COL 791 - Project Development Spring Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Annie Wetter
Office: CPS 240A
Virtual Office Hours: by appointment in person, phone or Zoom
Office Telephone: 715.346.2108
Cell: 715.572.6580
E-mail: awetter@uwsp.edu

Expected response time

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.

*** If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.

- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Course Information

Course Description: In-depth examination and creative application of research, theory, and best practice of sustainable community development to a specific need in a community. Applied research and place-based field study. Develop a project plan in collaboration with community stakeholders. Present project plan to class and community stakeholders.
Credits: 3
Prerequisite: COL 700; COL 720 or FN 720; and COL 730 or FN 730

Textbook & Course Materials

Required Text: none
Required Readings: All reading materials will be posted in Canvas
Recommended Texts & Other Readings: Any recommended resources will be posted in Canvas

Course Learning Outcomes

After completing COL 791, student will be able to

- Examine factors that enhance or impede community development
- Analyze relationships among behavioral, environmental, social, and economic factors that influence policies and programs in the community
- Suggest collaborative relationships that may be needed to improve community development
- Incorporate diverse perspectives in developing, implementing, and evaluating policies, programs and services that affect the community
- Communicate in writing and orally with linguistic and cultural proficiency using various mediums
- Facilitate communication among diverse individuals, groups or organizations
- Utilize critical thinking skills that will apply in professional practice
- Identify qualitative and quantitative data and information that can be used for assessing a status of populations within a community
- Describe how evidence is used in policy and program decision making

Topic Outline/Schedule

Important Note: The Canvas course home page has modules in which activity details are explained. As tasks come due, they appear in your "to do" list. If you have any questions, please contact your instructor.

	Week	Topic	Discussion	**Assignment**
Project overview	1	Project overview	Introductions	
	2	Applying research	Post + replies	Start **Evidence base for proposed project**
Community engagement	3	Asset based community impact	Post + replies	
	4	Public forums	Post + replies	
	5	Focus groups	Post + replies	Due: **Evidence base (50pts)**
	6	Interviews	Post + replies	Start **Workplan for proposed project**
	7	Draft workplan	Post + replies	
	8			Due: **Workplan (50pts)**
		Spring break		
Planning with evaluation in mind	9	Creating capacity for evaluation	Post + replies	
	10	SWOT analysis	Post + replies	Start **Evaluation plan for proposed project**
	11	Process analysis and Rand tool	Post + replies	
	12			Due: **Evaluation plan (50pts)**
	13	Logic models	Post + replies	Draft logic model for proposed project
	14			Due: **Final logic model (50pts)**
Putting it all together	15	Start Project proposal for COL 792		
	16	Due: **Project proposal (100pts)**		

Student Expectations

In this course you will be expected to complete the following types of tasks.
- communicate via email
- complete basic internet searches
- download and upload documents to Canvas
- read documents online
- participate in online (Canvas) discussions

Grading Policies

Graded Course Activities

Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a

chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed below:

Description	Points
Discussion posts + replies	10+5 each
Evidence base for project idea	50
Evaluation plan	50
Logic model	50
Final project proposal	100
Total Points Possible	**~350**

Participation

Students are expected to complete all assignments according to the general rubric below and participate in all online discussions in a professional, conscientious manner that advances their own and their peers' learning and goals for project planning and professional development.

Complete Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

General rubric for project assignments
Assignment objectives met
All elements of the assignment were included
Professional style requirements met, including citations
Formatting requirements met
Master's level writing demonstrated as well as correct grammar, spelling, word usage, clarity, logical flow of ideas, etc.

Late Work Policy

Be sure to pay close attention to deadlines:

- Assignments will be docked 1 full letter grade for each day they are late.
- Because of the nature of discussions, missed discussion posts cannot be made up or completed late.

Letter Grade Assignment

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100%	C+	77-79%

A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
		F	0-59%

Technology

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.
https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

RECOMMENDED SYLLABUS LANGUAGE FOR INSTRUCTORS WHO INTEND TO USE APPLICATIONS OR SERVICES THAT HAVE NOT BEEN APPROVED BY UW-SYSTEM

This course requires posting of work on line that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for on line programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 9 Section 5**]

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to a stable internet connection (don't rely on cellular) to participate in this course.

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
    - IT Service Desk Phone: 715-346-4357 (HELP)
    - IT Service Desk Email: techhelp@uwsp.edu

Canvas Support: Click the [?] Help button in the left menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	**Search**ing **the Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas with [Self-enrolling/paced Canvas training course](#)

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as

possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the instructor deems the circumstances warrant a grade of incomplete. The timeframe for completing all incomplete course assignments will be determined by the instructor based on student circumstances.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edumailto:datctr@uwsp.edu

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.