBD Class Session	Reading: Refer to Week 8 Module on Canvas
F 3/3	Team Work Session	Due (8:30am): Team Work Reflection
Week 9		
T 3/7	Team Work Session	Due (8:30am): Timesheets
Th 3/9	Team Work Session	
F 3/10	Team Work Session	Due no later than 3/10 (11:59p): Process Facilitation Reflection, Writing Assignment 1
Week 10		
T 3/14	Mid-Project Presentations	Due (8:30am): Timesheets, Presentation File
Th 3/16	Mid-Project Presentations	Due (8:30am): Presentation File, Performance Review & Team Assessment
F 3/17	Team Work Session	
Finals Week		
3/20– 3/22	Performance Reviews (Schedule with PD)	Due 3/21 (8:30am): Timesheets Due 3/24 (5pm): Final Timesheet

ASSIGNMENTS

Assignment	Due Date	Individual or Team	Evaluator(s)	CPW Course Objectives/ Learning Outcomes	Planning Accreditation Board (PAB) Educational Outcomes
Preliminary Learning Goals	S 1/14	Individual	-	Professional Practice – professional planning project execution	3a. Values and Ethics – professional ethics and responsibility
Team Agreement	F 1/20	Team	PD, PM	Professional Practice – team work	2f. Planning skills – leadership
Learning Goals Memo	F 1/20	Individual	PD, PM	Professional Practice – professional planning project execution	3a. Values and Ethics – professional ethics and responsibility
Scope of Work Summary, Critique, and Questions Memo	T 1/24	Individual	PD, PM	Professional Practice – professional planning project execution Communication – written/visual	2d. Planning Skills – plan creation and implementation
Team Presentation 1	Th 2/9	Team	PD, IPRE Faculty	Communication – oral/visual	2b. Planning Skills – written, oral, and graphic communication
Mid-term Progress Reflection	Th 2/9	Individual	PD	Professional Practice	3a. Values and Ethics – professional ethics and responsibility 3b. Values and Ethics – equity, diversity, and social justice 3c. Values and Ethics – governance and participation
Team Work Reflection	F 3/3	Individual	PD, PM	Professional Practice – team work	2f. Planning Skills – leadership
Process Facilitation & Reflection	Rolling; Due by F 3/10	Individual	PD, PM	Information Gathering & Synthesis – process facilitation	2e. Planning Skills – planning process methods
Writing Assignment 1	Rolling; Due by F 3/10	Individual	PD, PM	Communication – written	2b. Planning Skills – written, oral, and graphic communication
Team Presentation 2	T 3/14 or Th 3/16	Team	PD, IPRE Faculty	Communication – oral/visual	2b. Planning Skills – written, oral, and graphic communication
Mid-Project Performance Review	M 3/20 – W 3/22	Individual	PD	Professional Practice	3a. Values and Ethics – professional ethics and responsibility 3b. Values and Ethics – equity, diversity, and social justice 3c. Values and Ethics – governance and participation