Master of Public Policy
Program Handbook 2016-17

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

Public policy is acts of public authority. Across multiple issue areas, both governments and non-governmental actors endowed with public authority make choices that shape outcomes. The field of public policy studies attracts people with a passion for understanding and improving these outcomes. 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 both 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 with additional emphasis on courses in the Department of Economics. The programmatic focus is to educate 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 seeks qualified candidates for graduate education in the analysis and practice of public policy. The program is 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 seeks 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. Applicants should also review admissions criteria established by the Office of Graduate Studies.

Application for Admission

Masters students are admitted to begin in the fall of each academic year. The regular application deadline is April 30, while a late deadline of July 1 is available in exceptional circumstances.

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
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 communicate policy-relevant information
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.

- **Cohort learning**: The MPP cohort is 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, interactions with Professional Advisory Board members, 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 such as Puzzled by Policy, National Invitational Public Policy Challenge, and Policy Solutions Challenge USA, students are given the opportunity to solve policy challenges, either challenges of analysis or challenges of advocacy.

Program Governance

The MPP program is a cross-unit program of the Mark O. Hatfield School of Government. As such, it draws widely upon both the academic units as well as the centers and institutes of the School. The pro-
gram 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 School director.

In addition, the MPP is advised by a Professional Advisory Board (see Professional Development below) and by two MPP student representatives. The MPP student representatives are chosen by election each winter quarter and serve three consecutive quarters (winter, spring, and fall).

Curriculum Requirements

The Master of Public Policy is designed as a two-year, full time masters program of 61 credits. In order to graduate from the program, students must obtain a minimum of 61 credits. Coursework is made up of a first-year core curriculum in policy leadership, analysis, and process (29 credits), and then a second-year curriculum composed of policy tracks (12-14 credits), policy specializations (12-14 credits), a summative project (3-6 credits), and a professional development plan (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, Public Affairs and Politics, and Economics.

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 (14 credits)
Covers the process and dimensions of public policy, including the stages of policy, 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 placed on leadership, participation, advocacy, and communication competencies.

Policy Analysis Core (14 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 placed on analysis, communication, and experiential application.

YEAR 2: Track, Specialization, Professional, and Project Courses

Policy Analysis Track (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 (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 (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 Plan (3 credits)
Students will work with their faculty advisor in their second year to prepare a career-oriented plan that outlines a pathway to professional development for the student based on a set of career goals and links that plan to their MPP course of study. The plan is intended to provide an opportunity for students to build individual networks, establish job search plans,
and prepare a professional portfolio. Students create a professional portfolio that brings together their MPP training with their other professional skills and credentials and is the basis of an exit interview with MPP faculty and Professional Advisory Board members.

**Curriculum Diagram**

![Curriculum Diagram Image]

**Core and Track Courses**

In general, courses are offered Mondays to Fridays in both daytime and evening slots. Students should plan ahead by referring to the online course planner.

In fulfilling the 12-14 credit requirements for tracks and specializations, students may choose any combination of 3 and 4-credit courses. In order to reach the 12-credit requirement minimum, it may be useful to arrange a 1-credit Reading and Conference (PAP 505) course. (So credit totals would be, say, 3+1, 3+1, 4, or 4, 4, 3+1). This could be alongside a 3-credit course working with that instructor or as a standalone course with another instructor. It is enrolled in using the By Arrangement Request form.

Students must ensure that they obtain 61 credits in order to graduate.

**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 510 TOP: Institutional Dynamics of Public Policy (3)
- PA 579 Policy Tools in Policy Design (3)

**Policy Analysis Core (13 credits)**
- PAP 513 Ethics and Public Policy (4)
- PAP 653 Policy Analysis: Theoretical Foundations (3)
- PAP 654 Policy Analysis Research (3)
- PAP 510 TOP: Research Methods for Public Policy (3)

**Policy Leadership Track (12-14 credits)**
Possible courses include:
- PA 517 Leadership Development for Public Organizations (3)
- PA 539 National Policy Process in DC (3)
- PA 543 Creating Collaborative Communities (3)
- SW 527 Political and Legislative Advocacy (3)
- PHE 541 Media Advocacy and Public Health (3)
- PA 537 Law and Public Policy (3)
- PA 519 Civic Capacity (3)
- PA 538 Advocacy/Pолitical Participation by Nonprofit (3)
- PA 541 Social Entrepreneurship (3)
- USP 550 Citizen Participation (4)
- MGMT 513 Laws, Ethics, and Stewardship (4)
- MIM 551 Managing and Leading International NGOs (4)

**Policy Analysis Track (12-14 credits)**
Possible courses include:
- USP 615 Economic Analysis of Public Policy (4)
- PAP 690 Research Design for Policy and Politics (4)
- PS 559 Political and Economic Decision-Making (4)
- USP 578 Impact Assessment (4)
- PA 555 Program Evaluation and Management (3)
- EC 527 Cost-Benefit Analysis (4)
- EC 586 Project Evaluation (4)
- USP 654/655/656 Data Analysis Sequence (4)
- EC 569/570/571 Econometrics Sequence (4)

**Policy Specializations**

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

There is a wide breadth of policy domain 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.

Areas inside the HSOG may include:
- Criminal Justice Policy
- U.S. Foreign Policy
- Democracy, Elections, and Institutions
- National and International Security
- Immigration
• Native Governance
• Public Sector Reform
• Development and Democracy Aid

Areas in both the HSOG and outside the HSOG may include:
• Energy Policy
• Environment and Sustainability
• Education
• Race and Ethnicity
• Women and Gender
• Health, Medicine, and Pharmaceuticals
• Social Policy
• Housing Policy
• Food Policy
• Economic, Fiscal, Budgetary, Trade, and Commercial Policy

Areas outside the HSOG may include:
• Science and Technology Management
• Engineering Management
• Urban Design and Planning
• Population
• Arts and Culture

Summative Policy Project

PAP 509 Public Policy Project (3-6 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 their advisors to formulate and organize 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 form 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 and their advisor to set agreed 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 and their advisor to agree on the set of activities and a “lessons learned and applied” project summary that the student will draft following completion of the embed.

Professional Development Plan

PAP 508 Professional Development Plan (3 credits)

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.

PAP 504: INTERN: (name of organization) (3 or 4 credits)

Required Courses Summary

<table>
<thead>
<tr>
<th>Students Must Complete 61 Credits in Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPP Cohort Course (3 credits)</td>
</tr>
<tr>
<td>PAP 511 Introduction to Public Policy (3)</td>
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</tbody>
</table>

MPP Core Requirements (26 Credits)

Policy Process (13 credits)

PAP 512 Introduction to Policy Advocacy/Leadership (3)
PS 515 Comparative Public Policy (4)
PAP 510 TOP: Institutional Dynamics of Public Policy (3)
PA 579 Policy Tools in Policy Design (3)

Policy Analysis (13 credits)

PAP 513 Ethics and Public Policy (4)
PAP 653 Policy Analysis (3)
PAP 654 Policy Analysis Research (3)
PAP 510 TOP: Research Methods for Public Policy (4)

Policy Advocacy/Leadership 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 (3-6 credits)

Professional Development Plan

PAP 508 Professional Development Plan (3 credits)
Professional Development

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 2014, the state of Oregon’s Government Ethics Commission recorded $27 million in public policy advocacy spending by 890 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.

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). Of those, there is a fairly even split between the federal, state, and local levels. Of those new grads working in the private sector, 64% were conducting research or consulting.

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 larger sources of career opportunities. A good starting point for careers in public policy is the organization-based website http://publicservicecareers.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 Advisory Board

The Professional Advisory Board of the MPP program serve multiple functions. In addition to its role in advising and informing program managers, it also serves as a conduit to link students to various professional networks and challenges as they prepare to leave the program.

Professional Development Plan

The Professional Development Plan is both a formal curricular requirement of the MPP program as well as informal norm of all incoming MPP students. While the formal enrolment in the PDP does not take place until the second-year of completion, students are expected to begin to develop this plan as soon as they arrive in the program, in consultation with their advisor.

Association for Public Policy Analysis and Management

The foremost national association for public policy professionals is APPAM (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.

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. The most important of these internally is the PSU Laurels Graduate Tuition Re-
mission Program, which provides up to 3 years of tuition remission for graduate students based on both merit and need. The Marie Brown Travel Award provides up to $400 towards travel expenses to a conference. One important external scholarship is the Oregon University System Sasakawa Young Leaders Fellowship Fund (SYLLF) Graduate Fellowships for International Research.

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 the Western 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.

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.

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 hand-book) 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, if necessary through the online Graduate DARS Exception Request form.

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.

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 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.

Academic Load

Full-time enrollment for graduate students is 9-16 credits. 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 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+, C, or C- 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 in the PSU Bulletin. Students are also expected to comply with the PSU Student Code of Conduct.

In addition, OGS 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 OGS. A request for a second leave must be approved by the director, the MPP Committee, and OGS. 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, or administrator 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 such matters, the MPP administrative hierarchy is as follows: advisor, MPP director (who may take the issue to the MPP Committee), Director of the School of Government, Dean of the College of Urban and Public Affairs (who may delegate the issue to the Associate Dean), Dean of Graduate Studies.

OGS 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 I: List of Hyperlinks

College of Urban and Public Affairs  
www.pdx.edu/cupa

Mark O. Hatfield School of Government  
www.pdx.edu/hatfieldschool

Master of Public Policy Program  
www.pdx.edu/hatfieldschool/master-of-public-policy

Center for Public Service  
www.pdx.edu/cps

National Policy Consensus Center  
http://www.pdx.edu/npcc/

University Application for Graduate Admission  
www.pdx.edu/ogs/online-graduate-application-transition

Departmental Graduate Admission Application  
www.applyweb.com/psuuppa/index.ftl

Office of Graduate Studies  
www.pdx.edu/ogs

CUPA Scholarships  
www.pdx.edu/cupa/scholarships-and-fellowships

Graduate Scholarships  
www.pdx.edu/cupa/cupa/graduate-scholarships

OGS Scholarship and Awards  
www.pdx.edu/ogs/scholarships-and-awards

List of Online Forms  
www.pdx.edu/ogs/forms

Master’s Degree Proposed Transfer Credit  

Guidelines for Research Involving Human Subjects  
https://sites.google.com/a/pdx.edu/research/integrity/human-subjects

Graduate Council Petition  

Transferology Course Equivalency System  
www.pdx.edu/admissions/transferology-course-equivalency-system
Appendix II: Program Checklist

- Initial Meeting Held With Faculty Advisor
- Core Courses Completed
- Track and Policy Concentration Courses Completed
- Summative Policy Project Completed
- Professional Development Plan 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
- Master's Recommendation for the Degree (GO-17M) Form Submitted to OGS
Appendix III: PAP 504 Internship Guidelines

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.

<table>
<thead>
<tr>
<th>PAP 504: Internship</th>
<th>PAP 509: Summative Policy Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time when Completed</strong></td>
<td>1st or 2nd year</td>
</tr>
<tr>
<td><strong>Client Organization</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Fixed Hourly Commitment</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Required Written Deliverable to</strong></td>
<td>MPP Internships Coordinator</td>
</tr>
<tr>
<td><strong>Learning Focus is</strong></td>
<td>Lessons learned for track or specialization</td>
</tr>
<tr>
<td><strong>Presentation of Findings</strong></td>
<td>No</td>
</tr>
</tbody>
</table>

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:

i. 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.

ii. 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.

iii. No later than the end of week 10 of the quarter in which the internship is completed, complete the required hours and agreed deliverables.

iv. 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       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: ____________________

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Internship Details (on a separate sheet)

(a) Describe your learning goals from PAP 504: Internship
(b) Describe the organization in which you will be interning
(c) Describe the internship activities that you will be performing, including weekly and total hours commitment, supervising staff, connection to organization mission, and connection to internship learning goals
(d) 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.
(e) 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 Public Policy Project Guidelines

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 must have completed substantially all of the first-year core sequence of 9 courses prior to enrolling in PAP 509 credits.

Competencies
The following competencies from the MPP program 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, 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, 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 provide an actionable response to a “should” question from 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. However, in general, the reports should include the following elements:
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. The client organization representative should meet at an early stage with the student to negotiate and define the scope of work, the specific deliverables (including interim deliverables), and timelines to completion. They should advise the student on access to organizational resources and data. 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

An MPP faculty member will oversee and supervise the projects on the university side. A key role of the faculty supervisor 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 and 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 faculty supervisor on learning objectives, policy problem of interest, and potential client organizations
- Agreement on project aims and deliverables with client organization
- Approval of project by faculty supervisor
- 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 credits in the project using the By Arrangement Request form and listing the PAP 509 faculty supervisor 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 taking more than 3 credits of PAP 509, the student should complete roughly 120 hours
for 4 credits, 150 hours for 5 credits, and 180 hours for 6 credits. In completing the Program of Study document for the MPP program, students should list the additional credits under their track or specialization as appropriate. The project may be completed in a single quarter or over more than one quarter, and students should spread out their enrollment credits accordingly.

Project Contract

The project learning contract is a three-way agreement between the client organization representative, the PAP 509 faculty supervisor, 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 a series of goals, the tasks that will be required to attain those goals, and methods by which the attainment of those goals 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.). However, they are not expected to provide remuneration for the time spent on the project. Students should not seek remuneration from the client organization relating to the project itself.

Oral Presentation

The student is expected to present the findings of the report at least one time. 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 Professional Advisory Board 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 faculty supervisor 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  

PROJECT CONTRACT  

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

STUDENT INFORMATION:  

<table>
<thead>
<tr>
<th>Last name</th>
<th>First Name</th>
<th>M.I.</th>
<th>University ID #</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Organization Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Client Organization Representative Name</th>
<th>Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Work Phone</th>
<th>Email address</th>
</tr>
</thead>
</table>

Project Dates  

4. Anticipated quarter (s) for enrollment in summative project:
5. 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 supervisor signature  Date
Appendix V: PAP 508 Professional Development Plan Guidelines

Overview
The PAP 508: Professional Development Plan is a key component of the professional development requirements of the Master of Public Policy program. The plan 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. Students must have completed substantially all of the first-year core sequence of 9 courses prior to enrolling in PAP 508 credits.

Competencies
The purpose of the Professional Development Plan is to prepare MPP students to present themselves as job-ready professionals and to identify professional career pathways in both the near-term and long-term. The following competencies from the MPP program are emphasized by the Professional Development Plan:
1. to articulate and apply a public service perspective
2. to apply education through experiential and interactive exercises with practitioners
3. to develop professional career development capacities in areas like communication, networking, teamwork, and public presentation and leadership
4. to plan effectively for a career in public policy that will develop over time to attain career goals

Completion Process
The workflow for the Professional Development Plan involves completion of a series of tasks which may be completed in any order. These are:
- Initial meeting with MPP Director to agree on specific aims and overall completion sequence
- Enrollment in a total of three PAP 508 credits spread out as required
- Participation for at least one quarter in the MPP professional development seminar
- Creation of a professional development portfolio
- Creation of online professional profile or e-portfolio
- Completion of a professional ethics and values reflection exercise
- Creation of a self-assessment of professional skills
- Completion of at least one informational interview with a potential employer
- Exit interview with MPP program faculty and others

MPP Professional Development Seminar
Each quarter, there will be an MPP-specific professional development seminar. These seminars will be opportunities for both reflection and planning as students prepare to enter public service. Students will learn to develop their professional identity, create their professional portfolio, identify current job postings that can be used to articulate a long-term “dream” job, and develop professional networking strategies.

Among the skills and challenges of professional life that the seminar may tackle are: professional networking approaches; effective communication and presentation; ethics and values in public policy service;
- Professional networking as a lifelong skill
- Professional presentations and memo skill-building
- Project management skills needed
- Decision-making skills
- Communication skills

Professional Portfolio
The professional portfolio is the centerpiece document that summarizes the skills and experiences that the graduating MPP student has acquired before and during the program and links these in a strategic way to the student’s career goals.

The typical professional portfolio includes a range of materials such as:
- Statement of professional aims
- Statement of skills and competencies
- Copies of research papers, policy papers, etc. written for courses in the program
- Work products, consultant reports, or other written analyses prepared as a research assistant, including Summative Policy Project reports
- Documentation of other professional or scholarly achievements and evidence of professional development
- Documentation of presentations or attendance at meetings of relevant professional associations or policy-related meetings
• Documentation of professional service activities, paid or unpaid, including any relating to an MPP Internship
• Letters of commendation and letters of recommendation from supervisors or others in a position to evaluate the individual's academic and work performance

In general, the professional portfolio is a documentary record of the student's professional profile that can be sent to a potential employer either in PDF format or as a printed document. It should include a cover letter and a resume.

E-Portfolio
In addition to the documentary professional portfolio, students should create a separate e-portfolio that can be made accessible to professional contacts and potential employers. This will likely have a substantial overlap with the documentary portfolio but will be formatted for online access and may include additional content. Additional content could include a short video presentation about the student's work and links to the key programs, professional organizations, and policy research that the student is highlighting as part of their professional identity. Students should use a platform such as LinkedIn or Google Sites to create the e-portfolio. In addition, they may use video capture software such as Screen-O-Matic (http://screencast-o-matic.com/home) for this purpose.

Ethics Exercise
Planning for professional life means planning to apply a public values perspective to career actions. The ethics exercise and related reflection paper, parts of which may be incorporated into the professional portfolio and the e-portfolio, asks students to consider a series of ethical questions in preparation for professional life. These could include: how to recognize value conflicts and engage in professional conflict resolution; how to recognize ethical redlines and what to do when you see them or are in them; situational ethics; case studies of ethics violations by the public policy professionals such as analysts, lobbyists, decision-makers or their staffs.

Self-Assessment of Skills
MPP students over the course of their first year will have acquired a set of core competencies in public policy and the beginnings of a professional skill set that is job-ready. The starting point for the professional development plan is to create a skills self-assessment that can be the basis of the professional portfolio and other professional development activities. This self-assessment should be linked to both coursework completed during the MPP as well as skills developed through the Summative Policy Project and any Internships completed as well as relevant public service experience.

Informational Interview
The informational interview is an opportunity for MPP students to engage with practitioners to better understand the nature and scope of professional opportunities that will shape their job search. Informational interviews should be identified that are likely to provide the student with a significant and broad new source of information about the job market.

Exit Interview
Students present their portfolio to a committee consisting of: the MPP Director, their regular faculty advisor, and one practitioner from the community. They discuss how it reflects their learning in the program and how it will support their job search and career objectives.

Enrollment
Students enroll for credits in the project using the By Arrangement Request form and PAP 508 as the course number, and listing the MPP director as the instructor of record. The plan is 3 credits, meaning that the tasks required for completion of the plan should take up the rough equivalent of the work required for a 3-credit course (typically 90 hours of combined on-campus, off-campus, and individual work time). The project may be completed in a single quarter or over more than one quarter, and students should spread out their enrollment credits accordingly.

Evaluation
The Professional Development Plan is evaluated by the MPP director on a Pass/ No Pass basis. The evaluation is based on input from faculty and staff participating in plan preparation, as well as from practitioners and the student themselves.
Master of Public Policy
Mark O. Hatfield School of Government
Portland State University
P. O. Box 751
Portland, OR 97207-0751

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506 S.W. Mill Street
Suite 650

www.pdx.edu/hatfieldschool/master-of-public-policy