



PPOL 507 - PROFESSIONAL DEVELOPMENT SEMINAR FOR FIRST YEAR MPP AND PHD STUDENTS

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COURSE DESCRIPTION

This course serves as an introduction to the Public Policy Graduate Program for first-year students. Students will receive information and orientation for their course of study. They will also begin to work together as a cohort.

COURSE CREDITS

This course combines approximately 30 hours of instruction, online activities, and assignments for 1 credit.

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.
- Complete the Individual Development Plan.
- Complete and pass the mandatory CITI / IRB Training.
- Gain a further understanding of diversity and inclusion relevant to public policy.
- Gain 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

LEARNING OUTCOMES

As a nationally accredited program, we 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:

OSU GRADUATE SCHOOL LEARNING OUTCOMES

- 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

- Lead and manage in public governance
- Participate in and contribute to the policy process
- Analyze, synthesize, think critically, solve problems and make decisions
- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry

OSU GRADUATE 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

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|-----------------------------------|-----|
| • Participation | 20% |
| • Individual Development Plan | 10% |
| • Program of Study Form | 10% |
| • CITI / IRB Training | 20% |
| • Diversity Statement | 20% |
| • Public Service Ethics Statement | 20% |

WEEKLY SCHEDULE

Week	Topic	Tasks
1	The Public Policy Program and Grad School	Readings; Discussion
2	The Public Policy Program and Grad School	Readings; Discussion
3	Mentoring and Committees	Readings; Discussion
4	Diversity, Equity and Inclusion	Readings; Discussion
5	Diversity, Equity and Inclusion	Readings; Discussion; Submit Diversity Statement
6	Research Ethics	Discussion; Submit CITI/IRB Certification
7	Public Service Ethics	Readings; Discussion; Submit Ethics Statement
8	Individual Development Plan	Submit Individual Development Plan
9	Program of Study	Draft Program of Study Form
10	Capstone/Dissertation and Defense	None

ASSIGNMENTS

Diversity Statement: Your assignment is to write your own personal diversity statement/philosophy following the suggested guidelines developed by Beck (2018) from Vanderbilt University. (The reading is posted on Canvas.)

Research Ethics: You are to complete a research ethics training program called the CITI Program. This is a program used throughout the United States to certify people in the appropriate conduct of research. (Plan on the CITI training taking a few hours.)

Public Service Ethics: Using the American Society for Public Administration's (ASPA) Code of Ethics as a guideline, write your own personal code of public service ethics for yourself. This statement doesn't have to assume that you will only work in the public sector. Non-profit organizations and businesses serve public interests too.

Individual Development Plan: This assignment is designed to have students consider their goals for the year. As you complete the academic year, what do you want to accomplish? This can involve various program requirements and

milestones (such as finding a committee chair and submitting a program of study), as well as academic and professional goals that relate to your work in the program (such as submitting a paper for publication, attending a conference to present a paper, applying for a grant, earning a certificate in GIS, etc.).

Program of Study: The program of study is the form you will complete that shows all the classes you'll take to complete your MPP or PhD degree. It doesn't necessarily show all the classes you take at OSU, just the ones that earn you the degree. Your assignment is to submit a draft program of study form.

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.

EXPECTATIONS FOR STUDENT CONDUCT

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). 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.

REACH OUT FOR SUCCESS

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. 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). Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

ACADEMIC CALENDAR

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>.

STUDENT EVALUATION OF COURSES

During Fall, Winter, and Spring term, the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID email. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of 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.