

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

**PPPM 410: REAL WORLD LANE COUNTY**  
**WINTER 2024**  
**T/Th/F 10:00- 11:20 pm**  
**Room: Knight Library (Room 322 LIB)**

<b>Instructor of Record</b> <b>Kim Thompson</b> <b>Office:</b> 236 Hendricks Hall <b>Email:</b> <a href="mailto:kimt@uoregon.edu">kimt@uoregon.edu</a> Office Hours: <a href="#">by appointment</a>  In person: <a href="#">T, Th, F</a> (9:30 am – 2:30 pm) Virtual: <a href="#">M, W</a>	<b>Co-Instructor</b> <b>Amanda Ferguson</b> <b>Office:</b> 258 Hendricks Hall <b>Email:</b> <a href="mailto:afergus4@uoregon.edu">afergus4@uoregon.edu</a> Office Hours: <a href="#">by appointment</a>  In person: <a href="#">T, Th, F morning</a> Virtual: <a href="#">W afternoon</a>
---	--

## COURSE OVERVIEW

### Course Description

This course integrates all aspects of students’ education, offers rich insight into community issues and planning practice, and provides practical experience in collaboration, research, professional writing, and effective presentation.

The class provides students with experience in professional-level planning and public policy projects for real-world clients under faculty supervision. Students work in small teams on policy and planning issues with local government, non-profit and/or university partners. Working at the local level presents a myriad of technical, legal, and environmental challenges. To be effective, public policy must engage and consider the needs of the community. While all of these topics can be taught in a classroom setting, preparing students for professional practice requires skills that are difficult to teach in the classroom—engaging citizens, working with local decision makers, and other aspects—are best learned through experience.

Over the course of this term, you will learn by doing. While we will have focused “professional development” classes where we discuss and practice skills, most of your time will be spent with your team working on one project for your client. By the end of the term, you will produce a deliverable that helps your client answer questions they posed in the initial project scope.

### Learning Outcomes

Upon completion of this course, you will be able to:

- Conduct applied research skills using multiple methods such as interviews, surveys, and focus groups.

- Produce a high-quality product for a government organization.
- Give a professional presentation to community members.
- Apply professional reflective practices to a variety of experiences.
- Generate a team environment where peers feel secure expressing their views, work is distributed equitably, and people feel supported to do their best work.
- Conduct yourself in a professional way in classroom and community settings (communication, time-management, organization).
- Identify aspects of the planning and policy profession that are desirable to you.

Because Real World Lane County uses projects as the vehicle to achieve our learning outcomes, you will learn about the specific subject matter of your project. You should understand, however, that completing one project over 11 weeks will not teach you all there is to know about a specific aspect of planning or the topic of your project. In other words, do not expect PPPM 410 to make you an expert in a specific area of planning. In our experience, it is the process of completing the project that is most instructive; the topic is of lesser importance.

## COURSE INFORMATION

### Course Website & Technical Requirements

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 Real World via Canvas unless otherwise instructed. In addition to course assignments, you will produce many interim products with your team. These interim products do not need to be submitted on Canvas but should be maintained in a shared workspace that all your team members can access.

You will need access to a computer for this course, preferably a laptop that you can bring to class. We will often do group work requiring a computer during class times. If you do not currently have a laptop, please reach out to the course instructors for support on accessing one.

### Required/Recommended Reading and Media Sources

There is no textbook for this class. We will provide digital access to all required readings and media sources via Canvas. Please refer to Canvas to find reading or media assignments each week.

### Course Workload

This is a capstone undergraduate course and thus comes with high expectations of engagement. You will get out of Real World what you put into it. Historically, our most successful students have approached Real World like a part-time job in a professional setting. We strongly encourage you to engage in this course with that mindset.

As per University of Oregon policy, workload for this class is approximately 30 hours per credit (120 hours total). Thus, **expect to spend an average of 12 hours of effort per week on Real World related activities.**

Between scheduled team meeting and class time, you will be spending at least 4.5 hours each week in the classroom. Expect to spend an additional 8 hours per week doing individual and team research, meetings, travel, writing, data analysis, presentation practice, and assignments.

## Course Modality

This is an in-person course: which means that we will meet during scheduled class meeting times in the classroom. We do have some group learning and lectures which although ungraded, are essential, so attendance is required. If you need accommodation to help you fully participate in the course, please work with the instructor and the UO's <https://aec.uoregon.edu>.

## Performance, Assessment, and Grading

Your grade in Real World is based on your attendance and your work performance.

### Grading Assessment Breakdown

Measure/Assignment	Percentage of Grade
<b>Participation</b>	
Project and Team Contributions	10%
Attendance	5%
<b>Assignments</b>	
Learning Goals Memo	5%
Reviewing Real World Reports	5%
Scope of Work	5%
Informational Interview Reflection	5%
Section 1 of Report	10%
Draft Recommendations	5%
Community Meeting Reflection	5%
Final Presentation	15%
Final Report	25%
Final Class Reflection	5%

### Attendance Communication

We expect you to come to class and to be on time. You are responsible for all content missed, including any assignments, knowledge, or skills covered or assigned in missed class(es.) Please ask classmates for class notes. You can miss two in-person classes for any reason without it affecting your grade. If you miss more than two class sessions (without early communication with the instructor and team), we will deduct a point per each missed session from your final grade.

### What happens if I am late?

We start class on time. If you expect to be late, communicate with Kim or Amanda **AND** your team to inform them that you will be late so that they can accommodate your absence. Continual tardiness will impact your grades in Project and Team Contributions unless pre-approved by Amanda or Kim.

## Late Work

All assignments will be submitted electronically. No hard copies are requested. **If you need an extension, please reach out to an instructor as soon as you think you'll need one.** If you need help, reach out to the instructor as soon as you need it and we can collectively work on a plan for getting your assignments submitted. We will offer you extensions if you make a request 24 hours in advance or there is a severe hardship.

If you submit an assignment late **without previously requesting and receiving** an extension, you will receive a ten percent reduction for every day (24-hour period) they are late. **Assignments submitted to Canvas more than 5 minutes past the deadline will be graded as late.** For example, if you would have received a "B" on an assignment, but it was submitted between 5 minutes and 24-hours late, it will be given a "C".

## Grading

100	A+	85-89	B+	70-74	C+	55-59	D+
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. The student shows a superb command of the material and the ability to apply it at many different levels.

**B** signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.

**C** signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of course application.

**D** signifies inadequate understanding of the material. Non-passing grade. Students will earn university credit but will not satisfy major or minor core requirements.

**F** signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Students do not earn credit.

## Incomplete Policy

The University's Incomplete Policy states the following:

"A grade of "I" (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria.

The student:

- 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, if the outcome of your grade for this class should be Incomplete according to the criteria listed above, **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.**

If you do not request an Incomplete by the specified date on the form, 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.”

## ASSIGNMENT SUMMARY

Graded Assignments	Individual or Team	Weight	Due Week	Due Date
Learning Goals	Individual	5%	Wk 2	Mon by 08:00 am
Reviewing Real World Reports	Individual	5%	Wk 2	Mon by 08:00 am
Team Scope of Work	Team	5%	Wk 4	Mon by 08:00 am
Informational Interview	Individual	5%	Wk 6	Mon by 08:00 am
Section 1 of Report	Team	10%	Wk 8	Mon by 08:00 am
Draft Recommendations	Team	5%	Wk 9	Mon by 08:00 am
Partner Presentation Reflection	Individual	5%	Wk 9	Mon by 08:00 am
Final Presentation	Team	15%	Wk 11	Finals Week (TBD)
Final Report/Deliverable	Team	25%	Wk 11	Th by 11:59pm
Final Class Reflection	Individual	5%	Wk 11	Th by 11:59pm

## STUDENT EXPECTATIONS AND BEHAVIOR

*Your Real World course instructors believe that open, honest, focused, and caring collaboration among diverse participants is the path to accomplishing clear, valuable, shared outcomes. To that end, we expect that everyone participating in Real World to help 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 the [PPPM Equity & Inclusion website](#).

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 Ethics<sup>6</sup> include:

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 have a duty to serve the public in good faith and with integrity. It is not always easy to do this, and “the public” is certainly not a uniform or well-defined concept. In Real World Lane County 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 to minimize harm.

## **Classroom Conduct and Behavior – Choose Civility and Bravery**

The class leads commit to maintaining a respectful classroom environment for all participants. Our objective is to create space where everyone feels comfortable expressing ideas, beliefs, perspectives, and values in a respectful way. However, achieving that objective is a shared responsibility. We will achieve it through our individual and collective actions. Our expectation is that no one in the class will condone behavior that disregards, diminishes, or disrespects any class participant, irrespective of intent. Together, we commit to speaking up bravely and “interrupting” behaviors that express any of the following:

- 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.

In this context, “interrupting” means pointing out, questioning, or offering a perspective on the impact of the behavior in a way that helps others realize the consequences of the behavior. Interruptions should strive to support those who may have been harmed by a behavior while also “calling in” others to recognize the harmful impacts of the behavior.

We all have unique perspectives, and we understand that our unique perspectives will include both conscious and unconscious emotional, cognitive, and behavioral biases. Unconscious biases may be

particularly difficult for us to identify and acknowledge, but we commit to learning together. We welcome interruptions because it is one way we learn; if something we do has a negative impact on others, it is our responsibility to acknowledge the impact and work to modify our conduct. As the instructors, we will hold everyone accountable to learning: once a harmful behavior has been pointed out, we will not tolerate ongoing instances of the behavior.

## AI Policy

Like it or not, AI systems are here to forever change the way we work, just like automation did for the generations before us. Our goal is to ensure you feel comfortable in the responsible use of these tools to augment your work.

**In your work, we expect you to use and experiment with AI.** Use of AI is not considered plagiarism in our context unless you fail to provide proper attribution. The following guidelines will help you use AI tools responsibly and transparently:

- **Provide attribution** – Based on the circumstances, you should provide attribution for anything that involved AI:
  - **For content that comes directly without editing from an AI, or closely paraphrasing AI:** content should be quoted and appropriately cited (see *Citation Guidelines*).
  - **For content that originates from AI but that you have since altered:** include an “AI Acknowledgements” section at the beginning or end of the deliverable (see *Citation Guidelines*).
  - **Exception:** Tools like Grammarly are built on AI systems. However, like Spellcheck, these tools are widely used to assist with basic grammar and spelling, so we do not expect you to include mention of them in your AI Acknowledgements section UNLESS you used them extensively to re-write sentences. (For rough guidance, assume using these tools to re-write ten or more sentences counts as extensive, triggering a mention of the tool in the AI Acknowledgements section.)
- **Be aware of limitations** – AI tools are just that: tools. They have many benefits and can make your work easier, but you can’t stop using your brain. Be especially aware of the following limitations:
  - **Bias:** AI tools train on whatever data they’re fed, which means they’re learning and reinforcing all the same biases that might show up in humans.
  - **Accuracy:** Generative AI (GenAI), AI systems that produce content in response to prompts, are just making things up based on what their model tells them is most likely to come next. This means they can produce inaccurate or untrue content.
  - **Inputs:** When you prompt GenAI tools, the quality of your output largely depends on the quality of your prompt.
- **You hold ultimate responsibility** – Anything you produce, whether you generated it yourself or whether AI helped you generate it, is your responsibility. You will be held accountable for any inaccurate, biased, offensive, or otherwise unethical content.

**Reflection assignments are the only time we discourage use of AI,** or at least ask that you use AI tools with particular care. Reflection is inherently personal: AI can’t tell you what you learned and how it connects to your life. You may choose to use it as a tool for prompting your reflection, or you may choose to use it to develop graphics or other media to accompany your reflection, but your reflection should be based in your own experiences, ideas, and connections.

## Citation Guidelines

**For direct quotes or close paraphrasing:** Use the [MLA Guidelines](#) to produce a source that you will either footnote or endnote at the close of the quote or close of the paraphrased section.

- General Format: "Title." *AI tool*, version, publisher of the tool, date content generated, general URL of tool
- Example: "Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald" prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

**For supportive use of AI in your work – AI Acknowledgements Section:** At the beginning or end of whatever you're producing, include an AI Acknowledgements section where you describe how you used AI in any of the production of the work. This should include:

- A list of any prompts you used
- A list of any AI tools you used
- A description of how you interacted with the content to alter it and check it for accuracy

In general, we recommend you keep screenshots of any AI interactions used in your work so you can refer back to them later if needed. Save these in your project files.

## Reflection

Reflection is a fundamental and critical component of the experiential-/service-learning pedagogy that grounds this class. In many other classes, reflection may not be emphasized as directly, so this approach may not feel comfortable or familiar to you. 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 aim to build your skills as a reflective practitioner.

## 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](#) 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 utilize 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.
- **Rule of thumb:** 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.

## 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](mailto: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](http://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.

## 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. If an instructor of this course has to quarantine, this course may be taught online during that time.

## COVID Safety Resources and Policies

The University of Oregon frequently updates their policies related to COVID. For the most up-to-date information, please visit <https://coronavirus.uoregon.edu/>.

The UO is following public health guidance to protect the UO community:

- Students and employees are [highly recommended](#) to be up to date with their COVID-19 vaccinations.
- Students can get vaccinated at [University Health Services](#) by using their My UO Health Portal to schedule appointments.
- Employees can get vaccinated at local, community vaccine providers or through their own medical provider. Visit the [Centers for Disease Control and Prevention website to search for COVID-19 vaccine providers](#) in your area.
- Don't come to campus when sick. [Test at home for COVID-19](#), when symptomatic. Every U.S. household may place an order to [receive four free COVID-19 rapid tests](#) delivered directly to your home.
- If you develop symptoms or think you have been exposed to COVID-19, you should follow the [CDC guide](#) to determine whether isolation or testing is needed and appropriate next steps.
- Masks are welcome on campus.

## ADMINISTRATIVE EXPECTATIONS

Because you are working on real-world projects with clients, we have certain administrative expectations about how you engage in the course. It is useful to consider yourself as a member of the University of Oregon Institute for Policy Research and Engagement (IPRE) while you participate in this class. Just like any other workplace, we have administrative guidelines.

In this section, we highlight the two most important administrative expectations for the class.

### Where Your Work Lives

It is important that you save work in a place that all your team members and the instructors can access. We will set up shared workspaces for you to use in one or two ways:

- **MS Teams:** 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.
- **IPRE Google Drive:** Your project coach 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 IPRE faculty always have access to project work (e.g. in the event a client calls to request a project update or deliverable). We will provide a link to this folder.

### 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.