



Oregon State University
Ecampus

Course Name: Professional Development Seminar-First Year Students

Course Number: PPOL 507

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Course Description

This course serves as an introduction to the MPP for first-year students. Students will receive crucial trainings and orientation for their course of study. They will also begin to work together as a cohort.

Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Learning Resources

All materials for this course are located or are linked in the Canvas course website.

Course Student Learning Outcomes

As a result of fully participating in this course you will

- have a deeper understanding of your course of study.
- have completed the Individual Development Plan.
- have completed and passed the mandatory CITI / IRB Training.
- have gained a further understanding of diversity and inclusion relevant to public policy.
- have gained an understanding of the public service values of the MPP and PhD programs.
- have a greater sense of career opportunities in the field of public policy.

MPP Learning Outcomes

As a nationally accredited program, the Master of Public Policy (MPP) program must comply with three sets of learning outcomes: program outcomes, OSU Graduate School outcomes, and the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) required competencies. More specifically the learning outcomes are:

Graduate School Learning Outcomes for MPP:

- conduct research or produce some other form of creative work
- demonstrate mastery of subject material
- be able to conduct scholarly or professional activities in an ethical manner

NASPAA Universal Required Competencies for MPP:

- to lead and manage in public governance
- to participate in and contribute to the policy process
- to analyze, synthesize, think critically, solve problems and make decisions
- to articulate and apply a public service perspective
- to communicate and interact productively with a diverse and changing workforce and citizenry

MPP Program Learning Outcomes:

- The ability to conduct original policy research that extends the knowledge of both policy and other social science disciplines.
- Substantive knowledge in an area of concentration that allows for immediate immersion in a relevant policy arena.
- Experience in the practice of policy analysis, development, and implementation through an appropriate professional practicum.
- A commitment to both domestic and international diversity, which will allow our students to navigate an increasingly interconnected world, and to work with stakeholders from various backgrounds, and address policy fields that are relevant to a variety of different populations. In this, we also follow OSU's Mission statement, which supports an education in diversity "because it enhances our education and provides tools to be culturally respectful, professionally competent, and civically responsible."
- Skills and experience in designing and presenting in both formal and informal venues with students, practitioners, and community members.
- High ethical standards in public policy research, teaching, and service.
- The development of a public service ethic resulting in student understanding of the significance of working collectively, in collaboration with the public and prioritizing the desires of citizens, communities, and society at large.

Evaluation of Student Performance

- Weekly Discussion Board – 100 points (10 points each; 100 points total)
- CITI / IRB Training – 25 points
- Individual Development Plan – 25 points
- Individual Professional Service Ethics Statement – 25 points
- Individual Diversity Statement – 25 points
- Total – 200 points

GRADING SCALE

Course Letter Grade	Percent of points possible*
A	[95-100%]
A-	[90-94%]
B+	[87-89%]
B	[83-86%]
B-	[80-82%]
C+	[77-79%]
C	[73-76%]
C-	[70-72%]
D+	[67-69%]
D	[63-66%]
D-	[60-62%]
F	[0-59%]

IX. Schedule

DATE:	TOPIC:	Readings / Tasks
Weeks 1 & 2	Familiarize Yourself with the MPP Program	<ul style="list-style-type: none"> >Discussion Board Week 1 and Week 2 >Brief Bio and Picture > Public Policy Graduate Program Handbook >Graduate School Success Guide
Weeks 3 & 4	Mentoring and Committees	<ul style="list-style-type: none"> >Discussion Board Week 3 and Week 4 >Schedule Zoom Meeting >Individual Development Plan >Mentoring Powerpoint
Weeks 5 & 6	Diversity, Equity and Inclusion	<ul style="list-style-type: none"> >Discussion Board Week 5 and Week 6 >Implicit Associations Test >Values of Inclusivity and Diversity >Individual Diversity Philosophy Statement
Week 7	Research Ethics	<ul style="list-style-type: none"> >Discussion Board Week 7 >CITI (IRB) Training
Week 8	Professional Service Ethics: Ethical considerations for public servants, faculty, civil servants.	<ul style="list-style-type: none"> >Discussion Board Week 8 >International City/County Management Association (ICMA) Code of Ethics. >Government Finance Officers Association of the U.S. & Canada (GFOA) Code of Professional Ethics.

		>American Society for Public Administration (ASPA) Code of Ethics . >Individual Professional Ethics Statement
Week 9	Individual Debrief via Zoom Meeting	>Discussion Board Week 9 >Schedule Zoom Meeting
Week 10	MPP Essays, EMPP and Oral Defenses	>Discussion Board Week 10 >View Recorded MPP Essay Presentation >Review Example MPP Essays

Course Policies

Students are expected to participate in all weekly discussion boards, which are often in question and answer formats. All students are expected to submit Individual Development Plans, Diversity Statements, Professional Ethics Statements, and CITI (IRB) training verification in order to pass the course. Failure to submit all of these assignments will lead to a failing grade in the course.

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least one day each week with a deadline of Sunday 11:59 pm.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
 - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
 - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring and Writing Assistance

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing suite where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Suite](#) is also available for students enrolled in Ecampus courses.

TurnItIn

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students during the week before finals and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

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, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Getting Help

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through [OSU Counseling and Psychological Services \(CAPS\)](#), where you can get group counseling, individual therapy, or relational counseling.

Website: <https://studentlife.oregonstate.edu/hsrc>