

## Course Syllabus: USP 558 - Planning Workshop Winter & Spring 2024

*This is intentionally a working Google Doc. Please be flexible. While we have prepared as best as we can, we may modify specifics in this syllabus. We will communicate that in multiple ways.*

### Welcome Message

*Congratulations on making it to this phase of the MURP program. We are so glad to have you all in the program, and see bright futures for you as planners. Stephanie Wright (instructor of practice) and I (lead faculty instructor) are excited to collaborate with you all in Workshop 2023! This is an exciting step in your journey through the MURP program, and we are looking forward to getting to know you better and work with our clients on inspiring planning projects.*

### Instructors:

- Lead faculty instructor: Dr. Megan Horst, [mhorst@pdx.edu](mailto:mhorst@pdx.edu)
- Practitioner instructor: Stephanie Wright, [stwright@pdx.edu](mailto:stwright@pdx.edu)

### Prerequisite:

Successful completion of ALL core courses required for the MURP degree (except USP 559, which must be completed by graduation). Please double check your Degree Planning Form!

Occasional exceptions are allowed on a case-by-case basis with permission from instructor, especially for dual degree students. Check well in advance!

**Class Canvas site:** <https://canvas.pdx.edu/courses/81862> (winter) and <https://canvas.pdx.edu/courses/86317> (spring)

We will use this site heavily, for resources, dropboxes, etc. Visit often!

We have done our best to make sure this syllabus matches with the Canvas site, but we are human and in this complex class, we overlook things. If we have- please ask!

**Class Miro board:** <https://miro.com/app/board/uXjVN9uS8VQ=/>

### Class meeting time and place:

Mondays/Wednesdays, 4-6:30pm, Urban Center 270

We will start by meeting every classtime for the full allotted time. As we progress, we may only meet once/week for all-class meetings

### Conference room codes

310 code: 684996

311 code: 159874

312 code: 147320

### In-Person Class:

Due to the very interactive nature of Workshop, and to PSU's and TSUSP's commitment to in-person education, we are hosting our full-class sessions in-person and you should plan to attend as such. There will not be an online attendance option.

COvid-19/Staying healthy: Masks are welcome and normalized, though (per PSU policy) not required. If you're sick, don't come to class. It is okay to miss class occasionally for illness and other reasons; that is life! You should communicate with your team to have a plan.

For team time dates (noted in the schedule), your team will decide whether to meet in person or online. Those will sometimes involve instructor check-ins. We will finalize a plan for those by early February. We suggest you have your first client meeting in person, as it can help build rapport, and after that online meetings may be easier, but that is up to you and your client's preference.

For winter weather or other such things, we will follow [PSU's Inclement Weather](#) or other relevant policies/announcements, and shift to fully online or reschedule class, depending on the specific nature. We will try to announce any changes with time for you to adjust.

This is NOT an Attend Anywhere class, and we will not automatically have a zoom link. The nature of Workshop is very dynamic and involves lots of small and large group discussions, and doing that with people in different modalities is very difficult. That said, we know things happen- for example, some of you are attending TRB in Week 1. When we have prior notice, we will use this zoom link: <https://pdx.zoom.us/j/89796840009> to enable limited remote participation. We ask you do not default to remote participation, and use it judiciously. Please also communicate with your team and ask one of them to bring you into to any small group discussions outside of the larger classroom zoom.

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### Course Description:

This workshop is intended to serve these primary purposes:

- It is the capstone for the MURP program and provides an opportunity for students to integrate the skills and perspectives of the core courses with individual interests;
- It offers students the opportunity to experience a planning project from conceptualization to final product; and
- It's an opportunity to bring to life the [AICP Code of Ethics](#)

Workshop is guided by these central principles:

- **The final product is essential.** Each student will be expected to make significant contributions towards the development of a final, high quality product by the conclusion of the spring term.
- **Your client is a critical partner.** You are creating a product for a client, and your task is to provide them with the product they want and need. Draft Scopes of Work (SOWs) developed

with clients will be shared at the dates listed below and then presented to the faculty. The final Workshop product will be due at the end of spring term, according to the schedule at the end of this syllabus.

- **This is an opportunity to engage in the kind of planning that made you want to be a planner.** As an entry-level planner, it may be some time before you have the opportunity to decide what kind of planning you're engaged in, and planning problems you might pursue. Workshop is a chance to connect your motivation for being a planner to your practice.
- **The planning process has reflection at its core.** Evidence of serious and careful "reflection in action" is expected of every student. At the heart of the Workshop experience is the opportunity to make choices, to experience the consequences of those choices, and to choose appropriate "next steps."
- **The objective for Planning Workshop is to develop planning products that will contribute to the achievement of local and regional goals for racial equity and social justice, sustainability, and enhanced quality of life.** The Portland-Vancouver metropolitan region is our home and the context for Workshop projects. Projects elsewhere in Oregon or the Pacific Northwest may be considered, though consequent logistical issues need to be clearly understood and anticipated.
- **Professional practice.** The Workshop is different than any other class you've ever taken. It is professional practice, you are here to meet the expectations of the profession and of your client, and your team depends on your commitment and accountability to the needs and goals of the project. Faculty act as mentors, coaches, and resources for group and project process and methods. Everything you hand in should be done as if for an employer, and as expected of a professional planner.
- **Teamwork.** Each Workshop team will consist of four to six students. The process of forming teams will be facilitated by the instructors, with student input and participation. Ideally, each team will have people with a mix of skills and people to fill different roles. There is understandably often some anxiety about team selection,, team dynamics, teamwork, etc. I totally understand that some of you may feel anxious, and especially am aware that BIPOC, LGBTQ+, first gen and other students may have additional concerns about team dynamics. I know you have had a lot of team experiences before coming into Workshop, and we will start in 2023 with a sort of reset button. In Workshop, I ask you to join me in a spirit of collaboration and camaraderie and shared prosperity, not of scarcity or competition. I assure you I am planning to facilitate a process of team selection, community agreements, and accountability check-ins. I will also facilitate some coaching and individual reflection and team check-ins on leadership, positionality, healthy boundaries and relationships, giving/getting feedback with kind candor, accountability, and anti-oppression. Note: you will earn both an individual grade and a team grade in the class.
- **Community engagement.** Each project is expected to have some kind of community engagement. We ask clients, especially public agencies and larger non-profit organizations, to provide a budget for community engagement. For student teams working with a client that is a community-based organization, smaller non-profit or otherwise is not able to provide a budget, student teams can request funding from the Toulan School of Urban Studies and Planning.

**Winter Term Class Meeting Schedule (Subject to Change; Check Back for Updates)**

Monday/Wednesday 4-6:30pm. This is a brief overview only; see Canvas for more details.

Week #	Dates	Topics/Activities- in greater detail	Readings/ Resources to Review Before Class (see Canvas)	Due (Check Canvas for exact due dates, and submit to Canvas).
1: Past Workshops and Project Review	Jan 8	Kick-Off Introductions and Ice Breaker Overview of Workshop/setting the tone What kind of leader/teammate will you be? Past workshop project review Lessons learned from previous cohorts/reflection	<a href="https://pdx.zoom.us/j/89796840009">https://pdx.zoom.us/j/89796840009</a> Review 1 past <a href="#">MURP Workshop project</a> each. (bring a few comments to class) Watch 3 <a href="#">mini Workshop videos on this page</a> Review lessons learned from past cohorts Review leadership resources.	
	Jan 10	Meet the clients (as possible) Proposal review and overall debrief	Review proposals in <a href="#">Workshop 2024 Student folder</a> : (We may use this folder so star it)--	<b>Due In Class:</b> Review proposals, come prepared to share out on assigned one <b>Due by COD Sun 1/14:</b> Complete skill/role and project survey
2. SOW and Teamwork	(No class) Jan 15) Jan 17	SOW guidance Project schedule overview Teamwork intro- strengths and pitfalls, appropriate role, team contract, accountability & responsibility Finalize teams First team meetings	SOW resources & teamwork resources	Work on Team Agreements/Contract Work on SOWS
3 Meetings and Project	Jan 22	Intro to Committees and v brief heads up Feb 5th Client communication and meetings	Meetings and facilitation resources- See Canvas	<b>This Week</b> Teams to introduce selves to client, schedule

Management		SOW refining- some tips Team meetings by 6pm		kick-off meeting (Preferably in person for 1st) to discuss scope, schedule weekly meetings (for now)  Invites for Feb 5th
	Jan 24	Preview and plan for Feb 5 event Inclusive outreach and events-refresher Teamwork: team meetings, agenda and and facilitation with anti-oppression focus Team meetings	Project management resources  Public event resources	<b>1/31:</b> Team working agreements /contract due
4 Getting Going	Jan 29	Check-in on client kick-off meetings Prep/practice Feb 5th- be prepared to do a dry run Existing Conditions Brainstorm (brief) Teams share SOW development/team review		
	Jan 31	Wednesday Team Check-Ins (No All Class Meeting) Check in draft SOWs & working agreements  SCHEDULE- Virtual or In Person- Send or M calendar invites in advance! Team Check-ins with Stephanie 4:00 Sandy 4:30 Hillsboro 5:00 APANO Team check-ins with Megan 4:00 Pioneer Sq 4:30 Pickathon 5:00 Lloyd		<b>1/31:</b> Share draft SOW with client and instructors (You do not need to submit this to Canvas, just bring to class/team meetings)

5 Kick Off Event	Feb 5	Kick-Off Event. Faculty/USP community event- Focus is on presenting your draft SOW and having interactive activities to get input		
	Feb 7	Wednesday Team Check-Ins Debrief event, SOW check-in		<b>Sun 2/11:</b> Final SOWs Due to client (and turn in to instructors)
6 E & E (cont'd)	Feb 12	Carrying equity throughout your project (Quincy Brown, We All Rise)  Community & Stakeholder engagement /PI Plan elements Ethical Community Engagement tips inc consent/IRB	Review past <a href="#">MURP Workshop projects</a> for examples of PI strategies and materials, equity  Ethical Community Engagement tips	Work on PI Plan and Existing Conditions
	Feb 14	Wednesday Team Check-Ins Check in PI plans		
7 E.C.	Feb 19	Existing conditions refreshers and examples  PI specific methods refreshers - surveys, other	View past <a href="#">MURP Workshop projects</a> for examples of Ex. Condition	
	Feb 21	4-5pm RESERVED FOR INTERNSHIP SEMINAR HYBRID/ONLINE (Relevant for most MURP students in Workshop)  Team check-ins may need some rescheduling 4 and 4:30pm		<b>Sun 2/25</b> PI Plan due (this should be an almost final draft to instructors; see Canvas for further instructions)
8 Client-consultant relationships	Feb 26	Panel 4-5pm: <i>What makes a good client and good consultant?</i> PI Plan class review Preparing for individual and team assessments	Feedback tips	

and check-ins	Feb 28	Wednesday Team Check Ins Individual check-ins (Sign up for a 10" timeslot here: <a href="https://docs.google.com/spreadsheets/d/1iNcLxhw0Swq0tmg9sY9YDIMultDcCusXKK_KMxGSwLk/edit#gid=175561840">https://docs.google.com/spreadsheets/d/1iNcLxhw0Swq0tmg9sY9YDIMultDcCusXKK_KMxGSwLk/edit#gid=175561840</a> )		<b>Sun 3/3:</b> (Individual) Assessment of individual and teamwork due
9	Mar 4	Data analysis tips/document design (including PSU's guidance/expectations re inclusivity/universal design) Some team time	See Canvas	
	Mar 6	Wednesday Team Check Ins Individual check-ins		<b>Sun 3/10:</b> Existing Conditions drafts reports due to instructors (later to clients) <b>Sun3/10-</b> Upload final PI plan to same dropbox as draft
10	Mar 11	Team progress report (time in class)	See Canvas	<b>Mon 3/11:</b> (Team) Winter term teamwork progress report due.
	Mar 13	Wednesday: Team check-ins Progress report and team assessment check-ins, existing conditions		
11	Mar 20-24	Exam week: No class.		
12	Mar 27-31	Spring Break: Rest and rejuvenate!		

**Spring Term Class Meeting Schedule (Subject to Change; Check Back for Updates)**

Wee k #	Dates	Topics/Activities- in greater detail	Due (Check Canvas for more detailed guidance, exact due dates/times, and to submit).
1	M April 1	<b>M: All Class Meeting:</b> Evaluation frameworks and development alternatives Check in on Existing Conditions, PI plans, other Roles check-in	
	W April 3	W: Team check-ins on post spring break progress	
2	M April 8	<b>M: No class meeting</b>	
	W April 10	W: Team check-ins on PI Round 1 and other as needed	
3	M April 15	<b>M: All Class Meeting</b> Teams to share draft eval frameworks in class	Due April 21: Draft eval framework analysis
	W April 17	W: Team check-ins/desk review of eval framework and Existing Conditions final	
4	M April 22	<b>M: No class meeting</b>	
	W April 24	W: Team check-ins/desk review on PI Round 1 and other as needed	
5	M April 29	<b>M: All Class Meeting</b> Teams to share recommendation drafts Event planning committee meeting	
	W May 1	W: Team check-ins with instructors (on Recommendations drafts) Discuss draft reports	
6	M May 6	<b>M: No class meeting</b>	Due May 12: Recommendations draft due
	W May 8	W: Team check-ins with instructors/desk review on recommendations drafts, plus PI round 2	
7	M May 13	<b>M: All class meeting</b> Prepare for June 3rd event and run-through, discuss	Due May 19: Report draft



		presentation best practices Teams to share report drafts	
	W May 15	W: Team check-ins/Desk review of working drafts and PI round 2	
8	M May 20	M: No class meeting	
	W May 22	W: Team check-ins, instructor comments on drafts	
9	M May 27	M: No class meeting (Memorial Day)	Schedule client final presentations (invite instructors) this week or next
	May 29	W: All class meeting, presentation run-through	
10	June 3	All Class Final Faculty/USP Presentations 4pm-6:30pm	Due June 3 Final Presentations to TSUSP
	June 5	W: Final team check-ins to debrief Workshop experience	Due June 5th: Reflections and tips for next year cohort
11 Exam Week	June 12-16	No class meeting. Turn in final Workshop items!	Due June 14 (or earlier): Final report

### Performance Evaluation:

Your performance will be evaluated based on the following. You need to earn a passing grade in Workshop.

### Winter out of 100%

Individual Grade- 30%

- 10% Teamwork and project selection survey
- 10% Peer and Individual Teamwork Assessment
- 10% Class Participation

Team Grade- 70%

- 10% Team Contract/Working Agreement
- 10% Faculty and TSUSP Event
- 15% Scope of Work
- 15% Community Engagement or Public Involvement (PI)Plan
- 15%: Existing Conditions Report

- 5% Teamwork Progress Report

### **Spring out of 100% (planned as of now)**

#### **Individual Grade- 20%**

- 10% Self and Peer Teamwork Assessment
- 10% Class Participation

#### **Team Grade- 80%**

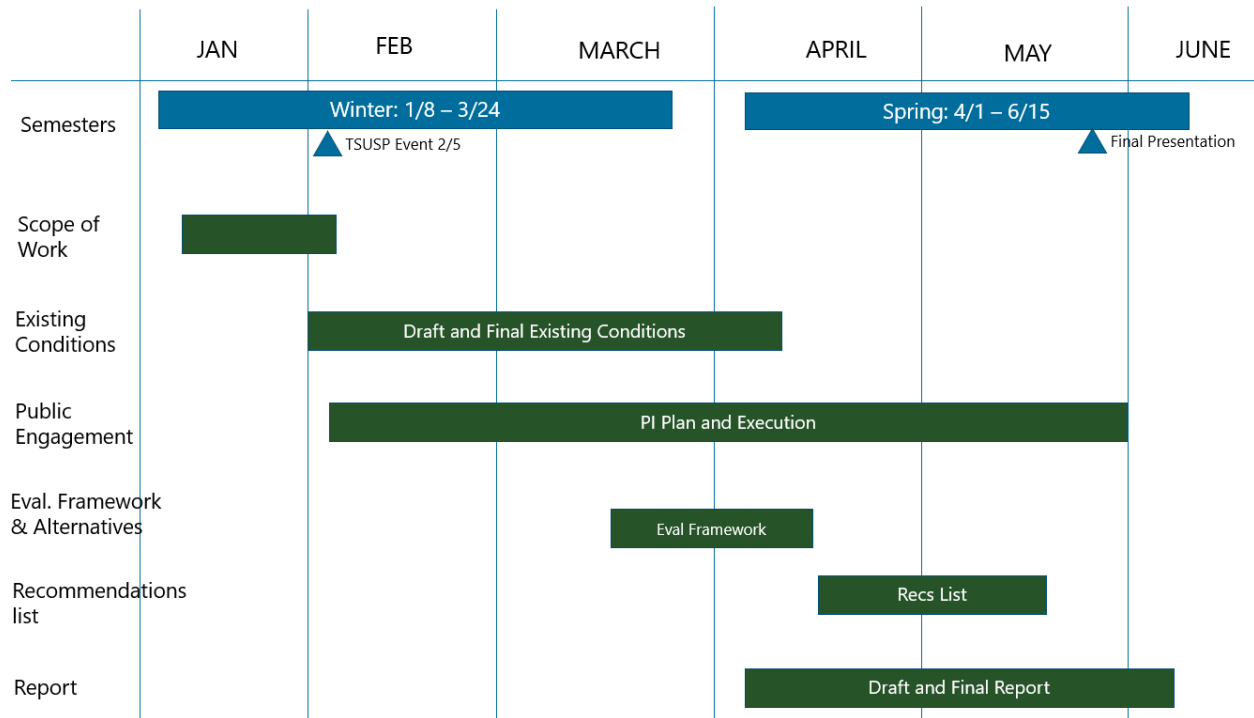
- 5% Draft Evaluation Framework
- 5% Draft recommendations
- 10% Draft report
- 20% Faculty and TSUSP Presentation
- 30% Final Deliverables
- 10% Advice for next year's class

### **Our Roles and Guidance on Deliverables**

We will be acting less like teachers and more like facilitators, mentors, coaches, and sort of like supervisors. Past classes have asked for more critical feedback, so we will be doing that this year!

## General Workshop Schedule

Your main produce is your project report. There are several steps to get there. Below is an overview of the flow of a typical project. We do not have specific dates on here on purpose; it's more meant to give a general sense! You may find it useful to share this with your client.



Some deliverables will be sent simultaneously to your client and instructors, while some will be submitted to instructors first. Instructors will give input that can be folded into the deliverable and then sent to the client. Below is a table of key dates tied to the report.

Deliverable	Due to instructors	Due to client	Instructor/client simultaneous review?
Draft scope of work	1/31	1/31	✓
Final scope	N/A	2/11	
PI Plan	2/20	2/25	
Existing Conditions Draft	3/10	4/7	
Existing Conditions Final	N/A	4/14	
Evaluation Framework	4/21	4/21	✓
Recommendations List	5/12	5/12	✓
Draft Report	5/19 (back to you by 5/24)	Early June (work it out with your client)	
Final Report	6/14	6/14	

#### Working spring dates

- EC Final- April 14 (desk review only)
- PI findings, Round 1- April 17 (desk review only)
- Eval Framework - April 21
- Draft Recommendations (Options) List- May 12
- PI findings, Round 2- May 21 (desk review only)
- Draft Report- May 19 (We return to you by 5/24)
- Draft presentation run-through 5/29
- Final TSUSP presentation- 6/3
- Final Report- 6/14

Desk review means not graded, and we likely won't give detailed comments, but we do want to talk it through in our team meetings.

#### Expectations for All Workshop Documents

- You are NOT required to submit hard/paper copies to the professors, USP, or the library- you only need to get copies if your client/your team wants them (and if the client wants them, make sure they budget for the printing costs). (Exception- public events may require posters, etc).
- Submit to Canvas dropboxes as relevant

- All documents must include names of authors/team, title, page numbers and dates.
- Document that are internal to class need not be designed.

### For all public-facing documents

- Please follow these [Accessibility guidelines from PSU Library](#) which have tips for people using screen readers and people with color blindness. Also Accessibility toolkit: <https://opentextbc.ca/accessibilitytoolkit/>
- Please follow general planning and professional best practices and use a standard practice regarding: accessibility (for screen readers, various languages, etc)., writing, organization, grammar, citations/references, headings/subheadings, image titles and citations, high quality visuals, etc. You should draw on lessons learned in all your classes at PSU, including in Workshop, and in your professional experience. We will have in-class discussions and resources in both winter and spring term. You may wish to access the Writing Center resources.
- Professional citation of references: Use numbered endnotes or footnotes (See if your client has a preference, or a standard practice in their world).
  - We don't require a specific style- but you should be internally consistent in your team/deliverables. The OWL at Purdue website has a wealth of resources about APA, MLA, and Chicago styles of citation, as well as other information about assignment types and writing strategies. <https://owl.english.purdue.edu/owl/section/2/>.
- Guidance from PSU library: Consider adding a Creative Commons License to your MURP reports. The students retain their copyright but the Creative Commons license provides guidance on how the material can be distributed and reused. Information about Creative Commons Licenses can be found here: <https://creativecommons.org/share-your-work/>
  - Here are the four standard licenses. The licenses may be used in conjunction with one another. This site provides information on choosing and adding the license to work - <https://creativecommons.org/choose/>
  - [Attribution 4.0 International \(CC BY 4.0\)](#): Allows others to copy, distribute, display, perform, and modify your copyrighted work, but only if they give you credit.
  - [Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\)](#): Allows others to copy, distribute, display, perform, and modify your work, but only for noncommercial purposes and only if they give you credit.
  - [Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\)](#): Allows others to copy, distribute, display, perform, and modify your work, but only if they give you credit and apply the this same license to any works they make based on your work.
  - [Attribution-NoDerivatives 4.0 International \(CC BY-ND 4.0\)](#): Allows others to redistribute

### Course Mechanics:

This is not like a typical graduate class Faculty and Workshop participants share responsibility for this course. We will organize our work through a combination of standing and, as needed, ad hoc committees.

- **Social Committee (1 person per team):** This committee will occasionally bring snacks and other sustenance. They may plan social, fun outings after Workshop ends as relevant. They can request small amounts of all-class time for ice breakers, etc.
- **Event Planning Committee (1 person per team):** This committee will help create agendas/plans and communications for the main all-Workshop events we have, including personally inviting (over email and phone) clients/faculty members/MURP alumni/other community to participate in reviews and presentations. The instructors are available to support with logistics of events, upon student request.

### **Meeting space, Software and University/Public Infrastructure:**

- Meeting space: We will use our assigned classroom for all-class meetings. For your own team meetings, you can use the 310, 311, or 312 conference rooms in the Urban Center if available (contact Erin Wennstrom), or other spaces around campus. 310-312 are booked for our use 4-6:30 Mondays and Wednesdays already.
- Lab and Classroom software:
  - CUPA Graduate Lab, 240, is open 9am-9pm for grad students (key card access) and has a variety of programs! Inc Adobe, GIS, etc.
  - <https://portlandstate.atlassian.net/servicedesk/customer/portal/2/article/44703755> and <https://portlandstate.atlassian.net/wiki/spaces/ITKB/pages/44703755/Lab+and+Classroom+Software+Availability>
- We are not able to provide all students with Adobe licenses or GIS (or other) for their own computers, though you are encouraged to access PSU labs that have those. (see above)
- There are lots of other free or publicly accessible programs as well, that you may find useful, and hopefully have learned about prior to Workshop, like: Canva (for flyer and other design needs), Otter ti (for transcribing), Menti and Poll Anywhere (for polling), Google Forms/Qualtrics (for survey)s.
- This is a class project, and it is not expected that you will be paid. Some clients have some budget to offset travel costs (not as relevant this year with most projects close in) and to cover costs for thoughtful community engagement efforts, including food, participation incentives, and translation. If your client does not have funds (common this year), your options are: 1. Figure out reasonable low and no cost engagement that is ethically sound, 2. Pool student resources (e.g. some course charge lab fees- we have considered it but have shied away from that), 3. Seek donations, 4. stay tuned re USP support.
- Others? Ask your classmates, the instructors, etc.

### **Class Expectations:**

- You are expected to attend most class sessions or every one if possible, and to participate (having done the preparation). Participation is worth a % of the final grade. Of course, life happens and you may need to miss class occasionally due to illness, family emergencies, etc.

This is fine and normal! Missing occasionally will not impact your grade, but missing frequently might. You do not need to notify the instructors for missing once or twice, but if something big comes up, please do. In general, it is your responsibility to figure out what happened in class (both by checking out Canvas and by asking peers) and in communicating with your teammates if you need to make up for any missed work. While the instructors cannot monitor your participation in your team meetings, we expect you to be reliable and respectful about attendance and participation at those as well, to be detailed in your team contracts.

- You are expected to meet the basics of student conduct in the PSU [Student Code of Conduct](#) and the [MURP Handbook](#)
- Some potential community agreements (we will refine these together):
  - Keep the room orderly and clean
  - Come on time and be prepared
    - *Do any of the prep work assigned in the syllabus or on Canvas before class.*
    - *Refer to the syllabus and Canvas site and other class materials first before asking questions about expectations, due dates, etc.*
    - *Take notes in class.*
  - Be present. Participate actively. Don't try to multi task. Practice professionalism in person and virtual meeting etiquette. (e.g. silence your phone. Video on- most of the time- when virtual)
  - Contribute to an inclusive space, e.g.
    - Move up, move up. Or take space, make space.
    - Reflect on your positionality, privilege and oppression.
    - Practice self and community care.
    - Give and accept feedback with kind candor.
    - Engage in active and reflective listening.
- This class is 3 credits in winter and we have scheduled classtime for 5 hours/week. You WILL have some classtime to meet in teams, see calendar, but will also need out-of-class time. Expect to spend a total of 8-10 hours per week, including scheduled classtime, on Workshop in Winter. Schedule that time in your calendar.
- This class is 6 credits in spring. We again have scheduled classtime for 5 hours/week. You WILL have some classtime to meet in teams, see calendar, but will also need out-of-class time. Expect to spend 12-18 hours per week on Workshop in Spring. Schedule that time in your calendar.

### **Land Acknowledgement**

Portland State University is located in the heart of downtown Portland, Oregon in Multnomah County. We honor the Indigenous people whose traditional and ancestral homelands we stand on, the Multnomah, Kathlamet, Clackamas, Tumwater, Watala bands of the Chinook, the Tualatin Kalapuya and many other indigenous nations of the Nch'i-wana. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants. To fulfill this intent, we aim to center Native stories, people, experiences, etc. in our Workshop projects, and to attempt to bring

a decolonizing planning approach. We will also try to bring an equity approach that centers other people who have experienced oppression and marginalization. (this is open to student additions and edits!)

### **Access and Inclusion for Students with Disabilities:**

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, [drc@pdx.edu](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

### **Title IX Reporting Obligations**

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Response website or you may call a Confidential Advocate at 503-894-7982 or by scheduling on-line: [psuwrc.youcanbook.me](https://psuwrc.youcanbook.me). You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to the Title IX Coordinator, Office of Equity and Compliance, or the Office of the Dean of Student Life.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with the University's Title IX Coordinator or the Office of the Dean of Student Life. Please complete the required student module Understanding Sexual Misconduct and Resources, which provides information about PSU



### **Academic Honesty**

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student ConductCode . University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.