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                                     send an email with suggested alternate dates/times

Course Overview

Course Description

This seminar course is the second of two courses designed to help prepare students for professional practice. The content of this course is based on recent research on professional competencies and feedback from PPPM alumni. Course work invites pre-professional students to practice the habits of professionals that focus on curiosity, metacognition, decision-making, inclusion, and personal investment in continual learning, inquiry, and self-reflection. The course will consider specific case studies or tools from practitioners through which professional habits, ethics, or specific issues around anti-racism, accessibility, in/equity, diversity, and/or social in/justice can be examined or confronted. This approach prepares students to combine practice, reflection, and applied learning in more nimble and effective ways in future professional settings.

Each of the topics and activities described in this syllabus are to help each of us (students, faculty, guests) more fully engage in our roles and actions as public servants, change makers, public sector contributors, social justice warriors, or public care workers, incremental adjusters of policy and practice – however you want to think about or use language around MCRP, MPA, and MNM work in, with, and for the public. Working successfully in the public sector requires building and refining skills in and working together through mutual trust, respect, reciprocity, reconciliation, and non-commodification of people, values, or practices. This is hard work. This class is a place, a chance, and opportunity to practice *some* of these important relational aspects of ways of being in workplace relationships that support access, diversity, inclusion, anti-racism, and more. As adrienne marie brown noted (2015),

> We get together and imagine the world as we say we want to see it…..garden and local food, schools, children safe and free, abundant water, gender fluity or equality, and the absence of isms, injustice, prisons, violence….
>
> Then we go back to our work and lives, where the majority of our practices run counter to the utopian visions we espouse. We are punitive with each other, with our families, with our friends, in our movements. We hoard and waste resources. We laugh at difference, we hide our hearts. We dream well, we mean well, then we keep on being human. The visions don't feel attainable, they have nothing to do with our daily lives…..
>
> For now, we are alive, and we want to keep innovating and improving upon the condition so those who live now and those who are coming through us in the future…We want to learn how to transform injustice at the root while retaining our humanity, our imperfection, our singular magic and relinquish utopia. Justice is our work today."

brown's call above is the "utopia" goal for our class. How this actually plays out is up to each of us in this space and our willingness to learn, adapt, try things, and grow. Let this space be a container of a caring community. Everyone deserves deserve pleasure and joy and love, so let's cultivate that here. Let's acknowledge what is or feels scary, uncertain, or strange about the workplace AND let's live into those tensions in partnership to improve current workplaces and the workplaces of our futures.

More about this in the Professional Community Agreements and Constructive Approach to Course Learning and Grading sections described below.

Reference: brown, m.a. (2015, August 18). *Science fiction and social justice: Giving up on utopias*. Open Democracy.

Course Structure
This is a required course for Masters of Community & Regional Planning (MCRP) students and is open to PPPM graduate students in public administration and nonprofit management. This course is the second in a series of professional development courses. Professional Development I (PD1) is the first course in this series. PD1 assists students in developing baseline skills in computer applications, presentations, career preparation, internship and job applications. Professional Development II assists students in developing baseline skills and quality criteria for success within professional workplace environments. In-class discussions, group activities, and individual assignments by each member of the class support the work of this course. Students seeking the MCRP should take this course as a block of courses that includes Community Planning Workshop (PPPM 625) and Research Skills (PPPM 620). Graduate students from other degree programs are encouraged but not required to participate in this set of courses.

*Note: Structures and scheduling in this course are subject to change based on shifting needs of this course, guest presenter schedules, etc. Some aspects of the course may need to be modified based on the specific professional guests and students participating in the course this term or ways in which designated topics and workshops meet the goals of the course. Updates will be announced in class or posted on Canvas.

Course Learning Outcomes
Many of the learning outcomes for this course are centered within issues of ethics and ethical practice, ambiguous decision making, metacognitive self-observation, and goals for the PPPM Equity Initiative. Each of these topics cuts across issues of planning, public policy, and management. The content of this course introduces and addresses sociocultural factors influencing difference and inequity in workplace and community contexts. The course asks students to identify and articulate personal, institutional, or historical biases, assumptions, and critical perspectives by examining and reflecting on case studies encountered by professionals. It introduces students to enacting inclusive practices around identity, difference, communication, and related professional development topics in workplace and/or community engagement settings. **Upon completion of this course students will be able to:**
1. Practice habits associated with lifelong learning, professional growth, and skill development
2. Apply professional reflective practices to a variety of classroom and/or work situations
3. Identify and evaluate personal perceptions, assumptions, or biases that affect interaction and engagement with others in professional settings
4. Engage in an environment for constructive discussion and decision-making on important issues that arise in future course and/or work settings
5. Generate environments where colleagues feel open to expressing their views

Course Career Competency Learning Outcomes (from National Association of Colleges & Employers)

Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization, including:
- Demonstrate professional verbal, written, and non-verbal/body language abilities to communicate ideas, ask relevant or timely questions, and raise perspectives.
- Employ active listening, persuasion, or influencing skills.
- Communicate in a clear and organized manner to be effectively understood by others.
- Frame communication with respect to diversity of communication abilities and cultural differences.

Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information, including:
- Make decisions and solve problems using sound, inclusive reasoning and judgment; proactively anticipate needs and prioritize action steps.
- Gather and analyze information from diverse sets of sources and individuals to fully make sense of a problem; accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.

- Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.

Equity and Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism. Includes:
- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions; keep an open mind to diverse ideas and new ways of thinking; demonstrate flexibility by adapting to diverse environments.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change; address systems of privilege that limit opportunities for members of historically marginalized communities.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities; identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic, cultural, or geographic groups and that leads to personal growth.

Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities. Including:
- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Seek out and leverage diverse resources and feedback from others to inform direction.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience; Plan, initiate, manage, complete, and evaluate projects.
- Be accountable for individual and team responsibilities and deliverables; collaborate with others to achieve common goals; employ personal strengths, knowledge, and talents to complement those of others; exercise the ability to compromise and be agile.
- Build strong, mutually beneficial working relationships with team members/coworkers and others with whom your team engages; motivate self and others around shared vision, new approaches, and approaching tasks and responsibilities with confidence and a positive attitude.

Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace. Including:
- Act equitably with integrity and accountability to self, others, and the organization/course.
- Maintain a positive personal brand in alignment with organization/course and personal career values.
- Be present and prepared; demonstrate dependability (e.g., report consistently for work/class/meetings).
- Prioritize and complete tasks to accomplish organizational/course/team goals; show a high level of dedication toward doing a good job.
- Consistently meet or exceed goals and expectations, high attention to detail with few errors.

PPPM offers professional research degree programs. As part of these programs, students are expected to always behave in a professional manner. This course expects practice in this area of professionalism. Professionalism in this course does not mean learning norms and rules of white hetero cisgender wealthy capitalist institutional patriarchal cultures (Gray, 2019). It is important to learn what those rules are - even when we dislike or disagree with them - to understand them and use that understanding to advantage. For purposes of this class, professionalism is centered in the following community agreements.

Professional Community Agreements

- Be **prepared and be present and engaged** in the content and work during class sessions and with individual and group work between class session. Participate in the entirety of each session.
- Be in a **learning zone**: share, stretch, experiment.
- Be **curious**. Willingly explore ideas, questions, themes, and examples posed for the class as a whole as well as those that you find or intrigue you individually.
- Be your **authentic** self. Hold your values, behaviors, customs, interests, appearance, etc. Adjust any of these aspects when you have learned, adapted, or experienced something that helps you understand its value while maintaining your integrity.
- **Speak from the "I"** perspective. Your stories and experiences are yours. Other people's stories and experiences are theirs. Share lessons; protect stories.
- **Assume good** intentions. Ask for clarification to increase understanding.
- **Give grace.** Sometimes we don't know how we are appearing and the mental or physical broadcast we are sending, or the way we are using specific words or language that may be challenging for us. Help us help ourselves and one another.
- **Take responsibility** & ownership of your contributions. Confront the challenges of the course by engaging with one another.
- **Listen** to understand. **Respect** silence.
- Be **facilitative**. Notice status, identity, power, and impact. Step up and step back as needed. Make room for all voices. Stay engaged. Reengage. Offer suggestions to support everyone's engagement.
- **Call in** rather than call out to help others understand where they may have mis-stepped and can make corrections. We all do, and will, make mistakes. Help others and yourself grow.
- Understand we are **balancing professional models**. Academia is historically monochronic oriented – that is, it rewards timeliness, productivity, and task accomplishments in linear fashion. Many of us are polychronic - that is, prioritizing relationships, connection, or socialization alongside the importance of task completion. Both are important to the strong work of being a good human in the workplace.
- **Ask for help** and **openly share** work and ask for feedback.
- Be open to **discomfort and non-closure.**

Such practices will carry over into other settings such as team course work, internship and employment positions, volunteer settings, and the like. Participation in discussions and weekly activities is essential to individual learning and group processes.

Reference: Gray, A. (2019, June 4). The bias of 'professionalism' standards. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/the_bias_of_professionalism_standards#

Constructivist Approach to Course Learning & Assessment

"I change you and you change me" – Gordon Bettles (Klamath), former UO Many Nations Longhouse Steward. The relationship of our teaching learning among all participants in this class is where learning truly lies. Therefore, this class is what you make of it. The more you contribute to your own learning - and that of course colleagues - the more everyone will take away.

This course takes a constructivist view of work and learning. That is, that knowledge and meaning are built over time based on prior and current experiences, exposure, and information. Additionally, knowledge construction is understood to work best when embedded in active, social contexts (see https://www.wgu.edu/blog/what-constructivism2005.html for more).

Related to this constructivist approach, grades in this course will be predominantly founded in the "Response" and "Assessment" categories Stephen Tchudi (1997) outlined in his introduction to *Alternatives to Grading Student Writing*. Tchudi suggested four basic categories for "acts of judging" (Inoue, 2015, p. 15):
- **Response**. "naturalistic, multidimensional, audience-centered, individualized, richly descriptive, uncalculated"
- **Assessment**. "multidimensional, descriptive/analytic, authentic, problem solving, here-and-now, contextualized criteria, formative/process-oriented";
- **Evaluation**. "semi-deminsional, judgmental, external criteria, descriptive/analytic, rank ordering, future directed, standardized, summative";

- **Grading**. "one-dimensional, rewards/punishments, rank ordering, not descriptive, a priori criteria, future directed, one-symbol summative" (p. xiii)

Though Tchudi focused on writing assessments, I find these acts of judging concepts can be applied to all types of activities often used for reviewing student work in classroom settings. I want the work we do, responses from your colleagues and professionals joining us as guests, as well as feedback from me to be centered in your own development and growth, professionally and personally, during this moment in time within the degree program and your own work and life experiences. We will not be judging one another based on preset criteria. Rather, we are looking at holistic approaches to understanding, individual and collective growth through reflection, participation, and practice. This model is intertwined with courses goals around lifelong learning and metacognitive reflection habits.

Reference: Inoue. A. B. (2015). Introduction. In *Antiracist writing assessment ecologies: Teaching and assessing writing for a socially just future* (pp. 3-17). Anderson, South Carolina: Parlor Press.

Course Assessment and Graded Assignments
This is a Pass/No Pass course**.**

There are 4 main categories of assessments/assignments in this course:
- Bi-Weekly Participation and Professional Practice Reflections
- Course Professional Development Library Contributions
- Case Study and/or Tool Application Activities
- 1 Cumulative Reflection

Each Graded Course Assignment is described below and on Canvas. Additional information will be provided in class.

A) Participation and Professional Practice Reflection (40%; 8% every other week)
Be uber-honest with yourself in this bi-weekly self-reflection, You will assign your own rating each week in this category. **The rating you assign *will not* count in your cumulative point total for the course**. For the purposes of the course grade, it will only matter that each reflection assignment is completed.

To submit your participation grade, you will complete a bi-weekly Canvas "Quiz/Survey" grading yourself for the prior class session. This will be due by Noon on Mondays prior to class meetings. Be honest and truthful with yourself. *It is highly unlikely that you will grade yourself at a "4" or even "3" level most weeks. **Most people cannot meet or maintain this level of quality and consistency in their work.*** See notes above re: self-reflection. Again, how you rate yourself does not determine your grade for this portion of the course.

This grading approach allows you to be more accurate and globally metacognitive and reflective on your professional habits and behaviors. Identify areas of growth and improvement – for you -- connected to the Professional Community Agreements for this course. How are you growing and learning through these self-assessments? What are goals you are setting for yourself each session or for the term? You could possibly consider how course colleagues, professional guests, or faculty might respond about your participation as well as your own sense of contribution and engagement as you write and reflect. You can think of the rating for your Participation and Professional Practice Reflection this way:

0 pts – I **did not** participate in class, complete any course work, uphold the Professional Community Agreements

1 pts – I did **one (1)** of the following:
- participated in class
- completed course work, or
- upheld the Professional Community Agreements

2 pts – I did **two (2)** of the following:
- participated in class with solid contributions in thought perspective taking, or questioning
- completed course work at an average level,
- upheld the Professional Community Agreements

3 pts - I met the requirements for 2pts of reflective practice *and (1) of the following:*

- I acted upon or grew in a specific way based on the Professional Community Agreements and an intention I set for myself;
- I engaged in ways that took me out of a comfort zone or act in an anti-racist manner;
- I helped myself or a colleague understand another perspective or a way to which I am unaccustomed; or
- I contributed to my or a colleague's personal and professional growth or problem solving in a new or unanticipated way.

4 pts – I met the requirements for 3pts of reflective practice *and* **can readily describe** the contribution, assistance, engagement, or action I took in a cover letter, interview, client consultation, or other professional setting.

B) Ongoing Professional Development Library (10%; 1% each on complete/incomplete basis)

During each week of the term, please submit at least one resource to our Class Professional Development Library. By the end of the term, you should have individually submitted at least 10 items (think of this as 1 contribution each week). This will lead to a strong compendium of resources for the entire group of colleagues in this course to reference for everyone's future workplaces. Resources can be specific news or journal articles, books or videos, reports from professional associations, organization or government agencies, podcasts or TEDtalks, etc. Select resources that help convey specific information, advice, insight, or otherwise contribute to your understanding, reflection, or work through an idea, project, or experience connected to this course (e.g. specific case studies, discussions, guest talks, approaches to ethics or DEIA issues, etc.). Share each resource with the following information:

A) **Categorize/Title the topic/idea you are exploring for a single resource or set of resources.**
B) **Provide basic information** about the resource (author, title, etc) you selected. Please use APA style guidelines. See: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
C) **Summarize** the content, audience, and goals of the resource you selected. In a brief 1-3 sentences: What is it about? What problem(s) is it trying to address? To whom does it matter?
D) **Comment on** the validity, expertise, or credentials of the author and information. In a brief 1-3 sentences: Why does this information matter? What is the relevance of the content to our course work, your professional plans, or the field in which you intend to work? Why should others in this class care about it? Or how might they apply it to their own professional interests and future work?
E) **Connect** the resource to something about your own formation of ideas, reflections, or processes associated with the work of this course (e.g. specific case studies, discussions, or readings). Share in a brief 1-3 sentences.

"Grading" is Complete/Incomplete. Either you provide contextualized descriptions of resources each week as above or you do not.

These will be posted in an ongoing Discussion Board for the term.

C) Case Studies and Interactive Guest Presentations/Tool Applications (3 class sessions; 30%, 10% each):

Case study and guest presentations/applicable tools practices and methods provide authentic address of real-life problems that have multiple resolutions (Choi & Lee, 2009). Analyzing case studies or working with specific types of project methods in small groups allows for collaborative problem-solving and learning while building a community of practice for learning and growth (Jonassen, 1997; Kolb, 1984).

Instructions: Instructions for each activity will be discussed in class. By working together on the identified cases, scenarios, or with tools used by professional guests, team members will discover they each bring unique information, ideas, and possible approaches to their work in Capstone, Community Planning Workshop, and other client-based courses, internships, board governance and other applied projects.. Groups will likely use multiple methods to analyze the cases, offer varied perspectives and insights, and discover multiple solutions rather than a clear "right" answer. Groups will need to grapple with the ethical dilemmas we will be exploring through examples over the course of the term.

Evaluation: This area of course assignment will be graded collectively for any group analysis and individually based on submission of an individual student's notes. In both aspects, student work is assumed to be Responsive (e.g. "multidimensional, audience-centered, richly descriptive") and Assessment-Oriented (e.g., "multidimensional, descriptive/analytic, authentic, problem solving, here-and-now, contextualized criteria, formative/process-oriented").

More information about each session and expectations will be provided as the term progresses.

D) Cumulative Reflection (20%; Due Finals Week):
The Cumulative Reflection is a self-evaluation identifying and detailing at least three (3) main themes for *you and your personal understanding and professional growth and learning* through this course (readings, discussions, guests, case study work, personal experiences, interactions) this term. This discussion should share significant resonances, lessons, knowledge, and skills from the work of this course. These learnings should be discussed in relationship to your professional goals; that is, how do you see yourself applying learning from this course in relationship to currently projected plans beyond graduation, including any additional professional development. The Cumulative Reflection may also consider ways in which your learning might contribute to the public sphere, workplace, or community engagement in government, nonprofit, or other professional or career settings and roles.

Visually expressed, the core of your Cumulative Reflection may be represented in this way:

"Explaining Reflection" Graph by Jose Melendez, n.d.
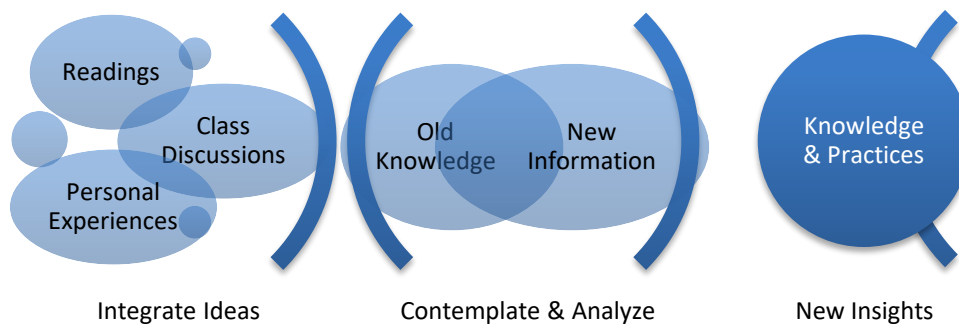
The Cumulative Reflection is not meant to be a summary of readings, a piece of personal journal writing, or an opinion report about the course. Rather, this Cumulative Reflection assignment asks you to contemplate and analyze ways in which new ideas or experiences relate to ~~"Explaining Reflection" Graph by Jose Melendez, n.d.~~ s should articulate new insights on ideas and practices. This reflection is your chance to add your thoughts and analysis to what you have discussed, read, processed, and experienced this term.

Review your weekly Participation and Professional Practice Reflections, aspects of our Professional Community Agreements and/or Cultural Humility, specific case studies encountered, and the course learning and career competency outcomes to identify where your personal and professional learning and/or growth aligns.

Format of the Cumulative Reflection – Working with ELGL
Your Cumulative Reflection should take one of the following formats. Format options are inclusive of those that may be encountered by professionals in government and nonprofit settings. Students will submit their selected format in the Cumulative Reflection discussion board on Canvas; this will allow all reflective summaries to be shared with colleagues associated with the course. Students will also have an opportunity to share their work through Engaging Local Government Leaders (ELGL).

Students should prepare their reflection formats for a public sector audience associated with ELGL. Follow the ELGL **Writer's Style Guide. We hope to showcase student work via ELGL publication/communication channels.**

> **Option 1: Write a Case Study**: Develop a case study based on a situation you have encountered that **will benefit next year's PD2 course**. Some great guidelines for writing a case study can be found here: https://hbsp.harvard.edu/inspiring-minds/how-to-write-a-great-business-case. A case could be developed in relationship with one of our presenting partners this term or a client you are working with in CPW, Capstone, or another course or research project. This should be written in an engaging style such as you might find in ELGL's **Public ELGL Morning Buzz or I Have to Ask You** features.

> **Option 2: Write your reflection in the ELGL Morning Buzz or I Have to Ask You….or So...What Do You Do?** format. Your Cumulative Reflection should concisely highlight the key themes and takeaways to your learning this term as described above. You can think of these like Public Information blog/information posts telling stories, conveying an obvious message, or coaxing through simple storytelling and examples. Other public blog style examples can be found via the Centers for Disease Control or Public Knowledge.

Option 3: ELGL Social Media Campaign: Public Service social media campaigns (posts, videos, etc.) typically raise awareness, motivate, convey an obvious message, or persuade through a unique combination of words, moving image, and sound. Imagine you are taking over the ELGL Instagram account. Create your Cumulative Reflection as a public service announcement video or social media campaign to fit the ELGL guidelines. Get some additional ideas here: https://www.cision.ca/resources/tip-sheets/psa-bestpractices/. See examples from the Ad Council.

Option 4: ELGL GovLove Podcast – ELGL believes that storytelling is the best way to share local government experiences and learn from ELGL friends and colleagues and through public interface. Use the ELGL Content Contributors' Style Guide to create one episode of a podcast.

Option 5: Something else that you pitch to Julie in relationship to course goals and ELGL communication outlets/formats. There are definitely other ideas Julie has that weren't included in this list so she may have ideas for you as well!

PPPM-wide Course Grading Scale and Explanation

This course is a pass/fail class. Graduate students need to earn a B- or higher to receive a passing grade in the course.

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

A+ signifies that the student clearly exceeds an exceptional level of achievement and complete mastery of all material. This is an exceedingly rare grade.

A signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject

A- signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.

B+ signifies an average level of achievement with adequate professional proficiency.

B signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.

B– signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.

C+ or lower signifies unacceptable work for graduate level or professionals.
Significant deficiencies in assignment or knowledge.

D or lower is not a passing grade and student does not earn credit

P/NP: for a passing grade the student must achieve the equivalent of B- or better

Required Reading

There are no textbooks for this course. Required readings will be available on the Canvas course site as files or links or shared in class. All advance readings are required readings unless otherwise noted and should be read prior to that day's discussion/workshop. Recommended or supplemental readings will further benefit your understanding of the topics and ideas for each weekly theme. Recommended readings can be found through the UO Libraries system, online links, or through your favorite bookstore. See course schedule for a list of readings.

One of our term long assignments is creating a course library of recommended readings as well (see above). There is a list of recommended readings that support the structure and content of this course at the end of the syllabus. These resources could be a kickstart to Resources you choose to share in the Course Professional Development Library Contributions.

Classroom Environment

The classroom is a place of focused learning. Arrive at class early and ready to participate. Bring your early inquiries and ideas. I will usually be able to arrive early and/or stay after each class to address interests or questions you may have.

Please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. It is important that we create a learning community that encourages debate and discussion while

being respectful of others. We will all sometimes fail in the way we speak, understand (or even know of) our own biases and assumptions. Be open, be helpful, be forgiving of others in this space as we each navigate from where we are together.

Please extend respect to all in the classroom. As both a student and a professional you should recognize that choices of language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, political views, or other aspects of identify. Biased, abusive, insulting language or actions will not be tolerated. We may very well discuss stereotypes and derogatory images as these are often embedded in Eurocentric professional practices, but we will do so critically and with respect for others' questions, perspectives, and willingness to engage in these difficult subjects. Everyone in the course should be treated with the professional courtesy and respect expected in a workplace.

These parameters extend to all small group work you do at other times for this class.

This course is committed to providing a positive, inclusive classroom environment. Together we intend to serve students' learning needs both in and out of class, and to view the diversity that we all bring to class as a resource, strength, and benefit. This atmosphere of learning supports a diversity of thoughts, perspectives, and experiences, and honors our multifaceted identities (including race, gender, class, sexuality, religion, ability, culture, and many others). Our goal as a class will be to engage in civil discussion with care and empathy for others by developing a trusting and safe environment.

If you feel like your performance in the class is being impacted by your experiences either in or outside of class, please do not hesitate to talk with me. I want to be a resource for you. I, like all of us, am in the ongoing process of learning about diverse perspectives and identities. Student suggestions are encouraged and appreciated. If something was said in class that you want to make me aware of privately, please talk to me about it, and please know that anonymous feedback is always an option.

Course Communication

The course website is located on the University of Oregon's Canvas system (https://canvas.uoregon.edu). Canvas is the main tool we will use to communicate about the course. The class syllabus, announcements, recordings of class meetings, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. Syllabus updates will be posted to the Canvas site and revisions will be described for each revised version. All course assignments will be completed and submitted electronically.

The announcement function in Canvas will be used to communicate about the course. Please check email, messages, and the Canvas site for class updates. Also, confirm that your Canvas notification preference for communications (e-mail, text, or other format) is set to ensure your receipt of notifications. Finally, please verify that the UO Office of the Registrar has your correct information so that the system sends you the proper course information in the way you prefer.

Please note that all correspondence should have the title/subject/number code of the course in the subject listing, present your questions or comments professionally, and be signed with the name. This allows the instructor to make communications regarding courses a priority to other correspondence and to usually respond to messages within 48 hours of receipt. To communicate most effectively, please include specific questions you have about an assignment, course structure, or other topic you may want to address. Please review the Canvas site and the syllabus prior to sending a note about course logistics.

Complete all communications relating to this course and all assignments for this course reflective of professional standards in tone, presentation, style, formatting, and spelling. PPPM uses American Psychological Association (APA) style formatting. Learn more at https://www.apastyle.org/. The Purdue University Online Writing Lab is beneficial to understanding how to write in the APA style format. See
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Policies
Missed Class Policy
Students are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please consult with classmates for class notes and review course meeting recordings. If you have a

planned absence, please contact the instructor in advance so that we can work together around the situation. If you have an unplanned absence, contact the instructor as soon as possible to discuss the situation.

Religious Festivals
Many lunar calendar-based festivals do not appear in the standard calendar. Please let me know of any exam or assignments that overlap with religious festivals (e.g., Yom Kippur, Eid, Diwali, etc.) that are not university holidays so we can make alternative arrangements. Also, please let me know if you need accommodations in class/exams on a festival day (e.g., if you are fasting).

Late Assignment Policy
Students are expected to turn in all materials at the designated time. Grading for late assignments is one letter grade lower for 24-hour period they are late. Example: If you would have received a "B" on an assignment, but it was submitted 24-hours late, it will be given a "C"; if turned in two weeks late, a "D" would be assigned. Assignments submitted past the stated deadline will be graded as late. Extensions will be on a case-by-case basis. See Missed Class Policy.

Academic Misconduct
You are always expected to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student's 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, is available at: http://library.uoregon.edu/guides/plagiarism/students/index.html

How to Avoid Plagiarizing
When directly quoting another author, the writer must:
- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)]. In-text citation format varies by citation style.
- Introduce the quotation with a 'signal phrase' whenever applying APA style guidelines
- A list of references with full citation information is also required at the end of any essay submitted in this course. For more information on humanities or social sciences citation manuals see: http://libweb.uoregon.edu/guides/citing/index.html

When paraphrasing another author, the writer must:
- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase

Education Access Needs
The UO is working to create evermore inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify the instructor as soon as possible. Please contact the **Accessible Education Center, 164 Oregon Hall; 346-1155; disabsrv@uoregon.edu.** Such needs may include (not limited to) neurological, hearing, visual, or orthopedic impairment; chronic medical conditions; and psychological or learning disabilities.

UO Community of Care
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, mood changes, or struggle with relationship difficulties or diminished self-esteem. Sometimes these concerns or other challenges such as eating and/or sleeping can interfere with optimal academic performance. If the source of symptoms feel strictly related to your course work, please speak with me.

Many of these issues can be effectively addressed with assistance. The University Counseling Center (UCC) helps students cope with difficult emotions and life stressors in support of their academic success. The UCC is staffed by

experienced, professional psychologists and therapists, who are attuned to the needs of college students. The services are free and confidential. Services include daily drop-in hours so you can speak to staff as soon as possible. **Find out more at counseling.uoregon.edu or calling 541-346-3227.**

As your faculty member, if I infer you need additional support, I will express my concern and the reasons for them and remind you of resources that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do—for yourself and for your loved ones.

Additional campus resources include:

After-Hours Support & Crisis Line 541-346-3227	Center for Healthy Relationships (HEDCO)
SAFE Resources	Psychology Clinic
safe.uoregon.edu or 541-346-SAFE (7233)	
Dean of Students 541-346-3216, CARE Report	UHC Psychiatry
UO Police Department 541-346-2919	Duck Nest Wellness Center in the EMU
Crisis Text Line: 'OREGON' to 741-741	

College of Design Equity and 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.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to 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 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Anticipated Course Schedule

*Please note: structures and scheduling within this course are subject to change based on shifting needs of this course. It is anticipated that some aspects of the course may need to be modified based on feedback, guest availability, or ways in which designated topics and workshops meet the goals of the course. Updates will be announced in class or posted on Canvas.

Week 1: January 9 – **Welcome!**

Foundational Terminology/Meanings
Ethical Dilemmas/Ambiguous Decision-Making

Session Goals:
- Introduce the course and ourselves
- Establish Guidelines/Community Agreements
- Introduction and practice around key terms and concepts

For Week 3:
A) **First** Participation and Professional Practice Reflection
B) **Contribute** to Course Professional Development Library (try for at least two of your 10 library submissions)

***SPECIAL EVENTS - Week 2: Monday, January 16
8:45am-1:00pm - **MLK Day of Service 2023: Evoke Hope.** Join the UO's Holden Center and the National Day of Service in honor of Dr. Martin Luther King Jr. Learn more about poverty alleviation in the Eugene-Springfield community through hands-on learning and service. More info & register: MLK Day of Service 2023 page. Questions or concerns? Contact: serve@uoregon.edu.

10:30am-3pm – MLK Day March: Back to the Streets – Resiliency and the Audacity of Joy. Join the Eugene-Springfield NAACP annual MLK Day March. Starts at Autzen Stadium. Ends at the Hult Center for the Performing Arts. More info on the E-S NAACP Facebook page.

Week 3: January 23 – **Equity Assessment Filters**

Equity Scorecards for Equity Analytics with **Zan Associates**

Equity Lens for Hiring with **RARE**

Session Goals:
- Engage in equity assessment filters around specific projects.

Assignments:
A) **Second** Participation and Professional Practice Reflection.
B) **Contribute** to Course Professional Development Library (try for at least 2 more of 10)

++++ ***SPECIAL EVENT – *Thursday, Feb. 2, 6pm*, Jordan Schnitzer Museum of Art*** -- PPPM Net Night – with Local recent PPPM alumni from all 3 masters programs - Heavy appetizers (usually loaded platefuls!) – casually meet with alumni who have recently been in your role as a student - learn how they navigated next steps, advice, or responses to other questions you have – an RSVP is forthcoming

<u>Week 5: February 6</u> – **Community Centric Fundraising Principles**

Community Forward Fundraising with Erica Rife (MNM '22), ED for <u>Architecture Foundation of Oregon</u> and Tomas Vallardes, ED for the <u>Portland Street Art Alliance</u>

Session Goals:
- Introduction to diverse and equitable fundraising practices
- Engage in discussion and analysis and recommendations of a specific case/situation

Assignments:
  A) **Complete Third** Participation and Professional Practice Reflection.
  B) **Contribute** to Course Professional Development Library (at least 2 more of 10)

***SPECIAL EVENTS - Week 6:

Monday, February 13, 12-1:30pm - **College of Design Career Week Event for PPPM** – Casual drop in to meet with representatives from specific partner organizations about fellowship/job opportunities, application processes, ask questions, enjoy snacks!

Thursday, February 16, 4:30pm – Queer Career: Sexuality & Work in Modern America. Book Talk with Margo Canady, History, Princeton University. 110 Knight Law Center.

<u>Week 7: February 20</u> – **Furthering the Work**

Applying Ideas to What Comes Next

Session Goals:
- Engage in address of issues arising in CPW, Capstone, other situations
- Introduce Crucial Conversations model
- Engage in other topic(s) of interest to students (e.g. heard how to assess organizational commitments to access, equity, and inclusion during Week 1's conversation)

Assignments:
  A) **Complete Fourth** Participation and Professional Practice Reflection.
  B) **Contribute** to Course Professional Development Library (try for at least 2 more of 10)

Week 8: See what's happening on campus via the <u>UO Events Calendar.</u>

<u>Week 9:</u> **March 6 – Understanding Public Sector Contexts**

Issues in Local Government

Session Goals:
- Learn from and network with <u>Engaging Local Government Leaders</u> staff, board, and influencers
- This will be an entirely virtual session using the Zoom link available on Canvas. I

Assignments:
  A) **Complete Fifth** Participation and Professional Practice Reflection

B) **Contribute** to Course Professional Development Library (complete your final 2 of 10 submissions – or all of them if you have more to contribute). **NOTE: ALL Reflection and Library Contributions are due no later than 5pm, Friday, March 17** (Week 10)

Finals Week – Tuesday, March 21 – 2:45-4:45pm
Closing out the Term Strong

Session Goals:
- Celebrate successes and challenges of the term, review learning outcomes, etc.
- Present and receive feedback on your submission for the Final Reflection Assignment/ELGL submission. All related documents (slides, word processing, spreadsheets, etc.) are due at the start of class. Post on Canvas in advance of the start of class so that are files are accessible for your presentation.