



# Master of Public Policy

Program Handbook 2021-22

*Mark O. Hatfield School of Government  
College of Urban and Public Affairs*



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*The Master of Public Policy MPP Program Handbook* is available online. Forms and other online resources referenced in this handbook can be linked from the electronic version.

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## OVERVIEW

A public policy constitutes an act of public authority. Across multiple issue areas, both governments and non-governmental actors endowed with this authority make choices that shape people's lives. The field of public policy studies attracts individuals with a passion for understanding and improving them. It is both a unique field of policy studies as well as an inter-disciplinary field that brings in insights from political science, public administration, economics, sociology, law, management, and the natural and applied sciences.

Public policy studies is one of the fastest-growing fields in graduate education. The rising complexity and interconnectedness of public policy issue areas has created demands for highly-skilled individuals who can analyze and resolve policy challenges. Public policy professionals work in a range of occupations in the private sector, non-profit groups, government, and inter-governmental organizations.

The Master of Public Policy (MPP) program of Portland State University is offered through the Mark O. Hatfield School of Government. It is a 2-year program for full-time students or a 3-4 year program for part-time students. It is designed in accordance with the accreditation principles of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Approved and launched in 2015, the program is intended not only to deliver a cutting-edge education for public policy professionals but more generally to improve public policy capacity in the community.

The MPP draws on courses, faculty, and strengths at Portland State University, bridging the foundational strengths of the Mark O. Hatfield School of Government with the specialized policy strengths of other units in areas such as sustainability/environment, economics/finances, technology/innovation, health/social welfare, urban planning, and economic development.

The PSU MPP is unique among programs in the country in having a track devoted to Policy Advocacy or Leadership, with an emphasis on citizen participation, civic capacity, advocacy approaches, public leadership and collaborative communities.

The MPP is intended for graduate students primarily interested in professional education for careers in public policy. The core courses are taught by faculty from the Division of Political Science and the Division of Public Administration. The programmatic focus is to edu-

cate public policy generalists who can operate in a variety of policy contexts, while offering students the opportunity to explore a specific policy domain as well.

## ADMISSIONS

### Criteria for Admission

The Masters of Public Policy program is cohort based and designed as a 2-year full-time degree (longer if part-time) that prepares ambitious change leaders for a professional career in public policy. Ideal candidates will have a demonstrated interest in public policy issues and a clearly articulated set of professional goals.

The program requires candidates with at least a bachelor's degree from an accredited university or college who achieved a minimum 3.0 GPA in undergraduate coursework or a minimum 3.1 GPA in graduate coursework. Students are expected to complete a college-level statistics course prior to or at the beginning of their enrollment and to have a functional knowledge of the workings of American government. Applicants should also review admissions criteria established by the Graduate School.

### Application for Admission

Masters students are admitted to begin in the Fall of each academic year. The regular application deadline is January 31st, though late applications will be considered on a space available basis. The absolute final application deadline is August 1<sup>st</sup> of each year. Students applying by the January 31st deadline will receive priority consideration for merit-based financial aid.

Applicants submit a single application that consists of materials for the University's Office of Admissions and for the MPP Program. All of the materials are fully online.

### *Part I - Materials for the Admissions Office*

- University Application for Graduate Admission
- \$65 non-refundable application fee (please do not send cash)
- One transcript from each post-secondary institution
- Measles Vaccine Form.
- Official language test scores if the applicant does not speak English as a native language or has not received a graduate or undergraduate degree in an English-speaking territory. Test date may not exceed two years from planned date of admission unless student has been resident in the U.S. since then.

## Part II - Materials for the MPP Program

- MPP Application Form
- Official scores on the Graduate Record Examination (GRE). Applicants whose GRE scores are more than five years old must retake the exam.
- 500 to 1,000-word Statement of Intent (The statement should address: 1. Professional goals; 2. Planned field of specialization. Please see list of specializations; 3. Desired employment sector; 4. How the MPP furthers your professional goals).
- Three recommendation letters from individuals familiar with the applicant's academic and/or professional capabilities sent directly to the Hatfield school
- A copy, official or unofficial, of transcripts for all post-secondary institutions attended
- A current résumé or curriculum vitae

## EXPECTATIONS OF STUDENT EXCELLENCE

Students enrolled in the MPP program are expected to meet the highest standards of honesty, diligence, fairness, integrity, and professionalism in all of their program activities. These standards are in addition to those required by the PSU Student Code of Conduct.

### Competencies

Consistent with the standards emphasized by NASPAA, the MPP aims to help students acquire several universal core competencies, namely:

- 1) to lead and manage in public policy
- 2) to participate in and contribute to the policy process
- 3) to analyze, synthesize, think critically, solve problems, and make decisions
- 4) to articulate and apply a public service perspective
- 5) to apply education through experiential and interactive exercises with practitioners
- 6) to develop professional career development capacities in areas like communication, networking, teamwork, and public presentation and leadership

In addition, the PSU MPP has several mission-specific competencies that relate to the particularities of public policy education and to the context of the degree program, namely:

- 7) to apply methods and theories of policy analysis to public policy problems
- 8) to apply ethical frameworks to public policy problems
- 9) to develop the capacity to understand and act within particular public policy processes as an effective advocate of public values
- 10) to effectively write, present, and in other ways

- 11) to plan effectively for a career in public policy that will develop over time to attain the career goals
- 12) to be able to integrate and use general public policy knowledge with the particularities of a specific policy domain or domains

### Learning Approach

The MPP is a campus-centered professional degree under the supervision of qualified faculty that emphasizes interpersonal interaction, hands-on collaborative work, discursive learning, socialization into the norms and aspirations of the profession, and observations by faculty of student progress.

As an on-campus program, the MPP centers on the acquisition of the social and personal capabilities to understand, apply, and evaluate public policy in its natural social setting. This requires constant human interactions, debates, and disagreements.

In addition to this on-campus organization, the MPP is organized in order to leverage formal learning in courses with leveraged learning beyond the classroom. Leveraged learning includes several aspects.

- Peer learning: The MPP is a degree program designed to address the needs of today's policy professionals. Students are carefully selected and nurtured in order to provide opportunities to learn from peers who bring a variety of competencies and experiences to the program.
- Community learning: Through the professional development plan and ongoing practitioner seminars, students are given the opportunity to learn from the practice of public policy in the community and to develop professional networks.
- Applied learning: Through both the summative policy project and participation in policy competitions and/or policy studies academic conferences, students are given the opportunity to address advocacy or analysis-based policy challenges, receive feedback, and devise informed solutions.

## PROGRAM GOVERNANCE

The MPP program is a cross-unit program of the Mark O. Hatfield School of Government and operates according to the Hatfield School values of Civics, Civility, and Citizenship. It draws widely upon both the academic units as well as the centers and institutes of the School. The program is led by a MPP Faculty Committee comprised of the MPP Director, the chairs of Public

Administration and Political Science, and additional faculty members. The Director and additional faculty members are appointed by the Hatfield School director.

## ADVISING

Students are expected to identify faculty advisors by the end of the third quarter of their first year in the program. During the first year, students should solidify their personal policy interests and seek out individual faculty members whose interests align with their own. This can help ensure advisor assignments are commensurate with student goals. The MPP Director will serve as advisor to all incoming students until the appointment of their regular faculty advisors.

## CURRICULUM REQUIREMENTS

The Master of Public Policy is designed as a two-year, full time master's program of 60 credits. **In order to graduate from the program, students must obtain a minimum of 60 credits.** Coursework is made up of a first-year core curriculum in policy leadership, analysis, and process (30-31 credits), and then a second-year curriculum composed of policy tracks (12-14 credits), policy specializations (12-14 credits), a summative project (3 credits,) a course that emphasizes diversity in public policy (3-4 credits), and the creation of a professional development plan to be refined in the context of a professional development course (3 credits). The inclusion of both a traditional Policy Analysis track as well as a separate Policy Advocacy and Leadership track makes the Portland State University MPP an innovative program in the field. The MPP core courses draw from courses offered by programs in Political Science, Public Administration, and Public Affairs and Politics.

### *Year 1: Core Courses*

#### **Introduction to Public Policy (3 credits)**

Provides an overview of the field of public policy and current issues in public policy.

#### **Policy Advocacy/Leadership Core (13 credits)**

Covers the process and dimensions of public policy, including the stages of the policy cycle, the role of political interests and institutions, the role of advocacy, leadership, coalition-building, and strategy, and comparative perspectives on public policy for the purposes of policy learning and comparative analysis. Emphasis

is placed on leadership, participation, advocacy, and communication competencies.

#### **Policy Analysis Core (11 credits)**

Provides the foundations of positive and normative policy analysis. Includes basic methods of data analysis, policy analysis techniques, the economic dimensions of public policy, and the ethics of public policy. It is expected that through these courses, students will be provided with opportunities for interactions with practitioners on analytic questions. Emphasis is placed on analysis, communication, and experiential application.

#### **Data Analysis Requirement (3-4 credits)**

Students must complete a course in data analysis. The two most common courses used to fulfill this requirement are PS 591 – Theory Testing in Political Science, and PA 551 – Analytic Methods in Public Administration I. For students interested in an integrated two-course sequence with exposure to additional statistical methods, PA 551 is paired with PA 552 – Analytic Methods in Public Administration II, which could then be used to fulfill one of the courses for the track requirement. Courses from other departments such as Urban Planning, Sociology, Economics, etc. can also be used to fulfill this requirement upon approval by the Director.

### *Year 2: Track, Specialization, Professional, and Project Courses*

#### **Policy Analysis Track (Minimum of 12 credits)**

Policy analysts create and communicate information that is useful for the policy process. Covers the analysis of policy problems including problem structuring, forecasting, prescription, monitoring and evaluation. Methods and techniques relevant to these forms of analysis and to their communication.

OR

#### **Policy Advocacy/Leadership Track (Minimum of 12 credits)**

Policy leaders must direct policy analysis, identify policy opportunities, formulate strategies, build networks, and lead policy proposals through the policy process. Covers communication, legal reasoning, network-building, policy arguments, problem solving, political feasibility assessments, and public values.

#### **Policy Specializations (Minimum of 12 credits)**

Students choose a policy specialization in the second year of their studies that requires 12 course credits



and will be the focus of a summative policy project. The intention is to engage students in in-depth learning about particular issue areas. Students may specialize in one or several policy areas. Emphasis is placed on developing policy-domain specific knowledge as well as professional networking and experiential application opportunities.

**PAP 509 Summative Policy Project (3 credits)**

Students will work with a single faculty member to complete a summative project, which could take one of several forms depending on the needs and interests of the student. In all cases, the project is intended as an integrative experience in which the student links their MPP work to their professional goals. The summative project could be, for instance: (1) a research-oriented report that tackles a question of policy analysis or public policy theory; or (2) a client report prepared upon completion of a short internship.

**PAP 508 Professional Development (3 credits)**

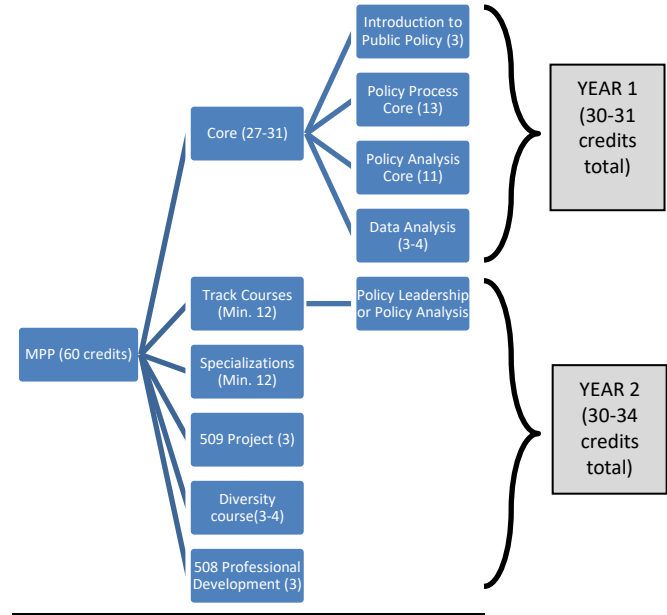
This course will be offered as a 1 credit per quarter seminar each quarter of the second year. It covers a variety of professional development activities, culminating in the development of a professional portfolio which will be instrumental in helping recent graduates search for and obtain professional employment in their chosen sector and policy specialization area.

\*\*\*Note: This requirement entails a program change that is currently under university review, and is thus not official. Announcements regarding the status of PAP 508 will be made during AY 2020/2021.

**Diversity**

At some point within their program of study students must satisfactorily complete one course that has a significant emphasis on issues of diversity. This does not require additional credit hours or coursework beyond the 60-credit requirement and the same course can be used to fulfill one track or specialization course requirement.

**Curriculum Diagram**



**MPP COURSEWORK**

Courses are usually offered M-F, primarily in late afternoon and evening time slots. Students should plan ahead by referring to the online course planner. **Students must ensure that they obtain 60 credits in order to graduate.**

**Core Courses**

All MPP students are required to take each of the core courses:

Introduction to Public Policy (3 credits)

PAP 511 Introduction to Public Policy (3)

Policy Process Core (13 credits\*)

- PAP 512 Introduction to Policy Advocacy/Leadership (3)
- PS 515 Comparative Public Policy (4)
- PAP 620 Seminar on American Political Institutions (3)
- PA 579 Policy Tools in Policy Design (3)

Policy Analysis Core (11 credits\*)

- PAP 513 Ethics and Public Policy (4)
- USP 615 Economic Analysis of Public Policy (4)
- PAP 654 Policy Analysis Research (3)

Data Analysis Requirement (3-4 credits\*)

- PA 551 Analytic Methods in Public Administration I (3)
- OR -
- PS 591 Theory Testing in Political Science (4)
- OR -

An approved course from another department on campus.

*\*Course substitutions are occasionally necessary for core courses, which can alter the total number of credits students can gain from core coursework. In these instances, the MPP director will communicate directly with students to alert them of the changes.*

### **Track and Specialization Courses**

Students may choose any combination of 3 and 4-credit courses to fulfill the 12 credit minimum requirements (each) for tracks and specializations. In order to reach the 12-credit requirement minimum, it may be useful to arrange a 1-credit Reading and Conference (PAP 505) course. (For example, credit totals might be 3, 3, 3, 3; 3+1, 3+1, 4; 4, 4, 3+1; or 4, 4, 4). This could be alongside a 3-credit course working with that instructor or as a standalone course with another instructor. Enrollment in Reading and Conference courses requires submission of the "By Arrangement Request" form.

### **Track Courses**

Track courses may come from a variety of policy related fields, both within and outside the Hatfield School of Government. All Track courses should be taken in consultation with students' faculty advisors.

### Policy Advocacy Track (Minimum of 12 credits)

Suggested courses for the Policy Advocacy Track include (\* designates special topics courses that may not be offered regularly):

PA 514	Global Leadership and Management
PA 517	Leadership Development for Public Organizations
PA 518	Leading Public Organizations
PA 519	Civic Capacity
PA 537	Law and Public Policy
PA 541	Social Entrepreneurship
PA 538	Advocacy and Political Participation by Nonprofits
PA 539	National Policy Process (Washington, DC Field Course)
PA 543	Creating Collaborative Communities
PA 545	Organizational Development
PA 560	Local Government Administration
PA 592	Volunteerism & Volunteer Management
PA 595	Labor Relations in the Public Sector
PS 516	Political Parties and Elections
PS 517	Interest Groups
PS 518	Contemporary Political Protest in America
PS 519	Political Reform
PS 527	The Politics of Public Opinion
PS 531	State and Local Politics
COMM 520	Political Communication
COMM 572	Public Opinion
SOC 524	Groups, Interaction and Identity
SOC 576	Theories of Social Change
PHE 517	Community Organization
SW 532	Advocacy and Empowerment
USP 550	Participatory Planning
USP 584	Negotiations in the Public Sector

### Policy Analysis Track (Minimum of 12 credits)

Suggested courses for the Policy Analysis Track include:

PA 539	National Policy Process (Washington, DC Field Course)
PA 551	Analytic Methods in Public Administration I
PA 552	Analytic Methods in Public Administration II
PA 555	Program Evaluation & Management
PA 556	Contract Management
PA 582	Public Budgeting
CCJ 520	Analysis of Crime and Justice Data
CE 566	Environmental Data Analysis
COMM 572	Public Opinion
HSMP 588	Program Evaluation & Management for Health Services
EC 527	Cost-Benefit Analysis
EC 528	Project Evaluation
EC 570	Econometrics
GEOG 588	Geographic Information Systems I
GEOG 592	Geographic Information Systems II
USP 591	Geographic Information Systems I
USP 592	Geographic Information Systems II
SOC 592	Qualitative Methods
SOC 597	Applied Survey Research
SOC 638	Integrating Qualitative and Quantitative Methods
SOC 639	Focus Group Interviewing
SYSC 513	Holistic Strategies for Problem Solving
SYSC 525	Agent Based Simulation
SYSC 545	Application of Data Science
SYSC 551	Discrete Multivariate Modeling
SYSC 552	Game Theory
USP 536	Policy Evaluation Methods
USP 520	Applied Demographic Methods I
USP 521	Applied Demographic Methods II
USP 615	Economic Analysis of Public Policy
USP 683	Qualitative Analysis

Neither of these are exhaustive lists and students are encouraged to look for relevant courses from across the university, in consultation with their advisor.

### **Policy Specialization Courses**

#### Policy Specializations (Minimum of 12 credits)

Policy specialization courses address specific policy domains. There is a wide breadth of expertise and courses across campus. Students will be expected, in consultation with their advisors, to select a set of courses that cover the areas they are likely to pursue professionally.

Examples of relevant policy areas, including suggested core courses, include (\* indicates courses which may require special departmental approval):

- Budgetary Policy – PA 582
- Criminal Justice Policy -- CCJ 535\*
- Economic Development – USP 517
- Education Policy – ELP 581\*
- Emergency Management – PS 535
- Energy Policy – PA 567
- Environmental Policy – PA 564
- Food and Agricultural Policy – PA 574

- Foreign Policy – PS 545
- Health Policy – HSMP 571\*
- Housing Policy – USP 567
- Immigration Policy – PA 510: Immigration & Citizenship
- National Security - PS 546
- Native American Governance – PA 510: Native American Policy & Governance
- Natural Resources Policy – PA 565
- Social Policy – SW 520\*
- Transportation Policy - USP 548
- Urban Policy – USP 566

## **Diversity**

### Diversity Courses (3-4 credits)

Course options to fulfill the diversity course requirement include, but are not limited to, the following:

PA 510	Native American Policy & Governance—3
PA 514	Global Leadership and Management—3
PA 523	Nongovernmental Organizations: Nonprofits on the World Stage—3
PA 547	Culture, Values and Leadership—3
PA 549	Cross-cultural Communication in the Public Sector—3
PA 593	Civil Rights for Public Managers—3
PA 594	Enhancing Diversity in the Workplace—3
PS 522	Constitutional Law—4
PS 524	Law, Politics, and Society—4
PS 571	Gender & Politics: A Comparative Perspective—4

## **Summative Policy Project**

PAP 509 Public Policy Project (3 credits – can be taken for up to 6 credits)

The summative policy project is the highlight and summation of the MPP program. It is an opportunity for MPP students to begin the transition to professional life by engaging in a capstone project that engages the skills and competencies that the program delivers in the setting of a client organization. Students work with the PAP 509 faculty coordinator starting in Spring quarter of the first year to begin formulating and organizing their summative policy project. In general, there are two main approaches. One, more common for students in the policy analysis track, is to identify an organization and a policy issue that forms the basis of an in-depth policy analysis that makes a significant contribution to the mission of the client organization. Students are expected to work with the client organization, advisor, and the 509 faculty coordinator to set agreed upon aims and content, a set of deliverables, and a timeline for completion and communication of the resulting work product.

The other approach to the summative policy project, more common for students in the policy leadership track, is to be embedded in an organization for a brief period for the purposes of both contributing to and learning from the organization in the area of policy leadership and advocacy. In this case, students work with the organization, their advisor, and the 509 faculty coordinator to agree upon the set of activities and a “lessons learned and applied” project summary that the student will draft following completion of the embed.

## **Professional Development**

The PAP 508: Professional Development course is a key component of the professional development requirements of the Master of Public Policy program. The course is intended to prepare students to enter into public service through a series of professional development activities that outline both near-term and long-term intentions for their careers. PAP 508 is worth a total of three credits overall, with students taking a 1 credit seminar each quarter of their second year. Students will develop their professional identity, create their professional portfolio, identify current job postings, develop a long-term job search strategy, and develop professional networking strategies.

## **Professional Networking**

The urban setting of the PSU MPP affords students with many opportunities to form important network relationships with public policy professionals. Those networks remain the core of professional development. In 2015, the state of Oregon’s Government Ethics Commission [recorded](#) almost \$36 million in public policy advocacy spending by 1083 different organizations. Many of these are located in the Portland region. In addition, Portland regularly hosts major policy debates and forums through organizations such as the World Affairs Council of Oregon and the City Club of Portland.

## **Internships**

With the support of MPP faculty, students may identify potential internships that would advance their learning goals as electives in either their policy track or concentration. Students identify a faculty member who will oversee the learning contract and deliverables and enroll in the internship using the By Arrangement form. Guidelines for internships are attached as Appendix III. Students interested in using an internship for academic credit register for PAP 504: INTERN: (name of org.) (3 or 4 credits).

## Summary of Required Courses

### Students Must Complete 60 Credits in Total

#### MPP Cohort Course (3 credits)

PAP 511 Introduction to Public Policy (3)

#### MPP Core Requirements (27 - 28 Credits)

-PAP 512 Intro to Policy Advocacy/Leadership (3)

-PAP 513 Ethics and Public Policy (4)

-PAP 620 American Political Institutions (3)

-PAP 654 Policy Analysis Research (3)

-PA 579 Policy Tools in Policy Design (3)

-PS 515 Comparative Public Policy (4)

-USP 615 Economic Analysis of Public Policy (4)

*One Data Analysis Course (e.g. PS 591 – Theory Testing in Political Science or PA 551 – Analytic Methods in Public Administration I; 3-4 credits)*

#### Policy Advocacy OR Policy Analysis Track Electives (12-14 credits)

To be chosen in consultation with advisor

#### Policy Specializations (12-14 credits)

To be chosen in consultation with advisor

#### Summative Policy Project

PAP 509 Public Policy Project (3 credits)

#### Professional Development

PAP 508 Professional Development Plan

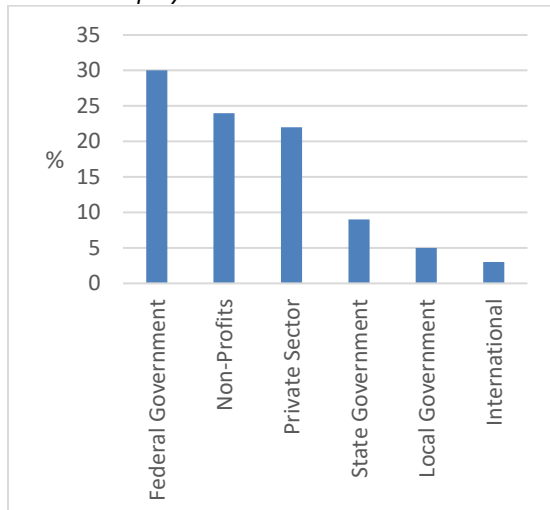
#### Diversity Course (3 or 4 credits)

To be chosen in consultation with advisor

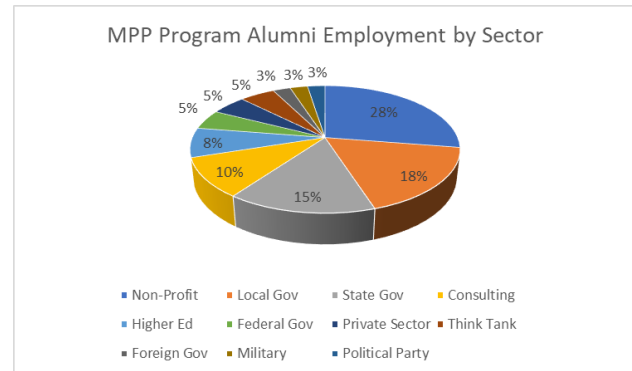
## Career Tracks for MPP students

According to NASPAA, graduates of MPP programs find careers in many different workplaces, but they are particularly driven to work in the public and nonprofit sectors. Data submitted by NASPAA-accredited programs demonstrates that about half of all MPP graduates were working in government six months after graduation (see chart). Approximately 23% were in the private sector, primarily in research or consulting.

### NASPAA Employment Data:



This nationwide picture may not be an ideal reflection of the market for MPP graduates from PSU. It is expected that non-profit organizations and state and local governments will be more prevalent sources of career opportunities for many of our graduates. Recent data collected on MPP Program alumni indicate that the top three sectors of employment are the nonprofit sector at 28%, local government at 18%, and state government at 15%:



A good starting point for careers in public policy is the organization-based website <http://pub-licservicecareers.org>.

## Policy Competitions

Regional, national, and international policy competitions for public policy students such as Puzzled by Policy, National Invitational Public Policy Challenge, and Policy Solutions Challenge USA provide students with a way to develop professional skills and networks.

## Professional Associations

The foremost national association for public policy professionals is the Association for Public Policy Analysis and Management ([www.appam.org](http://www.appam.org)) which offers discounted student membership. A person can remain a student member for five years if they are enrolled at an accredited university in a program of public policy or public affairs. A student membership includes a subscription to JPAM, the Journal of Policy Analysis and Management.

Other relevant professional associations, most of which offer significantly reduced student membership rates, include: American Evaluation Association (AEA), American Political Science Association (APSA), American Society for Public Administration (ASPA), Association for Community Organization & Social Administration (ACOSA), Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), Inter-

national Public Policy Association (IPPA), Oregon Program Evaluators Network (OPEN), Pacific Northwest Political Science Association (PNWPSA), Society of Policy Scientists, Western Political Science Association (WPSA), and Western Social Science Association (WSSA).

## FINANCIAL SUPPORT

### *Internal and External Scholarships*

There are several scholarships, fellowships, and other awards administered through the Office of Graduate Studies and available at the [scholarship and awards website](#). One award of note is the Marie Brown Travel Award, which provides up to \$400 towards travel expenses to a conference. One important external scholarship is the [Oregon University System Sasakawa Young Leaders Fellowship Fund \(Sylff\) Graduate Fellowships for International Research](#). CUPA also offers several college-specific scholarships that students can apply for with a single application. The deadline for application is Feb. 1<sup>st</sup>. More details regarding CUPA scholarships will be made available each year with the call for applications.

The identification of external funding sources can involve more effort but often comes with significant professional and financial rewards. Several large research institutions provide constantly updated [information](#) on graduate funding in public affairs.

### *In-State Tuition Program*

Students from certain Western states may apply to the Office of Graduate Studies for in-state (resident) tuition under WICHE Program (the Western Regional Graduate Program of the Western Interstate Commission for Higher Education), provided they are in good academic standing in the program. Qualifying states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Utah, Washington, and Wyoming. More information on the WICHE Program can be found [here](#).

### *Graduate Assistantships*

While the MPP program itself provides only a limited number of partial graduate awards, there is a large “internal market” of student assistantship, teaching, and administrative opportunities at PSU. For instance, MPP students may be able to serve in GTA positions as [University Studies Mentors](#) in the university’s freshman and sophomore inquiry classes. They may also be able to find short contracts with institutions and research organizations within the university, such as the [National Policy Consensus Center](#) and [Center for Public](#)

[Service](#). Because the various research institutes on campus operate on a variety of grant and contract arrangements, the specific work varies considerably on a year-to-year basis. Students should explore the various research institutes and centers affiliated with CUPA and throughout the university to identify those organizations whose work corresponds to their interests, and reach out to the relevant institute and center Directors with a statement of interest in any paid opportunities which may come up throughout the year.

## RULES AND PROCEDURES

Most of the rules and procedures to be followed during each stage of the MPP program are mandated by OGS and are detailed in the University’s [Annual Bulletin](#), under “Graduate Studies”. These, along with the rules and procedures specific to the MPP, are summarized here.

### *Documenting and Monitoring Progress*

Several forms are used to document and monitor the student’s progress in completing degree requirements. All are forms are available online. The Program Checklist (reprinted at the end of this handbook) provides a checklist of key tasks that must be completed as the student moves through the program.

The key document for planning and approving student progress is the MPP Program of Study, which allows the student, advisors, faculty, and the MPP director to keep track of the student’s progress through the coursework phase of the program. The POS should be completed and approved by the director as early as possible and before students apply for transfer credits (GO-21M). **Students should keep both forms up to date and provide copies to the program office at the end of each academic year so that they are available for end-of-year assessments.** Students should ensure that both their advisor and the MPP director have approved proposed courses (including transfers and substitutes) *before* obtaining signatures on the Program of Study form.

The Office of Graduate Studies tracks student progress using the Degree Audit Reporting System (DARS). Once all coursework requirements are complete, students should work with the program administrator to ensure that the approved Program of Study is reflected in the student’s DARS report.

### **Transfer Credits**

Transfer credits are defined as credits taken at any institution other than PSU at any time. All master's students are required to earn a minimum two-thirds of the credits applied to the degree at PSU. Therefore, a maximum of 20 transfer credits can be applied to the MPP program, subject to the approval of the MPP director. In practice, the number of feasible transfer credits will likely be less than this.

All transfer credits must be graduate level. Among the requirements are that they must be letter graded B- or higher and must be no older than seven years.

Within the MPP, transfer courses may be used to fulfill track or field specialization course requirements only. Students wishing to transfer in courses should consult with their advisor or the MPP director in order to document the courses and how they represent adequate fulfillment of MPP program requirements. Transfer credits should closely and strongly fit with the student's program of study.

Students interested in applying for transfer credits need to fill out a GO-21M form, which is available [here](#).

### **Graduate/Undergraduate Courses**

Students in the MPP program are strongly advised to use no more than 12 credits of courses offered simultaneously at the 400- and 500-level in support of their degree programs. These courses must be an integral part of the student's program, and courses with the same content must not otherwise be available on a purely graduate basis.

### **Concurrent (Dual) Graduate Programs**

A graduate student may work concurrently toward the completion of the requirements for two PSU graduate programs (master's or doctoral degrees or certificates). These dual programs allow for an overlap of the credits required. The credits to be accepted for both programs must be approved by the departments involved and may not exceed one-third of the required credits. If the two programs have different total credit requirements, the one-third limit is determined by the smaller total credit requirement. Students must be separately admitted to both programs, although the university application does not need to be completed for the second program. Enrollment in a second program is accomplished using the GO-19 form.

Students working toward dual degree programs must be admitted to the second degree program no later than the term prior to the term in which the student

graduates from the first degree program. Overlapping credits used in dual master's degrees must be approved by the student's departments and the Office of Graduate Studies with a Dual Degree Form (GO-14) before the student graduates from the first master's degree program. Students are limited to one use of the dual master's degree allowance at PSU.

### **Graduate Certificate Programs**

Portland State University also offers a wide variety of Graduate Certificate Programs. These programs provide additional certification, and are often used to concurrently count credits towards students' track and/or specialization requirements. Examples of Graduate Certificate programs that are particularly relevant to MPP students include but are not limited to:

Applied Social Demography (20 cr.)  
Applied Statistics (24 cr.)  
Collaborative Governance (16 credits, online)  
Cybersecurity (21 cr.)  
Econometrics and Data Analysis (16 cr.)  
Emergency Management and Community Resilience (18 cr.)  
Energy Policy and Management (15 cr.)  
Environmental and Resource Economics (16 cr.)  
Gender, Race, and Nations (24 cr.)  
Geographic Information Systems (20 cr.)  
Gerontology (20 cr.)  
Nonprofit and Public Management (21 cr.)  
Public Interest Design (18 cr.)  
Real Estate Development (25 cr.)  
Sustainability (22 cr.)  
Social Innovation & Entrepreneurship (16 cr.)  
Sustainable Food Systems (18 cr.)  
Transportation (21 cr.)  
Urban Design (20 cr.)

### **Academic Load**

Full-time enrollment for graduate students is 9-16 credits, but most students take between 9 and 12 credits per quarter. Graduate students must seek approval of registration in excess of 16 credits via the Overload Approval form. A student registering for 17 or more credits must obtain the approval of the MPP director.

### **Time to Completion**

While the normal full-time enrollment time to completion is 2 years, students may take less or more time than this to complete the program. Students who transfer in the maximum of 20 credits and who enroll in more than the normal 3 courses per quarter could complete the program by the summer of their first

year. By contrast, part-time students may take substantially longer than the 3 to 4 years of normal part-time enrollment depending on their needs. All students must graduate within 7 years of enrollment in the program.

### ***Failure to Meet Degree Requirements***

#### **Academic Probation**

An admitted graduate student is placed on probation if the student's cumulative graduate GPA at PSU, based on the completion of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term. A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status.

The student will be disqualified from the program if they fail to remove probation or if they are placed on probation a second time.

#### **Course Grades**

Students also have to comply with MPP standards with respect to course grades. These standards hold that a C+ or below grade in a core course will not be approved for credit. The student must repeat this core course. To count toward the fulfillment of MPP track or field specialization course requirements, courses in which the student received a grade of C+ or lower must be approved by the MPP director.

#### **Academic Performance**

The grounds for dismissal from the MPP program include failure to complete any of the formal program requirements and those in the PSU Bulletin. Students are also expected to comply with the PSU Student Code of Conduct.

In addition, the Graduate School maintains that "departments can be expected to have additional degree requirements beyond those listed" in the PSU Bulletin. The Bulletin notes that students who "do not make satisfactory progress toward the degree (as determined by the department) may have admission to the degree program cancelled."

The MPP director, in consultation with faculty, will judge whether students are making adequate progress

or otherwise performing satisfactorily to remain in the program. These additional grounds for dismissal could include any number of factors, including:

- failure to provide evidence of continual progress
- failure to meet the standards of the profession that the student will be entering
- failure to meet standards of honesty, diligence, fairness, and integrity
- failure to communicate in a timely manner with program advisors, course instructors, or the MPP Director
- failure to comply with faculty requests for action on course or program requirements

Students deemed to be not progressing adequately or performing satisfactorily will be provided with a written notice from the MPP director and an opportunity to show improvement, where feasible. Should improvement be insufficient, the MPP director will provide a second written notice of planned dismissal, giving the student a final opportunity to respond. Should the matter remain unresolved, the MPP director will issue a notice of dismissal from the program.

#### **Enrollment**

Even when not engaged in coursework, students must enroll in at least one credit per term if university resources, including faculty time, are being used. Students who must disengage from the MPP program may apply for a leave of absence. A leave of absence, not longer than one year, is approved by the MPP Director and filed with the Graduate School. A request for a second leave must be approved by the Director, the MPP Committee, and the Graduate School. A student who is not on a leave of absence and has not enrolled for three consecutive terms (excluding summer) is required to submit a [Graduate Re-enrollment Request](#). Non-enrollment, even during an approved leave of absence, does not change the time limits on completion of degree requirements; the clock keeps ticking.

#### **Appeals and Grievances**

The exact procedure to be followed when a student wishes to contest a decision or the behavior of an MPP instructor, advisor, administrator, or fellow student will depend on the circumstance and the nature of the grievance. As a general practice, it is usually best to try to resolve the issue with the individual whose decision or behavior the student finds objectionable and then, if the outcome is not satisfactory, to move up the program's leadership hierarchy. For matters dealing with curriculum and student conduct, the MPP administrative hierarchy is as follows: the MPP Director (who may take the issue to the MPP Committee), Director of the Hatfield School of Government, Dean of the College of

Urban and Public Affairs (who may delegate the issue to the Associate Dean), and Dean of Graduate Studies. For matters dealing with grades and faculty conduct, the MPP administrative hierarchy is as follows: the MPP Director (who may take the issue to the MPP Committee), the relevant Department Chair (Political Science or Public Administration), Dean of the College of Urban and Public Affairs (who may delegate the issue to the Associate Dean), and Dean of Graduate Studies.

The Graduate School oversees all graduate programs at PSU and provides mechanisms to ensure that the MPP program is in compliance with the rules and regulations pertaining to graduate studies at the University. Those rules and regulations are subject to policies recommended by the Graduate Council and approved by the University Senate. Students may [petition the Graduate Council](#) to waive a university rule or degree requirement. Graduate petitions are used under extenuating circumstances and not as a remedy for poor planning or advising.

A student whose grievance concerns possibly discriminatory behavior on the part of PAP faculty, staff, or anyone else at PSU may also turn to the University's [Office of Equity and Compliance](#). Grievance procedures appropriate for these and other situations are detailed in the PSU [Bulletin](#).



## **APPENDIX 1: LIST OF HYPER-LINKS**

College of Urban and Public Affairs

[www.pdx.edu/cupa](http://www.pdx.edu/cupa)

Mark O. Hatfield School of Government

[www.pdx.edu/hatfieldschool](http://www.pdx.edu/hatfieldschool)

Master of Public Policy Program

[www.pdx.edu/hatfield-school/academics/programs/graduate/public-policy](http://www.pdx.edu/hatfield-school/academics/programs/graduate/public-policy)

Center for Public Service

[www.pdx.edu/cps](http://www.pdx.edu/cps)

National Policy Consensus Center

[www.pdx.edu/npcc/](http://www.pdx.edu/npcc/)

University Application for Graduate Admission

[www.pdx.edu/graduate-admissions/apply](http://www.pdx.edu/graduate-admissions/apply)

The Graduate School

[www.pdx.edu/gradschool/](http://www.pdx.edu/gradschool/)

CUPA Graduate Scholarships

[www.pdx.edu/cupa/graduate-scholarships](http://www.pdx.edu/cupa/graduate-scholarships)

Graduate School Scholarship and Awards

<https://www.pdx.edu/gradschool/scholarships-and-awards>

List of Online Forms

[www.pdx.edu/ogs/forms](http://www.pdx.edu/ogs/forms)

Graduate School Policies and Procedures (Including Transfer Credits)

[www.pdx.edu/gradschool/policies-and-procedures](http://www.pdx.edu/gradschool/policies-and-procedures)

Guidelines for Research Involving Human Subjects

[www.pdx.edu/research/research-integrity-compliance-programs](http://www.pdx.edu/research/research-integrity-compliance-programs)

Graduate Council Petition

[www.pdx.edu/gradschool/petitions](http://www.pdx.edu/gradschool/petitions)

## APPENDIX II: PROGRAM CHECKLIST

- Initial meeting held with MPP Director
- Meeting regular faculty advisor and development of personalized course plan
- Core courses completed
- Track and Policy Concentration Courses completed
- Summative Policy Project completed
- Professional Development requirement completed
- Diversity Course requirement completed
- Program of Study Form completed, Approved by Advisor and MPP Director, and submitted to OGS
- Transfer Credits Requests Form (GO-21M) submitted to OGS
- Professional Exit Interview completed (usually fulfilled during the final quarter of PAP 508)
- Master's Recommendation for the Degree (GO-17M) Form submitted to OGS

**APPENDIX III: PAP 504 INTERNSHIP GUIDELINES AND AGREEMENT FORM**

Students may use internship credits in fulfillment of up to 4 of the 12 required Policy Track credits or up to 4 of the required 12 Policy Specialization credits in the MPP program.

Internships are professional placements where the student performs work tasks for a client organization or project. Internships are distinctive learning and professional development activities that differ in form and content from the PAP 509: Summative Policy Project in the MPP program. In internships, students provide weekly work commitments to the client organizations. In the Summative Policy Project, by contrast, the main deliverable to the client organization is not a weekly work commitment but a client-driven report (analytical or strategic). For internships, the main written deliverable is written for the MPP Internships Coordinator whereas for Summative Policy Projects the main written deliverable is written for the client organization.

	<b>PAP 504: Internship</b>	<b>PAP 509: Summative Policy Project</b>
<i>-Time when completed</i>	1 <sup>st</sup> or 2 <sup>nd</sup> year	2 <sup>nd</sup> year
<i>-Client organization</i>	Yes	Yes
<i>-Fixed hourly commitment</i>	Yes	No
<i>-Required written deliverable to</i>	MPP Internships Coordinator	Client Organization
<i>-Learning focus</i>	Lessons for track or specialization	Application of knowledge for client needs
<i>-Presentation of findings</i>	No	Yes

Internships are initiated by the student and/or their faculty advisor and are supervised by the MPP Internships Coordinator. Students use the By Arrangement Request form to enroll in the internship as “PAP 504: INTERN: (name of organization)” with the MPP Internships Coordinator.

- Internships of 4 credits require 120 hours of work time over 10 weeks.
- Internships of 3 credits require 90 hours of work time over 10 weeks.
- Internships of 2 credits require 60 hours of work time over 10 weeks.
- Internships of 1 credit require 30 hours of work time over 10 weeks.

Students proposing to complete an internship as part of their track or specialization courses must complete the following steps:

- At least 4 weeks before the quarter begins: Identify a potential internship. The internship must be substantively related to the learning and professional development objectives of the student in the MPP program. This is decided in collaboration with the student’s regular faculty advisor or the MPP Internships Coordinator.
- At least 1 week before the quarter begins: Create, complete, and sign an “PAP 504: Internship Agreement Form” (see below) with the MPP Internships Coordinator that stipulates the required hours and expectations for the client organization and the deliverables and learning goals from the internship. The agreement is submitted to the MPP Program Director at signing and at completion.
- No later than the end of week 10 of the quarter in which the internship is completed, complete the required hours and agreed deliverables.
- No later than the end of finals week of the quarter in which the internship is completed, have the client organization supervisor complete the MPP Internship Performance Evaluation form.

In general, students fulfill the written deliverables component of the internship by completing a written report for the MPP Internships Coordinator that integrates their internship experiences into applied learning for their policy track (leadership & advocacy or analysis) or policy specialization. The purpose of the written deliverable is to enhance and strengthen learning. Thus the internship agreement should specify the relevant competencies for the track/specialization, how the internship relates to them, and how the final written report will draw upon the internship to advance learning of these competencies.

Students who participate in this program are expected to conduct themselves at all times in a professional manner in their internship. This means that they arrive at their work site when scheduled, they dress appropriately, they follow directions, and they interact in a positive manner. The sponsoring organization is expected to assign the intern to a meaningful task. In general, this means that the student should perform some type of project, research, or administrative duty that can be tied to the MPP curriculum. The organization will provide supervision, observation, and evaluation of the student's performance. If requested by any of the parties involved, an organization representative will meet with the MPP Internships Coordinator over the direction and content of the internship or the student's performance. An organization representative will also complete a short evaluation of the student's work at the conclusion of the internship.

**Portland State University  
Mark O. Hatfield School of Government  
Master of Public Policy Program**

**PAP 504 Internship Agreement Form**

**To be completed *after* the internship has been approved by the student's faculty advisor and the MPP Internships Supervisor**

**STUDENT INFORMATION:**

\_\_\_\_\_

Last name	First Name	M.I.	University ID #
-----------	------------	------	-----------------

Name of Faculty Academic Advisor: \_\_\_\_\_

**CLIENT ORGANIZATION:**

\_\_\_\_\_

Organization Name

\_\_\_\_\_

Address	City	State	Zip Code
---------	------	-------	----------

\_\_\_\_\_

Client Organization Representative Name and Title

\_\_\_\_\_

Work Phone	Email address
------------	---------------

**Internship Details**

1. Anticipated quarter (s) for enrollment in internship: \_\_\_\_\_
2. Anticipated date of submission of internship report: \_\_\_\_\_
3. Number of credits: \_\_\_\_\_

**Internship Details (on a separate sheet)**

1. Describe your learning goals from PAP 504: Internship
2. Describe the organization in which you will be interning
3. Describe the internship activities that you will be performing, including weekly and total hour commitment, supervising staff, connection to organization mission, and connection to internship learning goals
4. Mid-term assessment. Describe how you will provide mid-term evidence of internship performance to both your client organization and to the MPP Internships Supervisor.
5. Final written report. Describe what you intend to deliver to the MPP Internships Supervisor as a learning product from your internship.

**REQUIRED SIGNATURES:**

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Client organization representative signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PAP 504 internships supervisor signature

\_\_\_\_\_  
Date

## **APPENDIX IV: PAP 509 SUMMATIVE POLICY PROJECT GUIDELINES AND CONTRACT FORM**

### **Overview**

The PAP 509: Summative Public Policy Project is a key component of the professional development requirements of the Master of Public Policy program. The project is intended to serve as an integrative experience in which the student links their course and cohort learning to their professional goals through completion of a client-based project. Students should begin exploring ideas for the 509 beginning in the Spring term of their first year in the program, and plan to have a project identified no later than the Winter term of their second year. Students generally register for 509 credits in the winter and/or Spring terms of their second year.

### **Competencies**

The following MPP program competencies are emphasized by the Summative Public Policy Project:

1. to apply education through experiential and interactive exercises with practitioners
2. to develop professional career development capacities in areas like communication, networking, client relations, teamwork, and public presentation and leadership
3. to apply methods and theories of policy analysis to public policy problems
4. to develop the capacity of awareness and understanding of particular public policy processes and to act as an effective advocate of public and client values
5. to ethically frame policy issues, to ethically conduct policy analysis and research, and to justly present analysis results, recommendations and advocacy
6. to support and strengthen public policy processes, public dialogue, and systems of democratic governance

### **Reports**

In parallel with the two tracks of the MPP program, the project may take one of two types, although students may choose either type irrespective of which track they are in. One type, generally corresponding to the Policy Leadership & Advocacy track, involves organizational learning and the creation of a strategic policy change document that addresses some issue of policy change or organizational effectiveness of interest to the client. The other type, generally corresponding to the Policy Analysis track, involves completion of a policy analysis research report on a topic of interest to the client.

In both cases, the project should develop recommendations for an organizational action for the client: how the client organization should pursue policy change or organizational effectiveness or what sort of substantive policy proposals they should advocate.

The final project report is expected to be a professional, persuasive, and actionable report, about 20-40 double-spaced pages in length. The report is for the use of the client organization. A copy must also be provided to the PAP 509 faculty supervisor for evaluation and program records. However, with the client organization's approval, students may disseminate the report to a wider audience, including through publication.

### **Report Format**

The precise format of the report will reflect the needs and expectations of the issue and the client organization. An outline for each project type might include the following elements:

#### **Policy Analysis Research Report**

1. Title Page: recipients, reason for report, date, student name, client organization
2. Executive Summary: key findings and recommendations

3. Introduction: issue identification, relevance, report purpose and client request, audience identification and organization sentences
4. Issue definition and construction under current law and policy
5. Summarize issue actors, dynamics and policy process context
6. Problem statement
7. Research strategy and methods overview
8. Research results and evidence,
9. Mutually exclusive alternative scenarios if necessary; comparison
10. Discussion: recommendations and observations
11. Conclusion
12. References (literature cited)
13. Appendix: Methodology Detail
14. Appendix: Analysis Results Detail

### **Policy Advocacy Action Report**

1. Title Page: recipients, reason for report, date, student name, client organization
2. Executive Summary: key findings, action recommendations
3. Introduction: issue identification, relevance, report purpose and client request, audience identification and organization sentences
4. Issue Description and Status: facts, controversy/ conflict; complex relationships; status legislative, administrative or judicial
5. Issue Construction: law and policy basis, facts and technical background, science
6. Issue Construction Advocacy: Environment: summarize issue actors and advocates; advocate behavior; clients and social groups; actor and group perceptions/ social constructions; media; organizational implications
7. Policy Process: process status; theory and course content
8. Supporting analysis: methods and results
9. Proposed strategy and action pathway: action steps, timing,
10. Alternative action strategies/ scenarios if necessary
11. Discussion and evaluation of strategy or scenarios
12. Recommendations
13. Conclusion
14. References (literature cited)
15. Appendix: Analysis results, factual background, strategy development detail

### **Project Clients**

Every project must have a client organization. Client organizations provide the opportunity for MPP students to complete learning studies that advance the shared interests of both sides. Client organizations can come from any sector: private sector businesses or consultancies; government departments and agencies; legislative, judicial, or executive staff offices at the local, state, or national levels; research institutes or organizations; advocacy groups and other types of non-profit organizations; or international institutions.

### **Client Responsibilities**

Client organizations should be those willing to set high expectations for students to complete important policy change or policy analysis reports commensurate with 3 or 6 student credit hours (1 student credit hour equals approximately 30 work hours). The client organization representative should meet at an early stage with the student, preferably prior to enrolling in 509 credits, to negotiate and define the scope of project, the specific deliverables (including interim deliverables), and timelines to completion. They



should advise the student on access to organizational resources and data, both prior to the proposal's development and throughout the life-cycle of the project as needs dictate. They should arrange for student access to stakeholders who can provide information relevant to the project. While providing mid-stream assessments to the student and to the faculty supervisor, they should also meet regularly with the student to ensure that the project is meeting expectations. They should acknowledge receipt of the final product, provide feedback on the student's performance as well as the utility of the project, and ideally also provide the student with an opportunity to present their work before executive staff, advisory boards, or other audiences.

### **Faculty Supervisor**

The PAP 509 faculty coordinator will oversee and supervise the projects on the university side. A key role of the faculty coordinator is to work with students to specify their learning and professional development goals for the project, to identify potential client organizations, to make contact with the find a suitable organization, to ensure that the proposed project does not conflict with any other university-based community learning projects with that organization, to ensure that the project remains consistent with program goals, to agree on and complete the project contract, and to serve as supervisor and evaluator for the project itself.

### **Completion Process**

The workflow for the Summative Policy Project follows a sequential series of tasks, each of which must be completed before moving on to the next task. These are:

- Initial meeting with PAP 509 faculty coordinator to discuss learning objectives, policy problem of interest, and potential client organizations
- Agreement on project aims and deliverables with client organization
- Approval of project by PAP 509 faculty coordinator
- Completion of project contract (see template below)
- Enrollment in 3 to 6 PAP 509 credits
- Completion of mid-term deliverables and assessments
- Completion of final deliverables and assessments
- Completion of oral presentation
- Completion of lessons learned and applied report to faculty supervisor

### **Enrollment**

Students enroll for 3 or 6 credits of PAP 509 during the Winter and/or Spring term of their second year, listing the PAP 509 faculty coordinator as the instructor of record. The project is generally 3 credits, meaning that the work required for the project should be roughly equivalent to the work required for a 3-credit course (typically 90 hours of combined on-site or direct contact time with the client organization plus background research and project deliverables completion time). If the student and client agree to a larger project, the student may enroll in an additional 3 credits (6 credits total) with an additional 90 hours of work for the client organization (180 hours total). In completing the Program of Study document for the MPP program, students should list the additional credits under their track or specialization as appropriate.

### **Project Contract**

The project learning contract is a three-way agreement between the client organization representative, the PAP 509 faculty coordinator, and the student. It lists the learning aims, the expectations for all three parties, the specific tasks and timelines of the project, and the expected deliverables. It begins with a detailed discussion of the nature of the project and lists the course competencies and other skills that the student has mastered that make them able to complete the project successfully. Students list courses and

professional experiences that relate to the project. Students also complete a “lessons learned and applied” project summary at the completion of the project. In general, the project contract should specify one or two goals, the tasks that will be required to attain them, and methods by which their attainment will be evaluated.

### **Expenses**

Client organizations are expected to pay any costs associated with completion of the project (for example travel costs, supplies, equipment, etc.). Client organizations are not expected to provide remuneration for the time spent on the project, and students should not solicit it. However, if compensation is offered, students are under no obligation to reject it.

### **Oral Presentation**

The student is expected to present the findings of the report in an oral presentation. This may be: (a) to the client organization; (b) to a wider set of stakeholders with the approval of the client organization; (c) to members of the MPP program committee, chaired by the faculty supervisor; (d) in another approved forum. The presentation forms part of the evaluation of the project for grading purposes.

### **Evaluation**

The summative policy project is evaluated by the PAP 509 faculty coordinator using the same grades and grading definitions as are used in the MPP program as a whole. The evaluation is based on input from the client organization representative and from the student themselves.

**Portland State University  
Mark O. Hatfield School of Government  
Master of Public Policy Program**

**PAP 509 Summative Public Policy Project Contract Form**

**To be completed *after* the project has been approved by the MPP PAP 509 Faculty Supervisor**

**STUDENT INFORMATION:**

---

Last name	First Name	M.I.	University ID #
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Number of credit hours completed in the program to date: \_\_\_\_\_

Number of core course sequence courses completed to date (of 9): \_\_\_\_\_

Number of PAP 509 credits to be taken for this project: \_\_\_\_\_

Name of Faculty Academic Advisor: \_\_\_\_\_

**CLIENT ORGANIZATION:**

---

Organization Name

---

Address	City	State	Zip Code
---------	------	-------	----------

---

Client Organization Representative Name and Title

---

Work Phone	Email address
------------	---------------

**Project Dates**

Anticipated quarter (s) for enrollment in summative project: \_\_\_\_\_

Anticipated date of submission of final project report: \_\_\_\_\_

**Project Details (on a separate sheet)**

1. Describe your desired learning goals from the PAP 509: Summative Public Policy Project experience.
2. Describe the policy change problem or policy analysis problem in which you are interested.
3. Describe the client organization and why it is a suitable organization for attainment of the learning goals and completion of a project relating to the policy problem of interest.

- 4. Nature of work to be completed, and experience/skill requirements. Describe in general what you are going to do, including time spent on site, time gathering data or interviewing stakeholders, and time conducting secondary research.
- 5. Specific project details. Describe in detail the specific tasks, actions, and evidence of completion that you will submit in your report.
- 6. Mid-term assessment. Describe how you will provide mid-term evidence of project status to both your client organization and to the faculty supervisor.

**REQUIRED SIGNATURES:**

_____	_____
Student signature	Date
_____	_____
Client organization representative signature	Date
_____	_____
PAP 509 faculty coordinator signature	Date



**Master of Public Policy**

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