Reconciliation of Curriculum Council Review of BSPP Cat II Proposal
August 2017

The Curriculum Council has reviewed the B.S. in Public Policy proposal, and while the general consensus from the council was that the proposed program would be an excellent addition to the School of Public Policy and to OSU in general, there were some issues that need to be addressed before we can move this forward. Although all these issues should be addressed, the first two are particularly critical. I will send back the proposal to you to address these.

1. The proposal seems to indicate that there has been contact with leads of 'similar' programs at the Portland State University and University of Oregon, however there are no letters of support from these programs. This is important as the proposed program will eventually find its way to the Statewide Provosts' Council. Would you please reach out to these programs for letters of support?

    - ***Letters of support from PSU (Stephen Percy, Dean, College of Urban and Public Affairs) and UO (Renee Irvin, Associate Head, School of Planning, Public Policy, and Management) have been entered into the CAT I system review.***

2. Courses that are in the Public Policy core (PPOLXXX) , and the Methods core (PPOL421, PPOL422) appear to be new courses. We do not see that proposals (CAT II) to establish these courses have been submitted yet. The council's view is that, at the very least, all courses required for a proposed program should be beyond the 'Draft' stage in the curriculum proposal system.

    - ***CAT II proposals have been submitted for: PPOL 413: Ethics in Public Policy, PPOL 421: Introduction to Policy Research, and PPOL 422: Policy Analysis***

3. The proposal indicates that you will use trained ABD Public Policy PHD students for lower division courses (Section 1f). It is not clear what kind of training is provided, nor which courses you are referring to since there are no lower division courses in the proposed program. Could you elaborate?

    - ***All PhD students are required to complete PPOL 507: Professional Development Seminar during their first quarter of enrollment, which includes FERPA training, IRB training, diversity training, professional ethics training and "best practices" in teaching courses including the development of an individual teaching philosophy. Students on GTA appointments are also required to take the e-campus "Teaching an Online Course" workshop their first quarter and to attend quarterly training sessions throughout their degree programs where e-campus specialists and SPP faculty present and discuss syllabus design, learning outcomes design and assessment, teaching pedagogy, recent educational research on distance and lecture classroom formats, etc. Those GTAs who have taught or are currently***

teaching a course also discuss approaches they see as achieving undergraduate learning outcomes versus those that don't seem to be so successful.

Before teaching their own undergraduate course, GTAs must assist a faculty member for a minimum of one quarter with an e-campus or on campus course before they are allowed to teach their own course. All teaching GTAs are assigned a faculty mentor for their course and are peer reviewed every quarter they are teaching a course (e-campus or on campus). Courses taught by GTAs are designed by relevant faculty experts, but GTAs also have some flexibility to try new ideas encountered in the quarterly training sessions with e-campus specialists and SPP faculty following the suggestions of study by Kendall and Schussler ("Does Instructor Type Matter? Undergraduate Student Perception of Graduate Teaching Assistants and Professors," Life Sciences Education, 11(2): 2012).

The guiding document for GTAs, Teaching Online for SPP, is attached and a a brief discussion has been added to section 1f of the CAT I proposal.

4. It would be useful to have additional, formal liaison with Forestry (Natural Resource) and Ag. Sci.(Fisheries and Wildlife). These programs are tangentially related and liaison should add value or awareness.

    - ***Liaison has been completed with Forestry and Fisheries and Wildlife; letters of support have been entered into the CAT I system review. Recommendations for additional and relevant electives have been added to the appropriate specializations.***

5. It would be useful to have an assessment mapping – what assessment tool, i.e., what course or experience and what measure (exam, etc.), will be used to assess a particular learning outcome. The office of APAA may be able to provide you with guidance here. As an example, under Other Attachments, the file that is titled 'apaa_reporting_2016…' in the following proposal provides this mapping (https://secure.oregonstate.edu/ap/cps/proposals/view/97646)

    - ***We have included a description of how the learning outcomes will be assessed in each of the required courses. Entered into CAT I system review as "Assessing Learning Outcomes for Required Courses in the Bachelor of Science in Public Policy."***

6. Please change the Start Date to Fall 2018.
    - ***Done***

TEACHING ONLINE FOR SPP

FERPA
Prior to teaching any class online, you will need to complete FERPA training:
http://registrar.oregonstate.edu/ferpa-training-module

We will then add you into the system via the scheduling desk (schedule@oregonstate.edu). Once this is completed, you can be added to the class as an instructor or as a TA.

Prior to the start of the term
Please see the Ecampus site for Term Checklists and Forms at
http://ecampus.oregonstate.edu/faculty/manual/term-checklist.htm

To do list:

- **Order textbooks**: You can order your textbooks from the OSU Bookstore. There is an online form for you to complete at least six weeks prior to when the term begins. http://osubeaverstore.com/faculty/orderform/
    a) For section number, put 400;
    b) Estimated enrollment – put the number at which your course is capped (check online schedule if you are not sure http://ecampus.oregonstate.edu/soc/)
    c) Select "copy from previous term" chose the term the course was taught last and copy. Make sure the books are correct and submit.
    d) Find out if your course has an ebook available. Here are the directions: http://guides.library.oregonstate.edu/c.php?g=285949&p=1905055 If there is an ebook, students can access an electronic copy from the library for free.
- **Getting added to a Canvas course**: In order to copy a course you will need to have access to a previous term the course was taught (if this class is new to you). Before teaching online, you should be listed at a TA in the course prior to when you will be teaching (e.g. if you are teaching PS 201 in spring, make sure you are on the class for winter). You will need to contact the current GA to add you to the class.
    a) To add someone to your class, go to your course homepage on Canvas. On the left column choose the "Manage Assistants" tab.
    b) Select "Add Assistants"
    c) Put in the last name, or the ONID username to search for someone. When populated, choose the person you want to add and add as a "Canvas TA"
- **Importing content into your Canvas course:**
    a) From the course homepage, go to "Settings"
    b) Select "Import Content Into This Course"
    c) For "Content Type" select "Copy a Canvas Course"
    d) Select the last term the course was offered to import
    e) Choose to import "All Content"
    f) Adjust dates with new start date
    g) Select "Import" – your material will be imported within a minute

- Once your course is copied, address any issues that are "flagged" once the import is complete (broken links, settings, etc.)
- Make sure that the dates and any external links, videos, readings, etc. are all loaded properly.
- You will need to manually clear any announcements from the previous term.

Your role and responsibilities:
As the instructor of record, you are responsible for making sure the course is up and running, all materials are ordered and the syllabus and any other materials for the course is up to date. Some key things to remember:

- It is imperative that you are responsive to students. Make sure you reply to any inquiry **within 24-48 hours**.
- Please make sure that all assignments are graded within **one week** of the due date.
- Familiarize yourself with OSU's policies regarding diversity, students with disabilities, etc. (this should all be on your syllabus).
- If a student asks for an "Incomplete" grade, make sure you are complying with OSU's incomplete policy http://registrar.oregonstate.edu/incomplete-grade-policy
- If you have an issue with a student that you cannot reasonably resolve, please contact Erika Allen Wolters or Brent Steel.
- **Spring preliminary grades** – Graduating seniors require a spring preliminary grade; make sure you respond to all emails from the registrar. In order to post preliminary grades, go to My OSU, Faculty, scroll down for the enter spring preliminary grades tab.
- **Final grades –** To enter final grades go to My OSU, Faculty, scroll down for then enter final grades tab.
- **Course descriptions** – Andrew Edwards is the PS Advisor. He regularly requests course descriptions that go beyond the generic catalog description. You will need to do a course description when prompted.
- **Peer Evaluations** – In order to continue with a GA assignment, you must complete a peer evaluation on another class/GA. You will be given the assignments in the fall and must complete the term the course/GA is assigned to teach. You will need to be added to the class you are reviewing (see above directions for adding someone to a Canvas course).

For any questions or concerns about your course or your role as a GA, please see Erika Allen Wolters (Bexell 100L) or contact erika.wolters@oregonstate.edu.