

PPL 894: MPP Field Experience - Internship ONLINE, ASYNCHRONOUS — SUMMER 2025

I. Course Instructor:

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(<https://msu.zoom.us/j/92461100332>) Pswd: **YesPLS**

II. Course Description and Objectives:

The Master of Public Policy field practicum is designed to help you leverage your academic experience to earn professional and leadership skills via a public policy internship. Your principal focus for this course should be to excel at your policy internship. The demands of internships are rigorous—the hours are long, the deadlines are short, and the margins for error are small. Unlike typical courses, real-life political decisions, constituent services, or public policies will depend on your effort and quality of work. Performing at a high level will not only earn you points for this class, but it will also meet the standard for public service, ingratiate you to your supervisor(s), and expand your professional network. Of course, if there are any issues (e.g., overly demanding supervisor / co-workers, sexual harassment or assault, discrimination), please make me aware of the problem as soon as possible.

To help you excel in your internship, PPL 894 includes several readings and activities to complement your experiential learning. The course components are meant to supplement your training and fieldwork. As such, the primary goals of PPL 894 are twofold:

A. Since internships are often students' earliest in-depth exposures to a professional work environment, this course should help guide and educate you on the professional etiquette and social norms expected of new employees working in the public, nonprofit, or private sectors. Relatedly, you should have the opportunity to experience firsthand the type of work done by those in your chosen field. You should be able to demonstrate proficiency in completing individual work projects and develop or refine administrative, research, and communication skills. Even if your resume boasts prior years of professional experience, this experience should afford you an additional opportunity to hone your skills, expand your network, and gain new insights.

B. Internships also provide you an opportunity to experience political and governmental institutions in action. This course should afford you the chance to examine and critically assess the inner workings of governmental institutions, policy actors' decision making, and the broader societal relevance of internships and experiential learning opportunities.

Importantly, this course is not an opportunity for "easy" credits. The academic requirements of PPL 894 are equivalent to any other 800-level class with a corresponding workload. Making the most of your internship and PPL 894 will depend on your motivation and performance. Dedication to your internship placement, individual responsibility, and professional behavior will determine the quality of your experience and future opportunities. The old saw remains true: you will get out of your fieldwork what you put into it.

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III. Course Modality:

PPL 894's mode of instruction is ONLINE, comprised only of asynchronous components. You will be asked to read assigned materials, watch pre-recorded lectures or videos, write weekly journal entries, and pen written responses to prompts throughout the semester. Specifically, the course is divided into three modules. Each Module is dedicated to a specific theme and will span four weeks. See the "Course Requirements" and "Course Modules & Schedule" sections for more details.

IV. For Students Previously Enrolled in PLS 494:

If you have previously enrolled in PLS 494 as an undergraduate with me, I have adapted the syllabus to ensure that you engage your internship and the course content in new ways. For the Module essays, this means you should complete the Alternative Module Essay Prompts instead of the original prompt. The Module Alternatives are marked in grey.

V. Course Materials:

You do not have to purchase a textbook or any other materials for this course. All assigned materials—e.g., book chapters, research articles, news reports, video links—will be made available via the course website the course website.

*However, if you are repeating this course, then the Alternative Module 2 Assignment requires you to purchase, rent, or borrow the following book to complete the Module 2 Alternative Essay: Smart, Geoff. 2012. *Leadocracy*. Greenleaf Book Group.*

The course website is Desire2Learn (hereafter D2L): <http://d2l.msu.edu>. You can access the additionally assigned readings and activities on D2L. Grades will be posted periodically on the course website. I will also announce schedule or course changes here or via email. Assignments will also be due via D2L. Please check our course website regularly. If you need technical assistance with D2L at any time, you should call MSU's IT support at 517-355-2345; they provide excellent and speedy support.

In addition, I have created a Module Question & Answer Discussion Forum (under the Communication, then Discussion tab). Feel free to pose general questions or answer your colleagues' questions there. This forum can be your first place to look for answers to general questions about reading material, lectures, weekly journal entries, Module essays, your internships, among other topics. *You can also subscribe to this forum so that it emails you when questions are posed or answered.*

VI. Course Requirements

ENTRY AND EXIT SURVEYS: (4% TOTAL). You will take **two surveys** for this course. One is to be completed at the beginning of the course (ideally during the first week) and the last one at the end of the course (ideally during the last week). You do not need to do anything to prepare for these surveys, and there are no "correct" answers to the questions, but you should take these surveys seriously. These should be easy points to earn; however, I do reserve the right to give no credit if it is obvious no faithful attempt was made to take the surveys seriously. The surveys are meant to assist me in assessing your level of exposure to secondary trauma at the beginning

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and end of this course. *If you enroll in the course after the start of the semester, you have one week from your enrollment date to complete the entry survey and earn credit.*

FIVE WEEKLY JOURNAL ENTRIES: (15% TOTAL). I require you to write at least five weekly journal entries submitted via D2L throughout the semester. Reflecting on your position every week is essential for professional and personal growth. Your journal entry should be around four to six sizable paragraphs (e.g., 400 – 600 words, 1-page single-spaced, or 2-pages double-spaced) and focused on your experience that week. Be sure to provide as much detail as possible and use specific examples from things you did, places you went, people you met or worked with, and how those encounters made you feel. This is also an opportunity to share negative and positive experiences. Here are some prompts that may guide your journal entries; you do not need to answer all of these in each entry. Try to select different question prompts throughout to guide your responses.

What have you contributed to in your position this week? What was your greatest accomplishment this week? What was your biggest challenge this week? How did you respond to the challenge? How is your relationship with your supervisor; how might it be improved? Did you have any interesting interactions with individuals or outside agencies / constituents this week? What happened? What have you learned regarding your office's work-supervisor relations, leadership and management practices, organizational culture? Who does your office or organization serve? What are your office's or organization's main goals? What are the challenges (e.g., politics, public opinion, institutions, resources, individuals) to accomplishing those goals? Is your office or organization effective at its mission? Are you meeting your learning objectives; why or why not? What have you learned from your experience thus far that will be beneficial to your career path forward? What concrete item / task have you produced or accomplished for your office or organization that you could showcase to future employers?

ONE SECONDARY TRAUMA JOURNAL ENTRY: (5% TOTAL). During one specific week of the semester, I will ask you to watch a 25-minute lecture about secondary trauma and pen a journal entry responding to a particular prompt for that week relating to your exposure to vicarious trauma and your action plan for grappling with this potential trauma in the field of public service.

THREE MODULE WRITTEN RESPONSES: (36% TOTAL). For each module, you will be asked to respond to a question prompt. Specifically, you will pen a (*single-spaced*, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful essay that addresses and answers the questions posed in the prompt. You are expected to provide specific examples or data from your internship experiences and from the assigned activities, videos, and readings to support your response. *If you have previously enrolled in PLS 494 with me as an undergraduate and already answered a particular essay prompt, select the alternative essay prompt.*

SUPERVISOR EVALUATION & TIME SHEET: (40% TOTAL). Toward the end of your internship, I will send your supervisor an evaluation form. Your supervisor will be asked to rate your overall performance. Their assessment of your performance will be used to allocate the respective points for this course component.

Further complementing this requirement, you will be asked to fill out a Timesheet form and have your supervisor sign it weekly. Then at the end of the semester, you will submit the completed Timesheet via D2L. This will be used to verify the hours worked. Failure to submit your Timesheet by the due date will result in a grade of NO PASS for the semester, and you will not receive credit for the course. Importantly, to receive three credits for PPL 894, you must complete at least 135 hours throughout the semester. As such, your Timesheet should reflect *at least* that many hours.

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Note: I understand students may occasionally need to miss their scheduled internship hours due to illness, personal matters, emergencies, or other unplanned events. For three credits, I will permit you to miss a total of seven hours during the semester for personal leave, sick time, holidays, emergencies, or other reasons. Simply write these hours down on your timesheet with the explanation “Personal Leave.” This mirrors the amount of leave you would likely receive in the professional arena for an entry-level position.

VII. Student Evaluation and Grading:

Grading Weights—your point total will be determined using the following weights:

• 2 Surveys:	40 points (4%)
• 5 Weekly Journal Reflections:	150 points (15%)
• 1 Secondary Trauma Journal Reflection:	50 points (5%)
• Module 1 Essay Response:	120 points (12%)
• Module 2 Essay Response:	120 points (12%)
• Module 3 Essay Response:	120 points (12%)
• Supervisor Evaluation & Timesheet:	400 points (40%)
• TOTAL:	1000 points (100%)

Grading Scale: All students will receive a grade of either “Pass” or “No Pass.” Students with a “No Pass” will not receive credit for the course. To receive a “Pass” for this course, you will need to earn *at least* a total of 700 points (out of 1000) by performing your internship duties at a high-level and satisfactorily completing the course assignments.

PASS:	700 – 1000 points
NO PASS:	0 – 699 points

VIII. Course Requirements and Schedule:

A. MODULE 1: GOALS & RECEIVING FEEDBACK—DUE SUN., JUNE 8 AT 11:59 PM.

Starting any new job can be nerve-wracking. This may especially be the case if you have had limited exposure to the professional policy arena. This Module aims to provide you with some tips and resources to aid you early in your career. It should expose you to the norms and expectations of the professional arena, as well as how to navigate professional settings successfully. Also, the Module allows you the chance to reflect on your goals for the position, consider the knowledge and skills gained via your internship and previous substantive courses that you are using, and think about how to receive feedback from supervisors and others better.

Please Read:

- Bennington, Emily and Skip Lineberg. 2010. *Effective Immediately: How to Fit In, Stand Out, and Move Up at your First Real Job*. Potter/Ten Speed/Harmony/Rodale. (~ 60 min.)
- Stone, Douglas and Sheila Heen. 2015. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well (even when it is Off Base, Unfair, Poorly Delivered, and Frankly, You're Not in the Mood)*. Penguin Books. Chps. 1, 10, 11, 12. (~ 120 min.)

Please Listen to: “How to make networking events less awkward: Be a croissant, not a bagel, NPR” (~ 18 min).

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Please Watch: “Professionalism for Your Internship and Beyond” Lecture (~ 35 min.)

Please Respond to: the following prompt with a 3-4 page (*single-spaced*, 12-pt font) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned readings and lecture to support your response. Essays that do not include concrete examples from or references to the assigned activities will receive lower grades.

Essay Prompt: 1. Please identify 3-5 goals (i.e., the skills / experiences you want to gain) that you have for your internship / position and how you plan to achieve those goals during the semester. Importantly, if you go into your work thinking that you’ll do whatever is asked of you, then your supervisor will determine your experience. But if you have specific goals, then you can garner the experience you are hoping for. 2. Please describe your duties originally outlined in your internship position and discuss how your actual daily tasks and responsibilities differ from your expectations. Are you on track to meeting your goals? 3. After the initial weeks of your internship, and having read the assigned materials and watched the lecture, which tips resonated with you? Which tips were the least helpful (or maybe even wrong)? Would you add anything that was not mentioned? 4. Based upon the readings and lecture, what strategies are you now employing to better receive and process feedback from supervisors (or others in your life?) 5. Finally, what advice would you give another MPP student about to enter a professional internship for the first time?

MODULE 1 ALTERNATIVE: WHAT IS LEADERSHIP?—DUE SUNDAY, JUNE 8 AT 11:59 PM. If you have previously enrolled in PLS 494 and completed the aforementioned “Expectations and Receiving Feedback” Essay, please complete this Module essay on leadership. You are on track to be a future leader in government. As such, it is important to take stock of what leadership actually means. This exercise is critical whether you will become a leader yourself or for considering which leader to choose. When reading this book (or any book for that matter), do not take it as “gospel.” This is one person’s (albeit a professional and well-informed person) account of what leadership entails. It is okay to disagree with all or part of this perspective.

Please Read:

- Smart, Geoff. 2012. *Leadocracy*. Greenleaf Book Group.

Please Respond to:

- Please respond to the following prompt with a 3-4 page (*single-spaced*, 12-pt font) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned readings and/or lecture to support your response. Essays that do not include concrete examples from or references to the assigned activities will receive lower grades.
- Essay Prompt: 1. Please identify 3-5 goals (i.e., the skills / experiences you want to gain) that you have for your internship / position and how you plan to achieve those goals during the semester. Importantly, if you go into your work thinking that you’ll do whatever is asked of you, then your supervisor will determine your experience. But if you have specific goals, then you can garner the experience you are hoping for. 2. Please describe your duties originally outlined in your internship position and discuss how your actual daily tasks and responsibilities differ from your expectations. Are you on track to meeting your goals? 3. Then, turning to the *Leadocracy* book, in only 1 page, summarize the main points made by the author of the book. What is the premise of his book? What does he believe makes a good leader? What are the characteristics of good leaders? How do people become leaders? How does he characterize the difference or similarities between private and public sector leaders? 4. Then in another page, critique the book. Do you agree or disagree with the author’s view

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of leadership (all or part of it)? Why or why not? Don't just critique the author's arguments and conclusions, but critique his approach and use of evidence as well. Does he really prove his point? Why or why not?

B. SECONDARY TRAUMA JOURNAL ENTRY—DUE SUN., JUNE 29 AT 11:59 PM.

Please watch the 25-minute video lecture about “secondary trauma,” reflect on your action plan to deal with the potential exposure to secondary trauma during your internship or professional career and respond to the attached journal entry prompt with three to four paragraphs (e.g., 300 – 500 words, 1-page single-spaced, or 1 1/2-pages double-spaced).

C. MODULE 2: INTERSECTIONALITY & PUBLIC SERVICE—DUE SUN., JULY 13 AT 11:59 PM.

The United States is a diverse nation. Thus, the constituents (e.g., residents, clients, victims) you will serve will likely represent a mix of different identities, backgrounds, and privileges. Reflecting on your own identities and privileges, as well as considering the identities of others, will help you better serve these individuals. As such, this Module aims to help you better understand privilege, identity, intersectionality, and systemic and implicit biases. It asks of you to engage this material at a deep level considering your own experiences and to reflect on these issues from others' experiences. This Module will require a critical examination of past and current institutional systems, self-reflection, and empathy toward others.

Please Watch:

- 13th, Ava DuVernay's Netflix documentary: <https://www.youtube.com/watch?v=krfcq5pF8u8>. (~ 100 min)
- Understanding My Privilege | Sue Borrego | TEDxPasadenaWomen (<https://www.youtube.com/watch?v=XlRxqC0Sze4>) (~ 15 min)
- Intersectionality 101 (<https://www.youtube.com/watch?v=w6dnj2IyYjE>) (<https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections>) (~ 3 min)
- The urgency of intersectionality | Kimberlé Crenshaw (<https://www.youtube.com/watch?v=akOe5-UsQ2o&t=2s>) (~ 15 min)
- Microaggressions in the Classroom (<https://www.youtube.com/watch?v=ZahtlxW2CtQ>) (~ 18 min)
- “Intersectionality & Public Service” Lecture (~ 13 min.)

Please Take:

- Assessing my Privilege Survey (~ 5 min)
(https://msu.co1.qualtrics.com/jfe/form/SV_4IqckuRcPE5lrWl)

This activity has been designed to provide you with an opportunity to understand “privilege” and to explore the ways that we enjoy privileges based on being members of social identity groups in the United States. What is privilege? Privilege can be defined as the benefits that we receive simply because of our association with a particular social identity. These are the benefits that we receive that we did not earn or work for, but rather are afforded us because of our particular social identity. Of course, being afforded privilege for one social group does not mean you haven't experienced challenges or oppression in other ways (as a member of another social group). Importantly, please note that this exercise is not meant to make anyone feel guilty or ashamed of their privilege or lack of privilege related to any social identity categories. Rather, the exercise seeks to highlight the fact that everyone has some privilege, even as some people have more privilege than others. By illuminating our various privileges as individuals, we can recognize ways that we can use our privileges individually and collectively to work toward justice and equity. The purpose is not to

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blame anyone for having more power or privilege or for receiving more help in achieving goals, but to have an opportunity to identify both obstacles and benefits experienced in our life. As such, you will be asked to answer 30 questions related to your individual experience, identifying areas of privilege, or lack thereof. Answers are anonymous, but please answer these questions truthfully as they will help you better understand yourself and others' experiences related to social identity groups. (This activity was adapted from Lake Land College and other popular resources).

- At least one Implicit Bias Quiz (~ 5 min) (<https://implicit.harvard.edu/implicit/takeatest.html>)

High-profile incidents over the last several years underscore how systemic racism and implicit biases continue to negatively affect Black Americans and other people of color. These biases can result in pernicious effects on people of color via the public policies that we pursue or analyze. To help us all better understand how our own biases impact our psychological processes, please complete at least one of these implicit bias quizzes. If you would like additional resources to help you become an active ally to the BIPOC (Black, Indigenous, and People of Color) communities, please click here: <https://justiceinjune.org/>.

Please Respond to: the following prompt with a 2-3 page (*single-spaced*, 12-pt font) thoughtful essay. Be sure to provide specific examples or data from your experiences as well as from the assigned activities and videos to support your response. Essays that do not include concrete examples from or references to the assigned activities will receive lower grades.

Essay Prompt: 1. Please describe your own identities, privileges, and implicit biases. What did you learn about yourself and other social groups after engaging in the assigned videos or activities? 2. Reflect on and share a time when you experienced a microaggression or delivered a microaggression to someone else. 3. Consider your current internship supervisor or organizational leader (e.g., legislator, CEO, agency head): where do your identities intersect with your supervisor or organizational leader's identities? Where might they not overlap? How do your similar and different identities affect how you might interact with and understand one another? 4. Now consider someone you serve (e.g., constituent, resident, client, victim) that does not intersect with your same identities. How do your own identities, privileges, or implicit biases potentially affect how you respond to or serve them?

MODULE 2 ALTERNATIVE: ACTING AGAINST INEQUITY & INJUSTICE—DUE SUNDAY, JULY 13 AT 11:59 PM. As you hopefully learned from previously completing Module “Intersectionality & Public Service,” our own identities, backgrounds, privileges, experiences, and intersectionalities affect how we see and interact with the world. They affect how we serve others different from ourselves. Once we recognize this, we can no longer be complacent. We must actively work at an individual level to correct our private prejudices and struggle on a collective level to change or dismantle political and economic institutions, policies, and cultural and societal norms that perpetuate inequalities, inequities, and injustice. Thus, this Module asks you to read the assigned articles, reflecting on how racism, sexism, classism, and other “isms” and their consequences persist in our current policies, institutions, and norms. Then, the Module asks you to sit with this (potentially new) knowledge and reflect on what actions you plan to take to challenge the status quo.

Please Read:

- “When I was 12, I was charged with menacing with a deadly weapon. The killing of Adam Toledo is a reminder of my White privilege.” From the Washington Post (on D2L)

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- “Built to keep Black from white: The story behind Detroit’s ‘Wailing Wall.’” from Bridge Magazine: <https://www.bridgemi.com/urban-affairs/built-keep-black-white-story-behind-detroits-wailing-wall>.
- “Why Many Americans Can’t See The Wealth Gap Between White And Black America” from FiveThirtyEight: <https://fivethirtyeight.com/features/why-many-americans-dont-see-the-racial-wealth-gap/>
- “As Mayor of Minneapolis, I Saw How White Liberals Block Change.” From the New York Times (on D2L).
- “The use of race- and sex-based data to calculate damages is a stain on our legal system.” From the Washington Post (on D2L).
- “How Structural Racism Works — Racist Policies as a Root Cause of U.S. Racial Health Inequities” from the *New England Journal of Medicine* (on D2L).

Please Respond to:

- Please respond to the following prompt with a 2-3 page (**single-spaced**, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful essay. Be sure to provide specific examples or data from your experiences *and* the assigned readings, videos, and lectures to support your response. Essays that do not include multiple concrete examples from or references to the assigned activities will receive lower grades.
- Essay Prompt: In only half of the essay, summarize the main points that you took away from these various assigned readings. To aid you, consider these questions: On the whole, what picture does it paint of our collective society, institutions, policies, and norms? How has history impacted our society’s present? What did you learn that was new knowledge to you? What role do we have as individuals in this society if we are committed to equality, equity, and justice? Then in the second half of the essay (thus a sizable portion of the essay), identify what concrete actions you plan to take to challenge this status quo. Therefore, consider and determine what you can do on a personal level, small or large scale, to start to work toward resolving (*not solve*) these issues of inequality, inequity, and injustice? For example, perhaps it involves you speaking up more, doing the hard work of learning more, going out of your comfort zone to engage with others different from yourself, or simply talking less and listening more? But provide specifics and not generalities. Also, know that I’m not asking you to take all of these challenges and muddy problems on yourself. Rather, I’m looking for you to detail what you identified from your internship experience and the readings from this Module that speak to you, move you, or recommit you to (small or big) action. Again, this may force you to grapple with your own identities, privileges, intersectionalities, and experiences and consider how you may leverage your current self to bring about micro or macro-level change. Effectively, the second half of this essay should be a roadmap for you to commit to things you plan to do (or continue to do) on a personal and professional level to challenge the status quo.

D. MODULE 3: Career Next Steps?—DUE SUNDAY, AUGUST 3 AT 11:59 PM. The real value of a professional internship is in how it prepares you for endeavors after earning your graduate degree and the connections it helps facilitate. This Module aims to help you reflect on your internship experience, consider skills you developed and where you still have opportunities to grow, and evaluate your overall contribution to the internship site. This Module will afford you the chance to assess your professional and personal growth from this internship experience and look ahead to your career next steps.

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Please Read: Brene Brown's "Courage Over Comfort: Rumbling With Shame, Accountability, and Failure at Work" (<https://brenebrown.com/articles/2018/03/13/courage-comfort-rumbling-shame-accountability-failure-work/>) (~ 10 min.)

Please Watch: Career Next Steps Lecture (~ 20 min.)

Please Respond to: the following prompt with a 5-6 page (*single-spaced*, 12-pt font) thoughtful essay. Be sure to provide specific examples or data from your experiences to support your response. Essays that do not include concrete examples will receive lower grades.

Essay Prompt: Please respond to each of the following prompts: (1) Describe the entity you worked with. What are the purposes, mission, and goals of this entity and what do they do? (2) How would you characterize the organizational culture of the office you are working with? Do you feel this is a positive or negative environment; why? Is this the type of entity you would feel comfortable working for on a more permanent basis? (3) Describe your responsibilities as an intern with this entity. What did you do, and how did this contribute to the goals of the entity? Review your Module 1 essay and the 3-5 goals you listed. Did you accomplish all those goals? Be sure to provide specific details or tangible examples of what you accomplished. (4) Reflect on how you believe your work contributed to helping you in your future career development. What did you learn while working in this entity, that you believe will help you in the future (both substantively and otherwise)? Do you feel this internship represents a policy area or type of work you would like to pursue for future employment? Why or why not? Has this experience affected your thoughts on the topic of your capstone project? How so? Do you believe this experience will lead (directly or indirectly) to an employment opportunity? (5) Critique your work experience this semester. What do you believe was good and bad about the experience? What could have made this a better experience for you? Do you believe the work you were given was challenging and reflected well upon your talents and experiences? (6) Did the skills and knowledge you learned from your MPP coursework help you accomplish your duties? Explain. Do you have any general or specific recommendations on how the MPP can better prepare you for the professional arena?

MODULE 3 ALTERNATIVE: INFORMATIONAL INTERVIEW—DUE SUNDAY, AUGUST 3 AT 11:59

PM. If you have previously enrolled in PLS 494 and completed the aforementioned Module "Career Next Steps?" Essay, please complete one of the Alternative Options for this Module essay. One goal of internships is to gain exposure to the different careers within your placement area and take initial steps towards career-planning yourself. For this Module assignment, please identify someone at your internship whose career you admire, in the sense that they do the kind of projects that you could see yourself doing someday. This does not have to be the "main person" (e.g., senator, representative, prosecutor, lobbyist), but it could be a law clerk, legislative aide, non-profit executive director or someone outside of your office whose career you did not know existed before the internship began. Please interview that individual, asking them questions about their career journey, successes and failures, advice for others attempting similar careers, and networking and learning about job opportunities. Be sure to follow-up with a thank you note (preferably hand-written) after your interview.

Please Respond to:

- Please respond to the following prompt with a 2-3 page (**single-spaced**, 12-pt font such as Times New Roman, Arial, Garamond, Georgia) thoughtful summary and reflection of your informational interview. Essays that do not include multiple concrete examples from the interview will receive lower grades.

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- Essay Prompt: 1. Revisiting Module 1, did you meet your goals? Why or why not? What could you, your supervisor, or organization have done differently to help you meet your goals? 2. What were your most important contributions to the placement when you were an intern, and what would you hope that future interns emulate from your experience? In particular, provide specific tangible or concrete contributions that you would be able to showcase in the future on a resume or during another job interview. 3. Who did you interview, and what is the interviewee's career path taken, and advice they would have for someone in your position, including maintaining a network and learning of job postings? 4. What advice do they have for your next career steps? What advice or suggestions did you find relevant and helpful to you? What advice or suggestions were less helpful?

E. SUPERVISOR EVALUATION & TIMESHEET—DUE WED., AUGUST 13 AT 12:00

PM. Near the end of your internship, I will send your supervisor an electronic evaluation form. Your supervisor will be asked to rate your overall performance. Their assessment of your performance will be used to allocate the respective points for this course component. Further complementing this requirement, you will be asked to fill out a “Timesheet” form and have your supervisor sign it on a weekly basis. Then, at the end of the semester, you will submit the completed “Timesheet” to me via email. This will be used to verify the hours worked. Failure to submit your timesheet by the due date will result in a grade of NO PASS for the semester, and you will not receive credit for the course. For 3 credits of PPL 894, students must complete at least 135 internship hours during the semester.

IX. Course Policies and Procedures:

Intellectual Property of Course Content: My lectures, notes, handouts, quizzes, essays, assignments, and displays are protected by state common law and federal copyright law. They are my own original expression or have been borrowed from colleagues who have given prior consent. Students are authorized to take notes in my courses; however, this authorization extends only to making one set of notes for your own personal use and no other use. You may not copy course material, make a commercial use of them, or upload any course material to online study sites without prior permission from me.

Expected Civil Decorum: Politics and public policy can be controversial. And you will engage in controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will always be maintained in this course and at your internship site. One's words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work or Make-up Assessments: I expect students to make every effort to turn in assignments and activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence, participation in a College-sponsored event or activity, or observance of a religious holiday. If you know in advance you will miss or be late for a course requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor's note) that allows me to verify your claim.

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Please note that for those assignments or activities turned in after a deadline (that do not meet the aforementioned exceptions), I will apply a 25% penalty to your assignment grade for every 24-hour period beyond the due date and time.

Communication with the Instructor: I care about you and your success during the internship, in this course, at Michigan State University, and beyond. I welcome suggestions, comments, questions, and conversations about your internship experience, the course, policy studies, political science, graduate school, or the professional arena outside academia. Feel free to participate in my virtual office hours (office hours are listed above), set up an appointment, call, or email me. I will try to respond to all emails within 24 hours, although it may take longer on the weekends. I will also use email and our D2L site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

Grade Appeals or Challenges: I am not infallible and make grading errors, including grading miscalculations, from time to time. If you have a question or concern regarding your performance on an assignment or your standing in the course, I am happy to discuss this with you.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). *Relying on ChatGPT or other Artificial Intelligence programs does not qualify as original content. Using these programs for coursework, writing assignments, and/or exams is a violation of the academic integrity policy.* All students at MSU are responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include cheating, plagiarism (including “patchwriting”), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member (including but not limited to a zero for the assignment and/or course, being reported to the Dean’s office) and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the university).

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observation Policy:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/religiousobservance.htm>

Sexual Harassment or Assault: Michigan State University and I are committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

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I am available if you would like to speak to me about an incident of sexual harassment or assault that occurred while you are a student at MSU. However, it is essential to note that all MSU faculty members (and teaching assistants) are mandatory reporters through Title IX (the law that prohibits sex discrimination, including harassment, domestic and dating violence, sexual assault, and stalking). If you speak to me about a personal experience, I am required to report my knowledge of the incident to the Title IX coordinator.

An additional resource to consider if you need one-on-one crisis support is the Michigan Coalition to End Domestic and Sexual Violence's Voices4 Hotline. The Hotline provides confidential and anonymous support for all victims/survivors, their significant others, and those professionals who serve them in the state of Michigan 24 hours a day, seven days a week. These services are secure and available in realtime. You can reach the Hotline via phone, chat, text, or TTY (Teletypewriter).

Hotline: [1-855-VOICES4](tel:1-855-VOICES4) ([1-855-864-2374](tel:1-855-864-2374))

TTY: [517-381-8470](tel:517-381-8470)

Chat Line: <https://mcedsv.org/hotline/hotline-chat/>

Text Line: [1-866-238-1454](tel:1-866-238-1454)

Finally, Equal Rights Advocates has put together an excellent toolkit for survivors:
<https://www.equalrights.org/issue/student-survivor-toolkit/>.

Mental Health Services: Students often experience issues that may interfere with academic success, such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful resources are available on campus, and most are free of charge.

- Drop by Counseling & Psychiatric Services (CAPS) main location (3rd floor of Olin Health Center) for a same-day mental health screening.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional CAPS services.
- Call CAPS at **(517) 355-8270** any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line **(517) 372-6666** or visit <https://centerforsurvivors.msu.edu/>.