Context

The world is changing. In 2007, the number of people living in urban areas surpassed those living in rural areas for the first time in recorded history.¹ Globally, the population is expected to surpass 9.7 billion by 2050, a roughly two-fold increase in just 80 years.² Rapid technological advances are changing social dynamics, urban form, and global economies in ways we will not fully understand for years, or potentially decades to come.³ Meanwhile, ecological and environmental systems are being increasingly stressed by development pressures, climate change, and natural hazard impacts.⁴ Underlying these rapid changes, we continue to grapple with the very real physical, social, economic, and psychological repercussions of

colonization and systemic discrimination. In this context, what skills do community and regional planners and affiliated professionals need to navigate and succeed in a changing world?

Course Description

Community Planning Workshop is designed to develop professional planning skills. To do this, we use an experiential-/service-learning approach. Specifically, we engage students in direct experience and focused reflection in order to (1) increase knowledge and understanding, (2) build and develop new skills, and (3) prepare you for a career in team-based project work. In CPW, students work collaboratively on real projects for paying clients with defined research and final deliverable expectations.

Our “workshop” consists of communities, agencies, and regions found throughout the state of Oregon. While no two projects are the same, we prioritize projects that address current planning or policy issues and that provide opportunities to practice project-based planning skills.

You will not receive letter grades in CPW. Instead, we will provide structured feedback across a range of common and individual learning objectives. In addition, you will observe and measure your own learning through facilitated reflection. Within the service-learning approach, facilitated reflection encourages students to make relevant connections to their own academic, professional, and personal goals.

Primary Course Objectives/Learning Outcomes

This course will enhance student’s skills across the following categories:

- **Professional Practice**
  - **Professional planning project execution**: understand what it is like to work in a consulting or public planning team environment. This includes working within a predefined scope of work, interacting with clients and project partners, and managing time and effort within both documented and undocumented project constraints.
  - **Teamwork**: facilitate effective teamwork that leverages the strengths of each team member. This includes collaborating to complete project tasks, adapting to team members’ needs and circumstances, effectively managing conflict, and communicating personal needs and boundaries.

- **Information Gathering & Synthesis**
  - **Process facilitation**: use a variety of facilitation techniques to guide one or more of the following: formal and informal meetings, focus groups, workshops, public events, and other project engagement activities. Be comfortable with and effective at facilitating internal team meetings, client meetings, and meetings with stakeholders and the public.
  - **Working with data**: develop and practice detailed data management and manipulation, select and perform appropriate analyses of data, and produce accurate, synthesized, and accessible interpretations of data.

- **Communication**
  - **Written**: produce professional quality written meeting notes, memoranda, and final reports, including proper citations.
  - **Oral**: deliver confident oral presentations that convey a clear message appropriate to the presentation’s audience.
  - **Visual**: produce visually appealing materials including presentations, posters, handouts, and reports that use graphics to enhance the readability and clarity of your message.
You will learn these tools and techniques through (1) assigned readings and other online media, (2) class and project-based team discussions, (3) class and project-based team assignments and deliverables, (4) in-class individual and project team presentations, (5) ongoing reflection, and (6) ongoing project work (e.g. meeting facilitation, public presentations, report writing, data administration and analysis, etc.).

Note: The Planning Accreditation Board (PAB) approves curriculum criteria for the School of PPPM Community and Regional Planning Master’s Degree program. PAB updated accreditation standards in 2022 and formally adopted these standards as of January 2023. This course focuses on developing and practicing planning skills and addresses the following PAB-approved PPPM Curriculum Standards:

(A.) Guiding Values:
   A.1 Equity, Diversity, Social Justice, and Inclusion: key issues of equity, diversity, and social justice, including planners’ role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through a critical examination of past and current systems; and promoting racial and economic equity.

   A.3 Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA’s Ethical Principles in Planning).

(B.2) Skills and Tools for Planning Practice
   B.2.a Planning Process and Engagement: Planning process and community and stakeholder engagement; plan creation and implementation; methods of design and intervention to understand and influence the future.

   B.2.b Analytical Skills and Tools: Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping, and data visualization; data analytics and urban technology.

   B.2.c Professional, Communication, and Leadership Skills: Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.

COURSE INFORMATION

Course Website

The course website is located on the University of Oregon’s Canvas system (https://canvas.uoregon.edu/). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. We will use this email address to communicate with you.

You will submit all your assignments for CPW (listed under Assignments at the end of this syllabus) via Canvas unless otherwise instructed. You will submit all other work for CPW that is directly related to your project and not part of a graded CPW assignment in the manner specified by your Project Manager (PM) and Project Director (PD).
Required/Recommended Reading and Media Sources

We will use portions of class and teamwork sessions to discuss what we have read, learned, and observed in course readings. That means it is important to complete all assigned readings prior to relevant class or teamwork sessions. There is no textbook for this class. We will provide digital access to all required readings and media sources via Canvas. Rather than list reading and media sources here, please refer to Canvas for assignments each week.

Course Workload

This graduate-level course also serves as the practicum for your graduate degree if you are a CRP student. You will get out of CPW what you put into it. Historically, our most successful students have approached CPW like a part time job in a professional setting. We strongly encourage you to engage this course with that mindset.

As per University of Oregon policy, workload for this class is approximately four (4) hours/week per credit. Thus, **expect to spend an average of 20 hours of effort per week on CPW related activities**. Between scheduled team meeting and class time, you will be spending at least five (5) hours each week in the classroom (or other team meeting space on campus). Expect to spend an additional 15 hours per week doing individual and team research, meetings, travel, writing, data analysis, presentation practice, and assignments. Some travel may include nights and weekends.

Course Modality

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

Technical Support and Guest Speakers

We invite planning and policy practitioners and other campus groups to join CPW class sessions to give you additional technical support and perspective on problem-solving in the field. These guest speakers will change from year-to-year based on their availability and the feedback we receive from each cohort.

Over the last several years, we have increasingly integrated our colleagues from the InfoGraphics Lab into CPW to support your learning around data visualization, visual communication, and graphic design. Faculty, staff, and students from the InfoGraphics Lab visit CPW several times through the Spring term to help teams workshop a graphic component that advances their project work. Student teams showcase these graphic components each Spring at the PPPM awards.

Below you can find a brief description of the InfoGraphics Lab and what they do on campus. Additional information on CPW guests will be provided via class announcements on our Canvas page.

About the InfoGraphics Lab

Established in 1988, the InfoGraphics Lab is a cartography and geospatial technologies facility housed in the Department of Geography. The Lab serves the Department and the University community of faculty, staff, and students through research support, instruction, and service. We also work with outside collaborators including government agencies, other universities, NGOs, nonprofits, and the private sector.
Their primary areas of expertise include:

- Cartography and data visualization
- Atlas design
- Geospatial analysis (GIS)
- Cartographic education
- Web mapping
- Consulting for faculty research proposal development

You can read more about their work by visiting their webpage here: https://infographics.uoregon.edu/

Performance, Assessment, and Grading

CPW is a pass-/no-pass class; you will not receive letter grades in CPW. Instead, we will provide you with structured feedback throughout the course. This is designed to remove the stress and fixation on grades that we often see in letter graded classes. We don’t want you to focus on points, we want you to focus on learning based on the extensive feedback we will provide. You will receive feedback on class assignments, on work you do for your project but that you don’t officially submit on Canvas, and through interactions in your team and in a full class setting. **This style of qualitative feedback also requires you to be proactive in asking questions and to get comfortable with sharing work in-progress!**

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

Project Work

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

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

Class Assignments

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

**To be considered for a “Pass” grade, you must:**

1. Turn in all assignments (no missing assignments); and
2. Receive a mark of “Complete” (as opposed to “Complete, but late” or “Incomplete”) on 10 (out of 13) total course assignments (9 individual assignments and 4 group assignments).

You are welcome to communicate with the instructor about extensions for assignment submission if you need them. Please submit a request via email for an extension at a minimum 24 hours ahead of a due date. Your request should include a new proposed time and date for completing the assignment.

- For class assignments, please reach out to Melissa and your Project Director to approve a request.
- For project work, please reach out to your Project Manager and Project Director to approve a request.

We understand that you will sometimes need flexibility, but you MUST communicate with us! Emerging circumstances may arise where you need an extension and cannot request it 24 hours ahead of the due date. We will consider your circumstances and the amount of prior notice you give when granting or denying extensions for class assignments.

If you are experiencing an emergency, then our teaching team will work with you to make the accommodations when we are able to connect with you.

Attendance Communication

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

To be considered for a “Pass” grade, you must have:

1. No more than one UNexcused absence; AND
2. No more than three UNexcused late arrivals (see the table on the following pages for definitions of unexcused, excused, and late arrival).

If you are near or past the criteria listed above, you must meet with your Project Director and/or the course instructor to determine how you will meet the attendance communication requirements. You may be required to complete additional work or assignments. If attendance communication is not redressed, you may not be considered for a “Pass” grade.

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

Overall Performance

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Outcomes</th>
<th>Actions to Remedy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Work</strong></td>
<td><strong>Complete all project work</strong> to the satisfaction of the instructor and Project Director. This includes final deliverables and interim deliverables or tasks that may or may not be reflected in final products.</td>
<td><strong>Met:</strong> Pass considered</td>
<td>Develop a plan for completion of work within an agreed-upon timeframe:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Not Met:</strong> Incomplete</td>
<td>• If the plan is <strong>successfully completed:</strong> Incomplete changes to Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• If the plan is <strong>not successfully completed:</strong> 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</td>
</tr>
<tr>
<td><strong>Class Assignments</strong></td>
<td><strong>All assignments are turned in (no missing assignments)</strong></td>
<td><strong>Met:</strong> Pass considered</td>
<td>Develop a plan for completion of work within an agreed-upon timeframe:</td>
</tr>
<tr>
<td></td>
<td><strong>At least 10 out of 13 total assignments are marked Complete</strong> (rather than Complete – Late or Incomplete) by the end of the term.</td>
<td><strong>Not Met:</strong> No Pass</td>
<td>• If the plan is <strong>successfully completed:</strong> Incomplete changes to Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• If this results in a <strong>No Pass</strong>, you will have to work with the instructor and other program faculty to explore paths for completing your degree</td>
</tr>
<tr>
<td><strong>Attendance Communication</strong></td>
<td><strong>No more than one unexcused absence</strong></td>
<td><strong>Met:</strong> Pass considered</td>
<td>Develop a plan for completion of work within an agreed-upon timeframe:</td>
</tr>
<tr>
<td></td>
<td><strong>Unexcused Absence:</strong> You did not contact the instructor to your absence</td>
<td><strong>Not Met:</strong> No Pass</td>
<td>• If the plan is <strong>successfully completed:</strong> Incomplete changes to Pass</td>
</tr>
<tr>
<td></td>
<td><strong>Excused Absence:</strong> You communicated with the instructor to your absence and received confirmation for them that the absence is excused</td>
<td></td>
<td>• If this results in a <strong>No Pass</strong>, you will have to work with the instructor and other program faculty to explore paths for completing your degree</td>
</tr>
<tr>
<td></td>
<td><strong>No more than three unexcused late arrivals</strong> to a class session or team meeting</td>
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<tr>
<td></td>
<td><strong>Late Arrival:</strong> Delaying the start of a session because everyone is waiting on you or arriving after the session is underway <strong>Unexcused Late Arrival:</strong> You did not contact the person leading the session to let them know you’re running late <strong>Excused Late Arrival:</strong> 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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Overall Performance**

You must come to an agreement with the instructor during your performance review that your **competence** level is at or above expectations in each category of course skills and learning outcomes. Specifically, this means scores of 3+ as described in the Instructor Competence criteria listed in the assignment.

<table>
<thead>
<tr>
<th>Met: Pass considered</th>
<th>Not Met: Incomplete</th>
</tr>
</thead>
</table>

**Develop a plan for steps you will take to improve in the relevant learning category(s) over the first couple of weeks of the term:**

- **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 your will receive a No Pass instead. See the [Incomplete Policy] detailed on the next section for instructions.
**Incomplete Policy**

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

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

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

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

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

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

**Writing**

CPW is a writing intensive course. The writing you do for CPW is not the standard academic essay writing you may encounter in other classes. Instead, we focus on technical writing commonly found in professional planning settings. Throughout this course, you will produce written products (e.g. memoranda, plan documents, technical reports, decision-maker briefings, draft policy language, etc.) that a planning consultant, public-sector planner, or nonprofit staff member would produce. Individual writing assignments and collective writing tasks will be determined based on the needs of your project.
If you have any concerns about your writing, please talk to your Project Director (PD), Project Manager (PM), course instructor, or your academic Advisor. Our collective goal is to help connect you with any assistance you may need. If you are not already aware, the following list includes some of the general writing support resources provided by the UO:

- **UO Graduate School**
  - [https://gradschool.uoregon.edu/core-skills-resources](https://gradschool.uoregon.edu/core-skills-resources)
  - [https://gradschool.uoregon.edu/professional-development/opportunities/writing-support](https://gradschool.uoregon.edu/professional-development/opportunities/writing-support)
- **UO International Student Academic Support**
  - [https://blogs.uoregon.edu/academicsupport/2016/04/08/tutoring/](https://blogs.uoregon.edu/academicsupport/2016/04/08/tutoring/)
- **UO Library Sky Studio**
  - [https://library.uoregon.edu/tutoring](https://library.uoregon.edu/tutoring)
- **Other UO writing resources**
  - The red pen series developed by Galen Scholar, Professor Elizabeth Ruiz Frost [https://law.uoregon.edu/academics/centers/lrw/resources](https://law.uoregon.edu/academics/centers/lrw/resources)
  - The Center on Diversity and Community’s (CoDaC) Writing Consultant, Mike Murashige, for one-on-one coaching and editing. [https://inclusion.uoregon.edu/writing-support](https://inclusion.uoregon.edu/writing-support)

**STUDENT EXPECTATIONS AND BEHAVIOR**

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

**Equity, Inclusion, and Justice**

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

If you would like to learn more about PPPM’s equity and inclusion efforts, visit our website: [https://pppmstudents.uoregon.edu/equity-and-inclusion/](https://pppmstudents.uoregon.edu/equity-and-inclusion/)

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

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

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

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

**CPW Classroom Conduct and Behavior – Choose Civility**

Your co-instructors, Project Directors, and Project Managers commit to maintaining a safe classroom environment for all participants. Our objective is to create space where everyone feels comfortable expressing ideas, beliefs, perspectives, and values in a safe and respectful way. However, achieving that objective is a shared responsibility. We will achieve it through our individual and collective actions. Our expectation is that members of CPW will not condone behavior that disregards, diminishes, or disrespects any class participant, irrespective of intent. This includes, but is not limited to:

- Stereotypes (cognitive bias) – positive or negative beliefs held about the characteristics of a social group.
- Prejudice (emotional bias) – unjustifiable negative attitudes toward a social group or its members.
- Discrimination (behavioral bias) – unjustified negative behaviors toward a social group or its members.

However, we also understand that each of us carries with us a unique and individual perspective. Further, we understand that our unique perspectives likely include both conscious and unconscious emotional, cognitive, and behavioral biases. Therefore, if participants behave or engage in hurtful or overtly biased behavior, including the expression of biased views (e.g. racist, sexist, ageist, ableist, transphobic, xenophobic, chauvinistic, etc.) it is our collective responsibility to respectfully identify and name it as such. If such incidents arise, it is also our collective responsibility to listen to, respect, and potentially modify our conduct accordingly. As the instructors, we will not tolerate any ongoing patterns of identified offensive behavior.

In short, please be civil. Consider the following:

**The 25 Rules of Considerate Conduct**

1. Pay attention
2. Acknowledge others
3. Think the best
4. Listen
5. Be inclusive
6. Speak kindly
7. Pay attention
8. Acknowledge others
9. Think the best
10. Listen
11. Be inclusive
12. Speak kindly
13. Pay attention
14. Respect other people’s time
15. Respect other people’s space
16. Apologize earnestly
17. Assert yourself
18. Avoid personal questions
19. Care for your guests
20. Respect other people’s time
21. Respect other people’s space
22. Apologize earnestly
23. Assert yourself
24. Avoid personal questions
25. Care for your guests

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7. Don’t speak ill
8. Accept and give praise
9. Respect even a subtle “no”
10. Respect other’s opinions
11. Mind your body
12. Be agreeable
13. Keep it down (and rediscover silence)

20. Be a considerate guest
21. Think twice before asking favors
22. Refrain from idle complaints
23. Accept and give constructive criticism
24. Respect the environment and be gentle to animals
25. Don’t shift responsibility and blame

Reflection

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

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

Academic Conduct

We expect that you will always complete and do your own work. Copying content from other students and submitting it as your own work is grounds for receiving a no-pass in this class. The University Student Conduct Code (available at [https://dos.uoregon.edu/conduct](https://dos.uoregon.edu/conduct)) defines academic misconduct. The Conduct Code prohibits students from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

In the context of group assignments and team-based work, we expect that all students will contribute to the project. In these cases, we expect that you will conduct yourselves as you would if you were working as part of a professional team. Please review the AICP code of ethics for additional direction on professional conduct for planning professionals ([https://www.planning.org/ethics/ethicscode.htm](https://www.planning.org/ethics/ethicscode.htm)).

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.

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

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.
Plagiarism and Source Citations

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, etc.) and use only the sources and resources authorized by the instructor or your Project Director. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism on the UO Libraries website.

MLA Citation Guidance

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

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

- **General construction of a citation**: Author (if available). “Title of the Article or Webpage.” *Title of the Source* (website, book, journal, etc.). Publication information, including date published. P.##-## (if relevant). URL (if relevant). Date Accessed: XXXX (if relevant).

- **Footnotes & endnotes**: Unless otherwise instructed, use footnotes or endnotes. For professional writing, footnotes and endnotes are less disruptive to the readers’ experience of the text and therefore preferable.

- **Repeating citations**: Write “Ibid.” instead of including the full citation if the previous footnote or endnote has the exact same citation as the current citation.

- **General guidance**: Based on the information you provide in your citation, someone should be able to trace down your source exactly *without using a URL* (because URLs break/get outdated all the time). If someone cannot find your source with information other than a URL, your citation is insufficient.

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

CPW ADMINISTRATIVE EXPECTATIONS

Timesheets

Because you will be working on a contracted project with clients and a budget, you are required to fill out weekly timesheets tracking the number of hours you spend on your project and class work. Your PM will give you the link to the timesheet in Teams. You should track and enter your hours daily. To “submit” your timesheet each week, electronically “sign” your timesheet by entering your initials on the timesheet. Timesheets should be submitted weekly at the schedule determined by your PM. To pass the class, you must complete all your timesheets by Friday of finals week at 5pm.

Attendance Policy

Part of being a professional is showing up ready to work on time. Therefore, we expect you to be fully present and on time to all professional development sessions, team meetings, and any other scheduled activities for this class and your project. If you need to miss any scheduled activities, please inform your
Project Manager, Project Director, and course instructors via email as soon as you are able. You will not pass the class if you have more than one unexcused absence from any course activities.

**Organization and Documentation**

*Review the Institute for Policy Research and Engagement Student Handbook and the Public Folder on the IPRE server for details.*

- **MS Teams and Sharepoint:** We use Microsoft Office, Adobe, and ArcGIS products to create content for projects. Anything you create for your project must be saved in your teams MS Teams/Sharepoint file structure. *See the Institute for Policy Research and Engagement Student Handbook for detailed instructions about file saving expectations.*

- **IPRE Google Drive:** Your project manager will determine if your team needs to use Google Drive for any external sharing purposes. If you do use Google Drive, all your work will need to be housed in a team folder *created from the IPRE Google account.* This is to ensure that the Project Director and Project Manager always have access to project work (e.g. in the event a client calls to request a project update or deliverable). Your PM will provide a link to this folder. Any work you do on Google Drive must ultimately end up in your team’s Sharepoint file structure.

**Class Waivers**

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

- **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.

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

If you decide not to sign the FERPA waiver, 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](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 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 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.
## TERM SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic(s)</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 1/9</td>
<td>CPW Introduction &amp; Projects Day</td>
<td>Review before class <em>(8:30am)</em>: CPW Syllabus, watch project pitch videos (see Canvas for details)</td>
</tr>
<tr>
<td>Th 1/11</td>
<td>Service learning, Reflection, and Project Q&amp;A</td>
<td>Due <em>(5pm)</em>: Project Selection Survey</td>
</tr>
<tr>
<td>F 1/12</td>
<td>Facilitation/Process Tools</td>
<td></td>
</tr>
<tr>
<td>Sa 1/13</td>
<td>Teambuilding Workshop</td>
<td>Due <em>(9am)</em>: Preliminary Learning Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Refer to Week 1 Module on Canvas</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 1/16</td>
<td>Teamwork Session</td>
<td>Due <em>(8:30am)</em>: Timesheets</td>
</tr>
<tr>
<td>Th 1/18</td>
<td>Designing for Accessibility</td>
<td>Reading: Refer to Week 2 Module on Canvas</td>
</tr>
<tr>
<td>F 1/19</td>
<td>Teamwork Session</td>
<td></td>
</tr>
<tr>
<td>Su 1/21</td>
<td></td>
<td>Due <em>(11:59pm)</em>: Learning Goals Memo; Team Agreement</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 1/23</td>
<td>Teamwork Session</td>
<td>Due <em>(8:30am)</em>: Timesheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due <em>(8:30am)</em>: Scope of Work Memo</td>
</tr>
<tr>
<td>Th 1/25</td>
<td>Professional Writing</td>
<td>Reading: Refer to Week 3 Module on Canvas</td>
</tr>
<tr>
<td>F 1/26</td>
<td>Teamwork Session</td>
<td></td>
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<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
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<tr>
<td>T 1/30</td>
<td>Teamwork Session</td>
<td>Due <em>(8:30am)</em>: Timesheets</td>
</tr>
<tr>
<td>Th 2/1</td>
<td>Professional Presentations</td>
<td>Reading: Refer to Week 4 Module on Canvas</td>
</tr>
<tr>
<td>F 2/2</td>
<td>Teamwork Session</td>
<td></td>
</tr>
<tr>
<td>Su 2/4</td>
<td></td>
<td>Due <em>(11:59pm)</em>: AI Reflection</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 2/6</td>
<td>In-Class Presentations</td>
<td>Due <em>(8:30am)</em>: Timesheets</td>
</tr>
<tr>
<td>Th 2/8</td>
<td>In-Class Presentations</td>
<td></td>
</tr>
<tr>
<td>F 2/9</td>
<td>Teamwork Session</td>
<td>Due <em>(11:59pm)</em>: Mid-term Check-in with your PD</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Due (8:30am): Timesheets</td>
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<tr>
<td>T 2/13</td>
<td>Teamwork Session</td>
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</tr>
<tr>
<td>Th 2/15</td>
<td>Mid-term Check-in</td>
<td>Reading: Refer to Week 6 Module on Canvas</td>
</tr>
<tr>
<td>F 2/16</td>
<td>Teamwork Session</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 7</th>
<th></th>
<th>Due (8:30am): Timesheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 2/20</td>
<td>Teamwork Session</td>
<td></td>
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<tr>
<td>Th 2/22</td>
<td>Teamwork Session</td>
<td></td>
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<tr>
<td>F 2/23</td>
<td>Teamwork Session</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th></th>
<th>Due (8:30am): Timesheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 2/27</td>
<td>Teamwork Session</td>
<td></td>
</tr>
<tr>
<td>Th 2/29</td>
<td>TBD Class Session</td>
<td>Reading: Refer to Week 8 Module on Canvas</td>
</tr>
<tr>
<td>F 3/1</td>
<td>Teamwork Session</td>
<td></td>
</tr>
<tr>
<td>Su 3/4</td>
<td>Due (11:59pm): Teamwork Reflection</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
<th>Due (8:30am): Timesheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 3/5</td>
<td>Teamwork Session</td>
<td></td>
</tr>
<tr>
<td>Th 3/7</td>
<td>Teamwork Session</td>
<td></td>
</tr>
<tr>
<td>F 3/8</td>
<td>Teamwork Session (Prospective MCRP students invited to team presentation practice)</td>
<td>Due (8:30am): Graphic Assignment: Exploration and Ideation</td>
</tr>
<tr>
<td>Su 3/10</td>
<td>Due no later than 3/10 (11:59p): Process Facilitation Reflection, Writing Assignment 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
<th>Due (8:30am): Timesheets, Presentation File</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 3/12</td>
<td>Mid-Project Presentations</td>
<td></td>
</tr>
<tr>
<td>Th 3/14</td>
<td>Mid-Project Presentations</td>
<td>Due (8:30am): Presentation File, Performance Review &amp; Team Assessment</td>
</tr>
<tr>
<td>F 3/15</td>
<td>Teamwork Session</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finals Week</th>
<th></th>
<th>Due 3/19 (8:30am): Timesheets; Due by 3/21: Performance Review Due 3/22 (5pm): Final Timesheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/18–3/20</td>
<td>Performance Reviews (Schedule with PD)</td>
<td></td>
</tr>
</tbody>
</table>
## ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Individual or Team</th>
<th>Evaluator(s)</th>
<th>CPW Course Objectives/ Learning Outcomes</th>
<th>Planning Accreditation Board (PAB) Educational Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Agreement</td>
<td>Su 1/21</td>
<td>Team</td>
<td>PD, PM</td>
<td>Professional Practice – teamwork</td>
<td>B.2.c</td>
</tr>
<tr>
<td>Learning Goals Memo</td>
<td>Su 1/21</td>
<td>Individual</td>
<td>PD, PM</td>
<td>Professional Practice – professional planning project execution</td>
<td>A.3; B.2.c</td>
</tr>
<tr>
<td>Scope of Work Summary, Critique, and Questions Memo</td>
<td>Tu 1/23</td>
<td>Individual</td>
<td>PD, PM</td>
<td>Professional Practice – professional planning project execution Communication – written/visual</td>
<td>B.2.a Planning Process and Engagement; B.2.c</td>
</tr>
<tr>
<td>AI Reflection</td>
<td>Su 2/4</td>
<td>Individual</td>
<td>PD, PM</td>
<td>Professional Practice – professional planning project execution Informational Gathering &amp; Synthesis – working with data; Communication – written/oral/visual</td>
<td>A.3; B.2.c</td>
</tr>
<tr>
<td>Team Presentation 1</td>
<td>Tu 2/6</td>
<td>Team</td>
<td>PD, IPRE Faculty</td>
<td>Professional Practice – teamwork; Communication – oral/visual</td>
<td>B.2.c</td>
</tr>
<tr>
<td>Mid-term Check-in with your PD</td>
<td>F 2/9</td>
<td>Individual</td>
<td>PD</td>
<td>Professional Practice, Information Gathering &amp; Synthesis, Communication</td>
<td>A.1 Equity, Diversity, Social Justice, and Inclusion; A.3</td>
</tr>
<tr>
<td>Teamwork Reflection</td>
<td>Due by Su 3/4</td>
<td>Individual</td>
<td>PD, PM</td>
<td>Professional Practice – teamwork</td>
<td>B.2.c; A.3</td>
</tr>
<tr>
<td>Graphic Assignment: Exploration and Ideation</td>
<td>F 3/8</td>
<td>Team</td>
<td>PD, PM, Infographics Lab</td>
<td>Professional Practice – professional planning project execution; Communication - visual</td>
<td>B.2.b Analytical Skills and Tools; B.2.c</td>
</tr>
<tr>
<td>Process Facilitation &amp; Reflection</td>
<td>Rolling; Due by Su 3/10</td>
<td>Individual</td>
<td>PD, PM</td>
<td>Information Gathering &amp; Synthesis – process facilitation</td>
<td>B.2.a; B.2.c</td>
</tr>
<tr>
<td>Writing Assignment 1</td>
<td>Rolling; Due by Su 3/10</td>
<td>Individual</td>
<td>PD, PM</td>
<td>Communication – written/visual</td>
<td>B.2.b; B.2.c</td>
</tr>
<tr>
<td>Team Presentation 2</td>
<td>T 3/13 or Th 3/15</td>
<td>Team</td>
<td>PD, IPRE Faculty</td>
<td>Communication – oral/visual</td>
<td>B.2.c</td>
</tr>
</tbody>
</table>