PLAN 590.003: Planning in Practice Speaker Series

Course Specifications

Credit hours	1.5
Pre- or Co-requisites	None
Target Audience	Graduate students, and advanced undergraduates
Meeting Pattern	Friday 12:00 – 1:00 pm
Instructional Format	In person and on zoom
Classroom	New East 211 or on zoom at go.unc.edu/planninginpractice

Instructor Information

Name	Sandra Lazo de la Vega
Email	sandral@unc.edu
Office	New East 109a
Office hours	By appointment
Preferred method of contact	go.unc.edu/sandrabook

Course Information

Course Description

This course is an introduction to the work of Urban Planning in practice. This course is designed to expose students to contemporary issues in planning practice and the variety of ways a career in urban planning can develop. Students will hear from practicing planners throughout this course. Guest speakers will discuss a project they have worked on, or the ways in which their professional career in planning has developed.

Guest Speakers

Guest speakers are essential for this course. You are expected to afford our guests at least the same courtesy and attention you would to any other professor. Our guest speakers are volunteering their time to contribute to your learning and professional development. Disrespect toward guest instructors, including but not limited to lack of participation, texting, checking email, surfing the web, or engaging in disruptive or distracting behavior, will not be tolerated.

Course Text/Books

Readings are listed under Modules on Canvas.

Course Goals + Student Learning Outcomes

All active participants in this course will:

[1] Gain an understanding of the planning field and profession
[2] Become familiar with the core competencies and skills that professional planners use in their work
[3] Gain an understanding of different career trajectories in the field of urban planning
[4] Be able to identify and evaluate potential employers
[5] Develop application materials that reflect core planning competencies

Course assignments and assessments

Participation — 50%

As a speaker series, participation and attendance is mandatory for this course. The class will meet on zoom for some sessions, and in person for other sessions, depending on our guest speaker's location.

- When the class meets in person, you must attend in person.
- Ahead of each meeting, you will need to review the speaker's CV and an abstract of their presentation, which will be posted on canvas, to facilitate your meaningful participation in class.
- Attendance is a pre-requisite of participation. The participation grade will be assigned as follows:
  - Miss no classes: 50/50 points
  - Miss one class: 40/50 points
  - Miss two classes: 30/50 points
  - Miss three cases: 20/50 points
  - Miss four classes: 10/50 points
  - Miss more than four classes: no points

Two reflections   10%

Each reflection will be 1-2 pages, double-spaced.

For each reflection, you will choose one of the speakers and connect their presentation to one of the Core Planning Competencies outlined by the American Institute of Certified Planners. Which Core Competency of planning did you see in their work, or the topic they presented on? How does their work demonstrate this core competency?

Career Development Journal   40%

Each student will prepare a career development journal, consisting of three entries:
- **First entry**: Identify, define and rank 4 criteria that most matter *to you* for a career/job you want to pursue after graduation. For example: starting wage, advancement opportunities, work-based learning, work that challenges you, location, work-life balance, etc).
- **Second entry:** Identify two places of work that might interest you, and rate them according to the criteria you defined in your first entry.
- **Third entry**: Identify a job opening in the firm that ranked higher in your second entry and develop a CV/Resume and Cover Letter you would use to apply to this job.

Grades

Here is how each component of this course will contribute to your final grade:

Participation	50%
Reflection 1	5%
Reflection 2	5%
Career Development Journal	
First entry: Criteria	10%
Second entry: Employers	10%
Third entry: Application materials	20%
Total	100%

Final grades will be calculated as follows:

Percentage	100 – 95	94.9 – 80	79.9 -70	69.9 – 65	64.9-60	Below 60
Graduate grade	HP	P	P	LP	LP	F
Undergraduate grade	A	B	C	D	D-	F

Policy on late work

I expect all assignments to be turned in on time. In fairness to all students, no late assignments will be accepted without a written medical excuse from your doctor and a proposed new deadline. Please schedule your travel plans and other commitments accordingly with the course due dates and activities.

Course schedule at a glance

Date	Class Topic	Assignment Due
1/12/2024	Course introduction **In Person**	
1/19/2024	Guest Speaker: Dylan McKnight Transportation Projects **On Zoom**	
1/26/2024	Guest Speaker: Greg Smith Private Sector Property Development **On Zoom**	
2/2/2024	Guest Speaker: Angel Iset Dozier DEI and the Arts **In Person**	Journal Entry 1: Criteria
2/9/2024	Overview of the Planning Field + Firms **In Person**	First reflection
2/16/2024	Guest Speaker: Dionne Hines Community Engagement **On Zoom**	
2/23/2024	Guest Speaker: Dervin Spell Land Use Planning Projects **On Zoom**	Journal Entry 2: Employers
3/1/2024	Guest Speaker: John Cock Comprehensive Planning **In Person**	
3/8/2024	Resume Workshop **On Zoom**	Second reflection
3/15/2024	NO CLASS: SPRING BREAK	
3/22/2024	Cover Letter Workshop **On Zoom**	
3/29/2024	NO CLASS: UNIVERSITY HOLIDAY	
4/5/2024	Guest Speaker: Jennifer Ganser Hiring timelines in the public sector **In Person**	Journal Entry 3: Application Materials
4/12/2024	Guest Speaker: Jason Hardin Sustainability Projects **In Person**	
4/19/2024	Guest: APA-NC to review Application Materials **In Person**	
4/26/2024	Final reflections **In Person**	Complete Journal

Usage of artificial intelligence

1. **AI should help you think.** Not think for you.
   Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.**
   You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.**
   The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.**
   Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.**

Specific AI Guidelines
(Not following these guidelines may be a reportable violation to the UNC Honor Court)
Assignments

- Writing and Presentation: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- Multimedia Assignments: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.: Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- Readings and Discussions: Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- Research: If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- Simulations: In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- Group Work: Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).
- In-Class Activities: Instructions on the appropriate use of AI for in-class activities will be provided by me.
- Written & Oral Exams: Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of AI

- Accuracy: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.
- Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:

- o (1) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
- o (2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
  - "I attest that this project did not use AI at any stage in its development or in the creation of any of its components."
  - "I attest that this project made use of AI in the following ways:"
    You must then use the following form to document your usage. *

	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

*Note that such attribution is not a valid source for facts, only for the output itself.

[1] [1] ChatGPT was used in the development of these guidelines – more specifically, it was employed to generate suggestions for student use policies and to rephrase and consolidate certain sections of the text. Also, Sentient Syllabus was a resource for a number of the ideas within this document.

University Class Attendance Policy

University Policy: As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: University Approved Absence Office (UAAO) website provides information and FAQs for students and FAQs for faculty related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

The Honor Code

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult studentconduct.unc.edu.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the Safe Computing at UNC website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security and Privacy

UNC-Chapel Hill Privacy Statement: The Canvas platform and tools are designed to share FERPA-protected information privately between instructors and individual students.

Grade Appeal Process

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

Services and Student Support

Accessibility Resources & Services (ARS)

Accessibility Resources and Service (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to reach out to ARS to discuss.

Counseling & Psychological Services (CAPS)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/ or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at https://eoc.unc.edu/report-an-incident/.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit http://testingcenter.web.unc.edu/.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit http://writingcenter.unc.edu.