URP 6941: URBAN PLANNING PROFESSIONAL DEVELOPMENT

ABOUT THE COURSE

CREDIT HOURS

Variable (1-3 credits)

TERM

Variable (offered every semester)

REQUIRED TEXT

There are no required readings for this course.

CLASS MEETINGS

Virtual, asynchronous course delivery via Canvas (http://elearning.ufl.edu/). Typically three (3) check-in meetings are held throughout the semester: course kickoff; midpoint check-in; course conclusion.

COURSE DESCRIPTION

Off-campus, non-academic professional engagement experience in the field of urban and regional planning.

PREREQUISITE SKILLS AND KNOWLEDGE

While there are no prerequisites for this course, students should have completed at least one full semester of coursework in urban and regional planning prior to registering for this course. The course is limited to students affiliated with the Department of Urban and Regional Planning.

LEARNING OBJECTIVES

Through completion of this course, students will:

- Hone *skills related to professional planning practice*
- Demonstrate an understanding of *contemporary practice and policy and processes* relevant to urban planning concepts and theories
- Utilize *oral, written, and critical thinking skills* within their area of professional specialization
- Display *ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication*
- Apply academic lessons, readings, and approaches to professional planning situations
- Recognize *ethical, moral, and administrative positions* in professional practice

INSTRUCTOR & COORDINATOR

KYLE DOST, AICP

Instructional Assistant Professor, Department of Urban and Regional Planning
Director, Online Master of Urban and Regional Planning Program

EMAIL: kyledost@ufl.edu
PHONE: 352-294-1486
OFFICE HOURS: Please email to set up an appointment

CANVAS

COURSE WEBSITE

All materials are posted on the Canvas e-Learning University of Florida. The course may be accessed at:
http://elearning.ufl.edu/

COURSE COMMUNICATIONS

Send messages through Canvas for questions, guidance, or to request a meeting. Students should expect a response within 48 hours.

SQUARE

Additional support materials, documents, forms, professional resources (including job, internship, and part- and full-time professional opportunities) can be found on Square via Canvas:
https://ufl.instructure.com/courses/338768/pages/professional-development-internship

PROFESSIONAL DEVELOPMENT COURSE

PURPOSE OF COURSE

Professional engagements provide an important opportunity for students to enhance their learning experience by participating in a professional planning environment. Typical places of employment include regional planning councils, county planning agencies, city planning agencies, water management districts, metropolitan transportation planning organizations, private planning consulting firms, community action agencies, and state agencies.

Students are expected to play an active role in securing their professional engagement and should **plan for their professional work ahead of time**. There are a variety of websites that list available internships and professional opportunities, such as the American Planning Association (APA) and state and local chapters of the APA. Students should begin this search process **at least two months prior to beginning the semester for the course** and have their resumes ready to send to potential employers.

The firms and agencies that employ students for the professional development experience are not affiliated with the University of Florida. Students should promptly notify the coordinator if they encounter any circumstances that interfere with or impede their ability to complete their engagement.

Professional development experiences are professional in nature, not academic. As such, University-based experiences (e.g. research assistantships) are not eligible to be used for professional development.

WORK POLICIES FOR INTERNATIONAL STUDENTS

There are special regulations that govern professional work engagements for international students. These regulations are mandated by US immigration laws and are administered by the UF International Center. Information on these regulations as well as required forms may be accessed on the UF International Center web page: http://www.ufic.ufl.edu as well as on the Square – Internship page.

INSTRUCTIONAL METHODS

The course consists of both "required" and "a la carte" assignments. Both categories of assignments are intended to relay, distill, and encourage discussion around the students' professional experiences outside of the course.

There are typically 3 check-in Zoom meetings: a kickoff held during the first 2 weeks of the semester; a midpoint check-in around the midpoint of the semester; and a course closing within the last 2 weeks of the semester. These meetings are scheduled at the beginning of the semester and are typically held after work hours (e.g. after 5pm ET) to encourage attendance given professional commitments. Attendance is expected.

COURSE GOALS

This course familiarizes the students with planning practice through a non-academic professional experience. Based on their employer's assignments, the student may collect and analyze data, work with residents and other stakeholders, prepare planning reports, conduct mapping exercises, and/or make presentations. By the end of this course, students will demonstrate their knowledge in collecting and assessing a range of data, thinking spatially, and communicating their recommendations both verbally and in writing. In doing so they will strengthen the following skills that will be important in professional practice:

> (1) critical thinking;
>
> (2) presentation (verbal communication);
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> (3) evaluation and criticism;
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> (4) argumentation; and
>
> (5) written communication skills.

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES OF THE DEPARTMENT OF URBAN AND REGIONAL PLANNING

As a required course in the graduate program, Professional Development permits students to apply knowledge and skills in practice-based experiences, typically with existing projects and relates to three departmental student learning outcomes. These are:

- Demonstrate an understanding of human settlement, historical and contemporary practice, and policy and processes relevant to urban and regional planning concepts and theories.

- Demonstrate oral, written, and critical thinking skills required of master's students within their area of specialization.

- Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication.

COURSE POLICIES

ATTENDANCE POLICY

As required by the employer. The student is expected to be professional and should model themselves after the planners of the host agency. For the course, the scheduled Zoom check-ins are expected. The instructor is not required to record or post meeting summaries, but may do so at their discretion.

LATE POLICY

Required assignments have associated due dates. Students should expect to complete these assignments on time: form submission, weekly discussion posts, midpoint reflection, and final portfolio. A la carte assignments are open for the entirety of the semester and must be submitted by the final day of classes for the semester. Accommodations can be made on a case-by-case basis for students with validated documentation (e.g. medical note, Disability Resource Center communication).

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/publicresults/.

UNIVERSITY OF FLORIDA POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Students must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

ONLINE LEARNING

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

ASSIGNMENT POLICIES

Each assignment, where appropriate, has a grading rubric based on the instructions. In general, most assignments are marked as complete/incomplete. Full credit requires the following: attending to the instructions, demonstrating a solid understanding of the course topics and goals, research and analysis if required, compelling writing and presentation, proper source attribution, and timely submittal.

Students must follow the University's Honor Code, which includes issues of cheating, plagiarism, and honesty. See http://www.correspondencestudy.ufl.edu/students/handbook/Plagiarism/PlagiarismAlert.html for guidance to avoid plagiarism and other Honor Code violations.

Each student must submit work that is conducted by them alone, unless group collaboration is specified. Submissions must be original to this course (i.e. not the student's work from another course, unless it is used as a reference and properly cited). The instructor will screen assignments for plagiarism using the text-matching tool Turnitin (http://turnitin.com/static/index.html).

SPECIAL NOTE REGARDING ADVANCED AUTOMATION TOOLS (E.G. CHATGPT)

Students are expected to use technology in this class; technology can be as useful for writers as a calculator is for mathematicians. Some tools such as styles, automated cross-references, and spell check in Microsoft Word may already be familiar to you. Other tools, such as ChatGPT for summarizing articles, may be less familiar. These tools require understanding, practice, and quality-control.

If students choose to utilize automated tools (e.g. artificial intelligence, learning tools like ChatGPT) the content and utilization must be appropriately cited. Further, these tools should not be used in a copy-paste fashion; at best, they can be attributed as a collaborator. Note that assignments, unless otherwise noted, must be completed individually – i.e. products of your own, unaided mind.

Failure to properly use, cite, or collaborate with automation tools is violation of the academic honesty policies. All submissions are subject to plagiarism and aid checks.

NETIQUETTE

COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, communications, and meetings: https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx

GETTING HELP

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu

- http://elearning.ufl.edu/

- (352) 392-HELP - select option 2

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources

- Disability resources

- Resources for handling student concerns and complaints

- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

GRADING POLICIES

GRADING

The grading scheme for this course is Satisfactory/Unsatisfactory (S/U). For more information, see: https://student.ufl.edu/minusgrades.html

The final grade for this class (S/U) is determined by the successful completion of the external professional engagement and the submission of the following assignments:

Required assignments: 70 points (70% of grade) All required			
Activity	**Points**	**Description**	**Timeframe/due date**
Agreement form	5	Initial agreement form between student and professional supervisor	First 2 weeks of semester
Workplan form	5	Initial workplan form between student and professional supervisor	First 2 weeks of semester
Evaluation form	5	Concluding evaluation form from professional supervisor	Final 3 weeks of semester
Weekly discussion posts	15	Brief summaries of the professional engagement completed during the prior week	Weekly throughout the semester
Midpoint survey	5	Brief survey taken in the middle of the semester to reflect on work that's been completed and how to get the most out of remaining professional time during the semester	Midpoint of semester (2 weeks to complete)
Final portfolio	20	3-5 page graphically-oriented (i.e. not a report) summary of professional experience. Can highlight engagement on one or more projects. Serves as a work sample.	Final 3 weeks of semester
Submit resume	10	Submit current resume highlighting current professional experience, optional peer-review in Canvas	Final 3 weeks of semester
APA membership	5	Submit proof of APA student membership (free) or professional membership through your place of work. Identify local section.	First 2 weeks of semester
A la carte assignments: reach 30 points (30% of grade) Students choose assignments and complete amount to reach or surpass 30 points			
LinkedIn profile	5	Submit LinkedIn profile URL	Open throughout semester (due by final day of classes)
LinkedIn post	5 ea. (10 max.)	Make a substantive post on LinkedIn regarding your professional projects, final portfolio, etc.	
AICP CM credit event	5 ea. (15 max.)	Participate in AICP CM event (e.g. webinar, live event), show AICP Passport log with entry.	
APA PAS report	5 ea. (15 max.)	Review APA Planning Advisory Service (PAS) report and submit a half-page synopsis.	
Attend a professional conference	20	Attend a professional conference about planning or planning-related field. Submit conference registration and synopsis. Must attend during semester of enrollment. Must be separate from AICP CM credit event submission(s).	
Complete self-plan for AICP	10	Complete the AICP self-plan and register for the free AICP Resources Canvas shell	
Other assignment options may be included or added as the semester goes on.			

DISCLAIMER

This syllabus represents current plans and objectives. As the semester continues through the semester, these plans may need to change to enhance the class learning opportunities. Any course changes will be communicated clearly and proactively, with ample time for students to adjust.