



School of Planning, Public Policy and Management



University of Oregon School of Planning, Public Policy and Management

PPPM 638: CAPSTONE Winter 2024 (CRN 24482) T/Th/F, 10:00-11:20am Room: Lawrence 263

Instructor of Record (Class Lead) and Team Coach: Aniko Drlik-Muehleck

Office: 230 Hendricks Hall | Email: aniko@uoregon.edu

Office Hours: by appointment – [Virtual](#) (M/W) | [In-person \(or virtual\)](#) (T/Th/F)

COURSE BACKGROUND

Context

You are nearing the completion of your degree in Public Administration – it's time now to apply the theories and concepts you have been learning. Capstone provides you with a supportive environment for experimentation in a real-world setting. It can often be difficult or untenable to uphold the ideals presented to us in textbooks—the real world is messy, resource-constrained, and dynamic. This is the setting you'll be operating in once you graduate, and our goal is to ease you into that reality by giving you a scaffolded approach to completing real projects in your last two terms of the degree. This is a time to test yourself, to stretch yourself, and to grapple with the uncertainties of public service work. We invite you to lean in, experiment, fail, and most importantly, grow.

Course Description

The Capstone Applied Research Project is the culmination of the MPA program. Through experience-based learning and reflection, this two-term course gives students an opportunity to (1) deepen previously acquired skills and knowledge of principles, (2) develop new skills, and (3) prepare you for a career in team-based project work. In Capstone, students work collaboratively on real projects for clients with defined needs.

Each Capstone team is assigned to a project with a client at the beginning of the course. You will continue working with your team on this project through both terms of the course. By the end of your Capstone experience, your team will have produced a product or products that meets your client's needs. While no two projects are the same, we prioritize projects that address current pressing policy issues and that provide opportunities to develop the skills we want you to develop.

You will not receive letter grades in Capstone. Instead, we will provide structured feedback across a range of common and individual learning objectives. In addition, you will observe and measure your own learning

through facilitated reflection. Within the service-learning approach, facilitated reflection encourages students to make relevant connections to their own academic, professional, and personal motivations and goals.

Course Skills and Learning Outcomes

This course facilitates learning in four main categories. Within each category, you will develop and refine specific skills and abilities with the ultimate goal of preparing you for your professional career.

Category 1: Evidence-based policy development and decision-making

Key skills you will learn and/or practice: research design; data collection, analysis, and synthesis

Outcomes: By the end of your Capstone experience, you should be able to develop and adjust policies and organizational or programmatic structures to have the desired effect.

Specifically, you should be able to *apply principles of policy research & evaluation* to:

- Select, critique, and adapt research methods to answer questions about policy and organizational or programmatic structure
- Select and use data collection techniques that are most appropriate given the timeline and constraints of a project
- Select and use data analysis techniques that are most appropriate given the timeline and constraints of a project
- Interpret findings to produce alternatives/ recommendations that mitigate bias and are grounded in the best available evidence
- Communicate alternatives (and caveats) that are responsive to the client's and public's needs

Category 2: Communication

Key skills you will learn and/or practice: written, oral, and visual communication

Outcomes: By the end of your Capstone experience, you should be able to clearly communicate your work so that your audience understands your process, findings, and recommendations.

Specifically, you should be able to *apply principles of effective communication* to:

- Construct logical, effective arguments that are responsive to the intended audiences' needs
- Produce written, oral, and visual communication that clearly articulate aspects of the project

Category 3: Project & client management

Key skills you will learn and/or practice: project management; expectations management

Outcomes: By the end of your Capstone experience, you should be able to design and execute a project in collaboration with project partners.

Specifically, you should be able to *apply principles of effective project and process management* to:

- Develop and execute logical, realistic work plans
- Implement a clear communication process with clients and partners to maintain shared understanding throughout the project

Category 4: Teamwork & leadership

Key skills you will learn and/or practice: collaboration with peers; reflection

Outcomes: By the end of your Capstone experience, you should be able to navigate group settings to produce collaborative products in a way that meets the needs and circumstances of all team members.

Specifically, you should be able to *apply principles of effective teamwork and leadership* to:

- Create a flexible, productive, and collaborative team experience
- Respond and adapt to team members' needs and circumstances
- Discover and articulate your personal needs and boundaries

Activities to Support Learning

You will develop, refine, and practice the skills needed to reach these learning outcomes through a series of class-based and project-based assignments and activities. These include:

1. Assigned readings and other online media
2. Class and project-based team discussions
3. Class and project-based team assignments and deliverables
4. In-class individual and project team presentations
5. Ongoing project work (e.g. meeting facilitation, client presentations, report writing, data administration and analysis, etc.)
6. Ongoing reflection activities

COURSE INFORMATION

Course Website

The course website is located on the University of Oregon's [Canvas system](#). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course page in Canvas frequently for updates.

You will submit all your assignments for Capstone (listed under *Assignments* at the end of this syllabus) via Canvas unless otherwise instructed. You will submit all other work for Capstone that is directly related to your project and not part of a graded Capstone assignment in the manner agreed upon by your team, your team management coach, and the instructor.

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 graduate-level course also serves as the practicum for your graduate degree. You will get out of Capstone what you put into it. Historically, our most successful students have approached Capstone like a part time job in a professional setting.

As per University of Oregon policy, workload for this class is approximately four hours/week per credit. Thus, **expect to spend an average of 20 hours of effort per week on Capstone-related activities.** Between

scheduled team meeting and class time, you will be spending at least five hours each week in the classroom (or other team meeting space on campus). Expect to spend an additional 15 hours per week doing individual and team research, meetings, travel, writing, data analysis, presentation practice, and assignments. Some travel may include nights and weekends.

Course Modality

This is an in-person course: that means that, unlike asynchronous online courses, we will meet during scheduled class meeting times in the classroom. If you need accommodation to help you fully participate in the course, please work with the instructor and the UO's [Accessible Education Center](#).

Performance, Assessment, and Grading

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

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

1. Project Work

Your project will require many interim data collection activities, meetings, and products before you complete your FINAL deliverable. You will develop work in a range of formats – written, visual, oral, etc. – receive feedback from your team, your team coach, the instructor, and your peers, and then revise multiple times. Expect "final" products or deliverables to require multiple iterations. In some cases, you may contribute to or conduct research and project tasks that do not get included in final project deliverables. You will understand expectations for project work through your weekly meetings with your team coach and feedback from the instructor: you will be communicating constantly about the work you are doing on your project.

To be considered for a "Pass" grade, you must complete all project work to the satisfaction of the instructor and your coach by the last day of the term.

2. Class Assignments

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

*To be considered for a "Pass" grade, you must (1) turn in all assignments (no missing assignments) and (2) receive a mark of "Complete" (as opposed to Complete – Late or Incomplete) on **10 (out of 12) group assignments AND 6 (out of 7) individual assignments**.*

You are welcome to communicate with the instructor about extensions for assignment submission if you need them. We understand that you will sometimes need flexibility, but you **MUST** communicate with us.

We will consider your circumstances and the amount of prior notice you give when granting or denying extensions.

3. Attendance Communication

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

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

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

4. Overall Performance

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

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

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

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

| Category | Criteria | Outcomes | Actions to Remedy |
|---|--|---|--|
| 1. Project Work | Complete all project work to the satisfaction of the instructor and coach | Met: Pass considered Not Met: Incomplete | Develop a plan for completion of work within an agreed-upon timeframe: <ul style="list-style-type: none"> • If plan successfully completed: Incomplete changes to Pass • If plan not successfully completed: Incomplete changes to No Pass and you will have to work with the instructor and other program faculty to explore paths for completing your degree |
| 2. Class Assignments <i>Note: You may request extensions. We will consider extensions based on circumstances and the amount of advance notice you provide.</i> | All assignments are turned in (no missing assignments) At least 10 (out of 12) group assignments are marked Complete (rather than Complete – Late or Incomplete) by the end of the term At least 6 (out of 7) individual assignments are marked Complete (rather than Complete – Late or Incomplete) by the end of the term | Met: Pass considered Not Met: No Pass | No remedy <ul style="list-style-type: none"> • You will receive a warning if you are nearing this threshold • If this results in a No Pass, you will have to work with the instructor and other program faculty to explore paths for completing your degree |
| 3. Attendance Communication <i>Note: We are very accommodating of your circumstances, but we need you to communicate with us, just as you would in a job, to let us know what's going on.</i> | No more than one unexcused absence Unexcused Absence: You did not contact the instructor prior to your absence (or shortly after if you were unable to communicate beforehand due to your circumstances) Excused Absence: You communicated with the instructor about your absence and received confirmation for them that the absence is excused No more than three unexcused late arrivals to a class session or team meeting Late Arrival: Delaying the start of a session because everyone is waiting on you or arriving after the session is underway Unexcused Late Arrival: You did not contact the person leading the session to let them know you're running late Excused Late Arrival: You communicated with the person leading the session to let them know you're running late and received confirmation for them that the lateness is excused | Met: Pass considered Not Met: No Pass | No remedy <ul style="list-style-type: none"> • You will receive a warning if you are nearing this threshold • If this results in a No Pass, you will have to work with the instructor and other program faculty to explore paths for completing your degree |

| Category | Criteria | Outcomes | Actions to Remedy |
|-------------------------------|---|---|---|
| 4. Overall Performance | You must come to an agreement with the instructor during your performance review that your competence level is at or above expectations in each category of course skills and learning outcomes. Specifically, this means scores of 3+ as described in the Instructor Competence criteria listed in the Performance Review assignment. | Met: Pass considered Not Met: Incomplete | Develop a plan for steps you will take to improve in the relevant learning category(s) over the first couple of weeks of Spring term: <ul style="list-style-type: none"> • If plan successfully completed: Incomplete changes to Pass • If plan not successfully completed: Incomplete changes to No Pass and you will have to work with the instructor and other program faculty to explore paths for completing your degree |

Grade Determination

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

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

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

Incomplete Policy

Extenuating circumstances may arise where you are unable to complete some portion of the course requirements. According to the University's 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 the published deadline"

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

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

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

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

Writing

This is a writing intensive course. The writing you do for Capstone is not the standard academic essay writing you may encounter in other classes. Instead, we focus on technical writing commonly found in the professional settings of policy-related careers.

In Capstone, you will produce written products (e.g. memoranda, technical reports, decision-maker briefings, draft policy language, etc.) that an analyst, project manager, department director, or organization director would produce. You will also complete several writing assignments dedicated to reflection on your

personal and professional growth. These reflection pieces are a fundamental and critical component of the experiential-/service-learning pedagogy Capstone uses.

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

- **UO Graduate School**
 - [Communication-related resources](#)
 - [Places to seek writing support](#)
- **UO International Student and Scholar Services**
 - [English-Language support](#)
- **UO Tutoring Resources**
 - [How to access tutoring](#), including writing tutoring (geared toward undergrads, but they work with all students)
 - [Writing “consultant”](#) for graduate students

STUDENT EXPECTATIONS AND BEHAVIOR

Your course leads believe that open, honest, focused, and caring collaboration among diverse participants is the path to accomplishing clear, valuable, shared outcomes.¹ To that end, we expect that everyone participating in Capstone helps maintain a safe space for open, honest, respectful learning and dialogue.

Equity, Inclusion, and Justice

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

If you would like to learn more about PPPM’s equity and inclusion efforts, visit the [PPPM Equity & Inclusion website](#).

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

Attention to equity, inclusion, and justice should imbue all the work we do related to public service. Historically and currently, public servants, particularly those in government positions, 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 eight principles outlined by the American Society for Public Administration² include:

¹ Adapted from the Strategic Doing™ Credo.

² American Society for Public Administration. “Code of Ethics.” Approved 3/16/13 by the ASPA National Council. <https://www.aspanet.org/aspa/about-aspa/code-of-ethics/aspa/code-of-ethics/code-of-ethics.aspx>? Accessed 12/14/22.

1. **Advance the Public Interest.** Promote the interests of the public and put service to the public above service to oneself.
2. **Uphold the Constitution and the Law.** Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.
3. **Promote democratic participation.** Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.
4. **Strengthen social equity.** Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society.
5. **Fully Inform and Advise.** Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to staff members in your organization.
6. **Demonstrate personal integrity.** Adhere to the highest standards of conduct to inspire public confidence and trust in public service.
7. **Promote Ethical Organizations.** Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.
8. **Advance Professional Excellence.** Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

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

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.

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 which aim to build your skills as a reflective practitioner. You may choose to complete these assignments through your preferred method of reflection, whether that be writing, drawing, diagraming, recording, or some other medium that effectively communicates your process. Regardless of how you reflect, we expect you to build up this critical skill throughout the class and we hope you will take it with you intentionally to your future work.

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 [ASPA code of ethics](#) for additional direction on professional conduct for public administrators.

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 coach. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism on the [UO Libraries website](#).

MLA Citation Guidance

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

The UO Libraries provide [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.

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

AI Policy

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 generative AI, an umbrella term for any type of artificial intelligence (AI) system capable of generating text, images, or other media in response to prompts. This is different from “traditional” AI, which uses patterns to make predictions. Use of generative 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 involves 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.

In Reflection Assignments

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.

CAPSTONE 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 Institute for Policy Research and Engagement (IPRE) while you participate in this class. Just like any other workplace, we have administrative guidelines.

Begin by reading the *Institute for Policy Research and Engagement Student Handbook* to understand these 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, your coach, and the instructor can access. We will set up shared workspaces for you to use in one or two ways:

- **MS Teams and Sharepoint:** We use Microsoft Office, Adobe, and ArcGIS products to create content for projects. Anything you create for your project must be saved in your team's MS

Teams/Sharepoint file structure. See the *Institute for Policy Research and Engagement Student Handbook* for detailed instructions about file saving expectations.

- **IPRE Google Drive:** Your project 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. Any work you do on Google Drive must ultimately end up in your team's Sharepoint file structure.

Please review the *Institute for Policy Research and Engagement Student Handbook* for additional details about file saving and communications.

Class Waivers

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

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

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

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

SUPPORTING STUDENT SUCCESS

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

Accessibility

People learn, communicate, and interact in unique and different ways. Some learn best visually. Others learn verbally, through talking or reading. Still others learn best by doing. Students will be exposed to each of these learning methods throughout the class. That said, **we encourage students who benefit from learning in a particular way to let the instructors and your team members know.**

While we have attempted to design this course with accessibility in mind, we may sometimes miss the mark. If you anticipate barriers to your success because of how the class is set up or if you encounter barriers along the way, please communicate with us as you are comfortable. If we become aware of barriers, we will seek to remedy them, but we rely partially on you to let us know what isn't working.

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

The Accessible Education Center

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

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

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

Your Well-Being

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

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

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

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential.

Find out more on the [website](#) 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 – 541-346-7233 (SAFE) – to be connected to a confidential counselor to discuss your options. You can also visit the [SAFE website](#).

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 (541-346-3216, 185 Oregon Hall) for support.

The [UO Basic Needs Program](#) 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. In the event that an instructor of this course has to quarantine, this course may be taught online during that time.

TERM SCHEDULE

Note: Class periods in a cell with a blue (shaded) background are times when we are working all together as a class (as opposed to working mostly in our individual teams during the class period)

| Date | Class Topic(s) | Assignment Due |
|---------------|--|---|
| Week 1 | | |
| T 1/9 | Welcome Class; Team Tech & Team Agreements | |
| Th 1/11 | Project Management: Work Breakdown Schedules | |
| F 1/12 | Team Agreements/ Team Work Session | |
| Week 2 | | |
| T 1/16 | Ethics, Reflection, and Service Learning | Due (10am): Team Agreements Due (12pm): Client Meeting Agenda |
| Th 1/18 | Team Work Session: WBS & Project Planning | |
| F 1/19 | Team Work Session | Due (12pm): Work Breakdown Schedule; Learning Reflection Part 1 |
| Week 3 | | |
| T 1/23 | Team Work Session | Due (11:20am): Weekly Workplan |
| Th 1/25 | Professional Writing: Outlines & Report Prep | |
| F 1/26 | AI in Project Work/ Team Work Session (if time) | Due (10am): Final Deliverable Outline (Draft 1); Client Meeting/Project Kickoff Reflection Due (11:20am): In-Class AI Assignment |
| Week 4 | | |
| T 1/30 | Team Work Session | Due (11:20am): Weekly Workplan Due (12pm): AI Assignment Reflection |
| Th 2/1 | Data Collection: Focus Groups & Workshops; Meeting Facilitation | |
| F 2/2 | Team Work Session | Due (12pm): Learning Reflection Part 2 (Memo) |
| Week 5 | | |
| T 2/6 | Team Work Session | Due (11:20am): Weekly Workplan |
| Th 2/8 | Mid-Term Check-In | |
| F 2/9 | Team Work Session | Due (12pm): Final Deliverable Outline (Draft 2) |

| Week 6 | | |
|---------------|---|--|
| T 2/13 | In-Class Presentation Prep | Due (11:15am): Presentation Visuals Due (11:20am): Weekly Workplan |
| Th 2/15 | In-Class Presentations | |
| F 2/16 | <i>Faculty Consultation: Feedback from faculty on project</i> | |
| Week 7 | | |
| T 2/20 | Team Work Session | Due (11:20am): Weekly Workplan Due (12pm): Work Breakdown Schedule Update & Feedback Summary; Final Visual Definition |
| Th 2/22 | Class Session TBD (Qualitative Data Analysis?) | |
| F 2/23 | Team Work Session | |
| Week 8 | | |
| T 2/27 | Team Work Session | Due (11:20am): Weekly Workplan |
| Th 2/29 | Launching a Successful Job Search Workshop (Guest: Julie V-M) | Due (11:59pm): Teamwork Reflection |
| F 3/1 | Team Work Session | |
| Week 9 | | |
| T 3/5 | Teamwork Reflection Class Session/ Team Work Session | Due (11:20am): Weekly Workplan |
| Th 3/7 | Teamwork Reflection Class Session/ Team Work Session | Due (11:59pm): Writing: Preliminary Data Collection & Findings Summary |
| F 3/8 | <i>Peer Learning: Presentation Practice & Feedback</i> | Due (10am): Draft Presentation 2 |
| Week 10 | | |
| T 3/12 | Mid-Project Presentations | Due (10am): Presentation 2 Visuals Due (11:20am): Weekly Workplan |
| Th 3/14 | Mid-Project Presentations | Due (10am): Presentation 2 Visuals Due (11:59pm): Performance Review Memo |
| F 3/15 | Team Work Session | |
| Finals Week | | |
| 3/18– 3/20 | Performance Reviews (Schedule with Instructor) | |

ASSIGNMENTS

| Assignment | Due Date | Individual or Team | Evaluation | Course Objectives/ Learning Outcomes |
|---|---|--------------------|---|--|
| Team Agreement | T of Wk2 by 10am | Team | Instructor Comments | Category 4: Teamwork & leadership |
| Client Meeting Agenda | T of Wk2 by 12pm | Team | Instructor Comments | Category 3: Project & client management Category 4: Teamwork & leadership |
| Learning Reflection Part 1 (Goals List) | F of Wk2 by 12pm | Individual | Instructor Comments | All |
| Work Breakdown Schedule | F of Wk2 by 12pm | Team | Instructor Comments | Category 3: Project & client management |
| Weekly Workplan | T of Each Wk (starting Wk3) by 11:20am | Team | Instructor Comments | Category 3: Project & client management |
| Final Deliverable Outline – Draft 1 | F of Wk3 by 10am | Team | Instructor Comments | Category 2: Communication Category 3: Project & client management |
| Client Meeting/Project Kickoff Reflection | F of Wk3 by 10am | Individual | Instructor Comments | Category 3: Project & client management Category 4: Teamwork & leadership |
| In-Class AI Assignment | F of Wk3 by 11:20am | Individual | Complete/Incomplete | Category 2: Communication |
| AI Assignment Reflection | T of Wk4 by 12pm | Individual | Instructor Comments | Category 2: Communication |
| Learning Reflection Part 2 (Memo) | F of Wk5 by 12pm | Individual | Instructor Comments | All |
| Final Deliverable Outline – Draft 2 | F of Wk5 by 12pm | Team | Instructor Comments | Category 2: Communication Category 3: Project & client management |
| Presentation 1 | T of Wk6 by 11:15am; Presented Th of Wk6 | Team | Presentation Rubric & Instructor Comments | Category 1: Evidence-based policy development and decision-making Category 2: Communication |
| Work Breakdown Schedule Update + Summary of Feedback | T of Wk7 by 12pm | Team | Instructor Comments | Category 3: Project & client management |
| Final Visual Definition | T of Wk7 by 12pm | Team | Instructor Comments | Category 2: Communication Category 3: Project & client management |
| Teamwork Reflection | Th of Wk 8 by 11:59pm | Individual | Instructor Comments | Category 4: Teamwork & leadership |
| Writing: Preliminary data collection and findings summary | Th of Wk 9 by 11:59pm | Team | Writing Rubric & Instructor Comments | Category 1: Evidence-based policy development and decision-making Category 2: Communication |
| Presentation 2 Draft | F of Wk9 by 10am | Team | Peer feedback | Category 1: Evidence-based policy development and decision-making Category 2: Communication |
| Presentation 2 | T or Th of Wk10 by 10am | Team | Presentation Rubric & Instructor Comments | Category 1: Evidence-based policy development and decision-making Category 2: Communication |
| Performance Review Memo | Th of Wk10 by 11:59pm | Individual | Instructor Comments | All |