

School of Planning, Public Policy and Management



PPPM 604 – INTERNSHIP/INTERNSHIP NONPROFIT

Class Syllabus – Winter 2024 -- CRNs: 24469 and 24470

Classroom Location: Asynchronous via Canvas; Individual internship sites; 1:1s with Julie

Instructor: Julie Voelker-Morris Phone: 541.346.2179
Office Hours: Schedule virtual or in-person appointments using:
• the [Booking link for Julie Voelker-Morris](#) or
• an email at jvoelker@uoregon.edu with alternate dates/times that fit your schedule
Office Location: 121A Hendricks, Zoom/Teams, phone, or walking meeting

Course Overview

This internship course integrates theory and practice through planned, supervised work experience connected to reflective learning activities. Key components of a student's professional development are the abilities to a) apply what is learned in classroom settings to the world of work and b) reflect on challenges to and opportunities for professional growth. Internships provide limited duration, often project based, learning experiences in a professional setting connected to a student's career goals. Internships can spark an interest, "open doors," or launch careers. An academic (credit) internship provides a structured learning experience.

Course Purpose

The purpose of this course is for students to engage in and reflect upon a specific internship experience. An internship is a structured limited duration applied learning opportunity within a student's disciplinary and career area of interest. Students individually identify how they want to grow and develop in their professional skills, knowledge, and habits in relationship to the work and duration of the associated internship position.

Regular reflective exploration processes and assignments within the course structure assist students in describing their professional growth in identified areas, further clarifying career goals, applying theory to practice, gaining work experience, and networking with professionals.

Course Learning Outcomes

By the end of this course, students should be able to:

- Set individualized learning outcomes that focus on targeted workplace skill and knowledge development through specific tasks and responsibilities.
- Assess achievement of individualized learning outcomes through task completion, reflective activities, and supervisor feedback.
- Identify potential transferable skills and knowledge as well as areas for further professional development because of learning experiences.

- Articulate achievement of learning outcomes clearly and concisely in reflective activities, discussions with supervisors, and in preparation of examples for future employment applications and interviews.
- Prepare and complete work products that reflect application and achievement of learning outcomes.

Individualized Student Purpose

As you already know from completion of the preauthorization forms and internship agreements, the instructor and site supervisor work with students in developing individualized learning outcomes. Setting learning outcomes helps students practice developing learning goals for professional workplace development and performance reviews.

While the internship course has broad outcomes for all students, students' individually identified learning outcomes serve as a guided path and focus for reflecting upon professional skill and knowledge development over the course of the term. In collaboration with the site supervisors, students outline and complete tasks, responsibilities, and workflow that support their desired learning outcomes. Students share developing thoughts about their growth and development toward identified learning outcomes with the instructor. The instructor provides feedback on these reflections related to career and professional expectations and technical writing.

Students who work toward achieving their learning outcomes acquire a set of transferable skills, knowledge, and applied active learning experience in a work environment that prepares them for professional positions, fellowships, or further academic study. Through these practices, students gain example workplace stories - and practice writing about them - that can be specifically described and shared as part of details in resumes, cover letters, and job interviews.

Career Competency Learning Outcomes

This course is focused on three career competency learning outcomes as identified by the National Association of Colleges and Employers and adopted by the University of Oregon. These include:



Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build workplace oriented relationships.

- Show an awareness of one's own strengths and areas for development.
- Identify areas for continual growth while pursuing and applying feedback.
- Develop plans and goals for one's future career.
- Professionally advocate for oneself and others.
- Display curiosity; seek out opportunities to learn.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.
- Seek and embrace development opportunities.
- Voluntarily participate in further education, training, or other events to support one's career.



Communication

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 understood effectively by others.
- Frame communication with respect to diversity of communication abilities and cultural differences.



Professionalism

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 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.

Note: PPPM offers professional research degree programs. As part of these programs, students are expected to 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 to understand them and use that understanding to advantage when possible - even when we dislike or disagree with them.

Course Modalities

Classroom and 1:1s: This is an asynchronous course to support the varied schedules and dynamic needs, time zones, and contexts of interns and their worksites. That means that we will not meet as a large class group during any scheduled time during the term. The course website is located on Canvas (<https://canvas.uoregon.edu/>). Students and Julie also meet 1:1 to check-in beyond the reflective assignments submitted throughout the term. We may have optional virtual or in-person class social gatherings to share stories, tips, questions about internship sites and experiences. Please let Julie and the rest of the class know what may most support you.

Please confirm that your Canvas notification preference for communications (e-mail, text, or other format) is set to "ASAP." This will help you receive notifications from any course on Canvas as immediately as possible. Also, please ensure 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. Canvas is the main tool we will use to communicate about the course. The course syllabus and assignments will be posted on the Canvas site. Announcements will be communicated through Canvas.

The Modules section of the internship course site will walk you through each assignment during the term. Please let me know if you need support accessing any of the assignments or files.

Internship Site: You will have regular and consistent meeting/work hours with your internship site employer. Many internships are in-person; others are fully remote; and a few are a mix of in-person and remote work. Ask your worksite about their policies and practices. Those of us in this class are committed to successful remote, hybrid, and in-person work and learning. Whatever the modality of your work site, you will work with your individual site supervisor to coordinate schedules and logistics that support your learning and engagement with and through the tasks and responsibilities associated with your internship site and individually identified learning outcomes. Prior to the COVID-19 pandemic, internships were rarely “remote” opportunities as such opportunities often need greater guidance, communication, and supports so they are not an independent studies or projects. Based on numerous student insights from remote internships, I suggest that most remote internship opportunities take more careful and detailed scheduling, planning, and communications on your part and the part of your supervisor so that your work aligns appropriately, that you feel connected to the agency and networking opportunities, and you receive the specific support you need to complete your work successfully. I am here to help you think through communications and scheduling plans with your site supervisor. Please include me in the planning as needed.

We continue to adjust along with supervisors regarding how to work and communicate together. The clearer communication plans you have with your site supervisor, the stronger your internship will likely be. Ongoing shifts in the work and learning environment are providing some new and exciting opportunities while also presenting or exacerbating other challenges. We continue to be open about needs that exist or arise as the internship period unfolds so that any concerns can be addressed. Please stay in regular communication with me as your internship instructor and with supervisor regarding your needs, questions, or concerns.

Please see the section on Attendance that assists in describing the hours expected onsite and those associated with the assignments within the course structure.

Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Please notify us if there are aspects of our instruction or design of this course that result in barriers to your participation. Step outside of the room momentarily to take care of your own physical or mental needs if you need to do so. Students who may have mobility issues that make this guidance challenging should contact us.

Technological Requirements

The University provides an outline of [Technology Resources](#), inclusive of resources available to all UO graduate students to complete their course work. Technology resources most frequently used in this course include:

Word Processing: Consistent access to Microsoft Word or a similar word processing application will be necessary to successful completion of most course assignments. You will also need a stable web browser and internet access to retrieve and complete assignments.

Zoom: If we host a virtual social gathering for the class, we will use Zoom. A specific link would be provided.

Canvas: The Canvas Learning Management System (Canvas) will be an important part of our course. Canvas is the central place for course information and engagement for all course work (see Course Modality above). Students can set Canvas notification settings to receive class announcements via text or email. Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

Course Communications

Talking with students about course material is a true pleasure. Are you confused or excited about something? Wondering how what you are learning and reflecting on through your internship site work and course reflection assignments relates to current events, career choices, or other classes you can take UO? Please be in touch!

Please also be in touch to share how you are doing in the course. If you are having trouble with some aspect of it, I want to strategize with you. Every student can succeed in this course, and I care about your success.

You may find that you need to schedule more regular virtual meetings with me or your site supervisor in order to feel connected and able to successfully complete your work. Communicate your needs early and often. Internships have failed when students and supervisors have not held specific planning meetings regarding communications plans for successful completion of tasks, responsibilities, and projects.

Note: All assignments are due by 5pm on assigned Mondays.

Office Hours & Appointments:

This term, I will hold appointment-based office hours or you can drop by my office in Hendricks. Information about making an appointment is at the top of the syllabus. Office hours appointments will be held via in-person meetings, phone conversations, or video/audio chats. We can always exchange emails as well. Whatever the communication format, I look forward to talking with you.

As always, office hours are times to check in generally or can include moments when you:

- are confused or have a question about assignments, work or communications at your internship site;
- want to share news; or
- feel like you need support or to connect in some way.

I'm available to discuss any topics or question you may have related to your internship, professional work, uncertainties or specific plans, sense of veering off track, successes and joys related to the course work and your internship site. Chances are that if you're confused about something, someone else in the class is too. Please reach out.

Communications from Julie

As described above, our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email or can even reach you by text. Check and adjust your settings under Account > Notifications in Canvas. Introductory and reminder announcements are typically shared on Monday mornings. On Wednesdays, you will typically receive a "tip of the week" regarding workplace settings, internship or job search support, networking, and related career readiness topics. On Tuesdays or Thursdays, you may receive occasional reminders or other information. Of course, if something new needs to be shared, that will be shared on an as needed or immediate basis.

If I need to get in touch with individual students, I will do so through email, occasionally on Microsoft Teams. When giving feedback on assignments, Julie will do so in Canvas, and turnaround time for feedback is generally 1-1.5 weeks via Canvas.

Communications from students to Julie

You will likely have questions about the course, assignments, or related topics throughout the term. Please let me know what you may need or would benefit you. This can be about specific topics or experiences associated with your internship, your work environment, or next steps for your professional life based on what you are learning. What do you want to speak about individually with me or what would you like to discuss with course peers?

If have practical, yes/no types of questions about an assignment, reading, or other course component, please first review the materials at least 2-3 times and/or reach out to a peer in the course. Please make sure that you have reviewed the Canvas site and the syllabus prior to sending a note about course logistics. If these steps have been taken and the question is unresolved, please contact me regarding your inquiry.

Adjustments can be made, as needed, to support individual student deadlines, how you are able to speak about your work and learning in your reflections, or other aspects of the course work to help you be successful. Let me know if you want to talk through adjustments, alternative assignments, or questions. oYou may need to change your learning outcomes for this internship due to either the nature of the work you will be undertaking or the nature of the changing work environment in which you are completing those responsibilities and tasks. Communicate changes or questions you have early and often with Julie and your site supervisor.

If your question is about a technical challenge with Canvas, Zoom, or another technology, please contact the [UO Service Portal](#).

If your question, concern, or enthusiasm is about course content or activities, about something personal, is time sensitive, or is something else that doesn't feel like it fits the above descriptions, please reach out to me by email or by attending office hours. Office hours and how to make appointments are provided at the top of the syllabus. I seek to respond within one business day.

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 the instructors of this course have to quarantine or isolate, this course may be taught online during that time.

Course Community Agreements

In order to support growth, learning and success in this course, I ask that we agree to the following:

As instructor, I am responsible to:

- a) give you control over your own learning within boundaries of course purpose & outcomes
- b) provide you with questions, examples, and themes of exploration
- c) help you establish quality criteria for your work
- d) provide you with quality feedback for continuing improvement
- e) help you believe success is achievable
- f) help you access quality resources; clarify concepts
- g) demonstrate the course's values
- h) guide you in completing tasks to demonstrate your achievement, and
- i) affirm your achievement with you.

As a student, you are responsible for your own learning by:

- a) openly sharing your work and asking for feedback
- b) relating concepts and skills to real world experience
- c) gathering & synthesizing information of varying source
- d) willingly exploring ideas, questions, themes, and examples posed as well as those that you find intriguing.
- e) making us aware of your individual learning needs
- f) being prepared and on time for all activities, and
- g) being present and engaged in the content and work of the course.

We continue to adapt. Adaptation, flexibility, change, pivoting. These are ongoing demands of our professional lives now and moving forward. Though it can be challenging, we are all working to adjust our intellectual and workplace skills to meet the moments and needs of our times.

Let's assume the best about everyone. Let's assume the best about everyone with whom we engage in this class, in our internships, work life, and home lives. Let's reach out and support one another as we can in the coming days, weeks, and months. Everybody needs support and understanding. Please communicate your needs as they arise or if you hear of needs from others.

Attendance

Regular participation in the internship responsibilities and tasks is expected. All course work should be submitted by designated due dates. For each 1-credit hour, students must complete 30 internship hours during the course of a 10-week term (summer term is 11 weeks). Each graduate credit hour is worth 40 total hours at the graduate level. This means that a student registered for 1-credit hour of PPPM 604 would complete at least 3 hours of work each week of the 10-week term at the internship site and at least 1 hour each week devoted to course assignments. Most of you are completing the internship course at the baseline 3 credit level. This means that you should anticipate contributing at least 120 hours over the term to the onsite work and assignments associated with this course. This assumes at least 9 hours/week at work on the internship site and at least 1-3 hours/week on course assignments for each of the 10 weeks of the term.

Although there is no formal attendance reporting process (e.g., time sheets), site supervisors do notify the instructor if a student is not maintaining regular attendance. If you are ill and unable to work, contact your site supervisor directly. Please contact Julie with any questions you have about meeting your expected internship hours or course assignments.

COURSE EVALUATION - PASS/NO PASS

This is a Pass/No Pass class. No letter grades are assigned in this course. Students will be evaluated on attendance and the written assignments outlined below. To receive a “pass” for the course, students must satisfactorily complete all assignments. Meeting deadlines is essential in the workplace and this course is a bridge between your academic training and the world of work. Please practice this professional expectation in completion of your internship responsibilities. Guidelines for all assignments will be provided on Canvas.

Incomplete Policy

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 5pm the last day of finals week for the term.

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the “I” mark. Requests for an incomplete mark are initiated by the student and will require a formal agreement to be created with the instructor. Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgment the criteria stated above are not met. Learn more and submit an Incomplete course request: [https:// registrar.uoregon.edu/current-students/incomplete-policy](https://registrar.uoregon.edu/current-students/incomplete-policy).

Academic Integrity

adapted from the Sentient Syllabus Project, Version 4 (02.23.2023), UO policy, IPRE guidance (09.13.2023), dialogue with Jessica Matthiesen, PPPM Undergraduate Director (09.13.2023) – and use of ChatGPT to condense the second paragraph of this section! 😊

The [University Student Conduct Code](#) defines academic misconduct as including unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO and is reported to the Office of Student Conduct & Community Standards—consequences can include failure of the course.

Academic integrity is the bedrock of our scholarly community, emphasizing truth, personal integrity, and adherence to shared values. When submitting work, you are asserting the accuracy of facts, proper attribution of sources, and compliance with assignment requirements. Violating these principles constitutes academic misconduct.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial. Engaging with and learning from peers and faculty, books and journal articles, AI-generated text, or related

materials and tools is not plagiarism, but it requires transparency. Attribution is crucial, as source materials should be appropriately cited. Evidence is showing that AI, just like humans, can invent sources. Fact-checking, evidence, and citation are essential to prevent academic misconduct, no matter the source material.

Verification of facts and sources is your responsibility, regardless of whether the error originates from you, a scholarly publication, or AI.

In this class, many of the activities and assignments are highly personalized. Whether reflecting on your internship experience and professional goals, conducting an informational interview, or describing your STAR method story for an interview, this work is inherently personal. Generative artificial intelligence (AI) such as ChatGP or online or printed resources can't tell you what you learned and how an idea or concept connects to you and your life. You may choose to use AI or related tools and resources for prompting your reflection (e.g. asking yourself questions or organizing your thoughts) but your work should be based in your own experiences, ideas, and connections. For example, using online, print, and computer-generated tools and resources to create workplace materials can potentially support how you think about presenting yourself to an employer. These same sources and tools are unlikely to speak about your skills, experience, and attributes in the clear, honest, and personal ways that you can.

Bottom line:

- You are the best expert on yourself. Can someone or something else better represent you than you?
- Don't cheat.
- Attribute your sources -- whether with other students in this course or by using or applying information from another source (AI, a reporter, a book author, etc.)

When you ignore the above guidelines, you put yourself, the instructor, and potentially others in uncomfortable positions and getting caught has serious consequences for your career as a student.

If you feel undue pressure from the workload in this class, please come talk to me. And if at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact us. We welcome your questions about what academic integrity looks like in our class.

Student Expectations

Students are expected to fulfill the responsibilities outlined on the PPPM Internship Agreement and Exhibit A— PPPM Internship Description. To ensure students receive performance feedback, site supervisors will complete midterm and final student evaluations. The evaluations are shared with the student and then submitted to the instructor.

Assignments

Assignments in this course are metacognitive in nature. Metacognition is a level of higher-order thinking. Metacognition happens when you pay attention to and identify your general patterns of thinking, learning, and doing. This requires awareness of ways in which you understand and plan, monitor and analyze, and assess and control your cognitive processes and performance. In this class, such awareness is particularly focused on students' individually identified learning outcomes and the related tasks and responsibilities associated with the internship. Assignments within the course ask reflective and observational questions designed to help you think about and become more aware of yourself as a thinker, learner, and practitioner in workplace settings. Ideally, this practice helps you build skills for life-long reflective learning as a professional.

Assignments will typically be available on Canvas at least two weeks prior to the due date. You should upload your assignments in Canvas by 5:00pm each Monday they are due. Assignments should reflect a professional tone and

presentation. A scoring rubric for each assignment will be posted on the Canvas site. Please note that all assignments will be submitted via Discussion Board. Submitting assignments via Canvas discussion boards supports course goals regarding reflecting on and identifying potential transferable skills and knowledge as well as areas for further professional development.

Assignment Overview:

1:1 with Julie – Make at least one appointment to meet with me for a check-in during the term.

Week 1: Getting to Know You discussion board participation (all students)

Week 2: Exhibit A – PPPM Internship Description Final Page ("Exhibit A"), including tasks and responsibilities (all students).

Week 4: Peer Reviewed Research/Annotated Bibliography assignment (first term at current site) OR Professional Development/Workshop/Lecture report (2nd or 3rd term at current site).

Week 6: Midterm memo (first term at current site) **OR** progress report (2nd or 3rd term at current site).

Week 8: Informational Interview (all students) **OR** Updated Professional Development Plan (2nd year or beyond students)

Week 11: Final memo (all), one work product (all), internship evaluation (if last term at site).

Social Hours - We may organize some internship social hours (virtual or in-person) during the term as we are able. These are great times to check in, learn about other interns experiences, get advice form colleagues, and just say hello. Please let me know what would best support you.

UO Community of Care

Life at college can get very complicated. Students sometimes feel overwhelmed or lost, experience anxiety or depression, mood changes, or struggle with relationship difficulties, a stable place or live, or affordable food choices. 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 us. Many of these issues can be effectively addressed with a little help. Additionally, 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: counseling.uoregon.edu or call 541-346-3227 (includes after-hours support and crisis line).**

As your faculty members, if we infer you may need support, we will express our concern and the reasons for them and remind you of resources that might be helpful to you. It is not our intention to know the details of what might of concern, but simply to let you know we are 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:

- Duck Nest Wellness Center in the EMU
- UO Police Department 541-346-2919
- Crisis Text Line: 'OREGON' to 741-741
- UO Basic Needs Resource Guide, <https://blogs.uoregon.edu/basicneeds>

Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals based on race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender-based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources. Note: As faculty, we are student-directed employees and mandatory reporters of child abuse. For information about our reporting obligations, see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website and at [Mandatory Reporting of Child Abuse and Neglect](#).

Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541-346-SAFE, UO's 24-hour hotline, or visit the SAFE website, safe.uoregon.edu or the University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students. You may also contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216) for help.

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 (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).