

PART A – DEGREE PROGRAM PROPOSALS

I. **GENERAL INFORMATION**

1. *Nature of proposal*

New degree program

2. *Name of proposed major*

Public Affairs

3. *Degree title*

Bachelor of Arts in Public Affairs

4. *Proposed implementation date*

Autumn quarter 2010

5. *Academic units responsible for administrating the major program*

John Glenn School of Public Affairs

II. RATIONALE/GOALS/OBJECTS

6. *Rationale/purposes of the major*

The purpose of the John Glenn School of Public Affairs proposed Bachelor of Arts in Public Affairs is to provide Ohio State undergraduate students with the knowledge, skills, and values required for public service. The proposed BA is built on a liberal arts foundation with a professional orientation in public affairs – **the interconnection between applied public policy and the management of the organizations and networks that tackle public problems**. The degree will prepare students for careers in public service or graduate study in related fields (e.g. public affairs, public policy, public administration).

In President Barack Obama’s 2009 inaugural address, he called on Americans to make a renewed commitment to serve their community and their country:

What is required of us now is a new era of responsibility – a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing satisfying to the spirit, so defining of our character, than giving our all to a difficult task.

This is the price and the promise of citizenship.

Along with this renewed enthusiasm for public service, public sector employment opportunities are on the rise. For example, according to the Partnership for Public Service, a nonpartisan nonprofit that works to improve the federal government by cultivating the next generation of public servants, there will be a 41% increase over the next three years compared to the previous three fiscal years for public sector jobs at the federal level.¹ Many of these positions will be available for candidates with professional public sector baccalaureate degrees.

The driving mission of the Glenn School is to prepare students for public service by “inspiring citizenship, developing leadership”, the School’s motto. The Glenn School was also established as the window on public affairs at The Ohio State University, serving as the integrator of the expertise spread across the university’s multiple centers of excellence that touch on public affairs. The proposed BA program will prepare students oriented to engage this “new era of responsibility” by:

¹ Partnership for Public Service. 2009. *Where the Jobs Are: Mission-Critical Opportunities for America* (Washington DC).

- providing an educational foundation in the professional field of public affairs; and
- bringing together public affairs knowledge from across the Ohio State University.

7. *General education goals and learning objectives of the program*

The proposed BA major has three general education goals and nine learning objectives:

²

Goal 1: Provide Ohio State undergraduates foundational knowledge in public affairs

Objective 1.1: Provide students an understanding of the governmental, financial, economic, legal, and political institutions, systems, and processes that constitute the public sector

Objective 1.2: Provide students an understanding of public sector administrative and management systems and processes

Objective 1.3: Provide students an understanding of human behavior – individual, group, and organizational – in the context of the public sector

Objective 1.4: Provide students an understanding of an area of specialization in public affairs (e.g. community development)

Goal 2: Develop Ohio State undergraduates’ applied abilities and skills necessary for a public service career or graduate study in related fields

Objective 2.1: Develop students’ analytical, quantitative and logical abilities and skills for defining and solving problems in the public sector

Objective 2.2: Develop students’ written, oral and electronic communication abilities and skills in the public sector

Objective 2.3: Develop students’ abilities and skills for analyzing and coping with different behavioral situations in the public sector

² These goals and objectives have been developed in part based on the recommendations of the National Association of Schools of Public Affairs and Administration for undergraduate curriculum.

Goal 3: Instill Ohio State undergraduates with citizenship and leadership values

Objective 3.1: Expose students to the diverse, and sometimes competing, values present in the public sector (e.g. efficiency, equality, equity, accountability, efficacy)

Objective 3.2: Instill students with a public sector value orientation and the cognitive frameworks for balancing and trading off among diverse values

8. *Program's contribution to University's goals and objectives*

The Ohio State University's Academic Plan has the overarching goal of propelling the University to be "among the world's truly great universities." The proposed BA in Public Affairs would contribute to the overarching goal through three of the Academic Plan's six strategies and initiatives:

- Develop Academic Programs that Define Ohio State As the Nation's Leading Public Land-Grant University

President Gee's vision to distinguish Ohio State from other land-grant universities, if not all universities, is to capitalize on the interdisciplinary opportunities that exist at the Ohio State University. The pathway forward is through "trans-institutional" efforts. As described below, the proposed BA in Public Affairs will provide OSU students multiple opportunities to bring together knowledge and expertise from colleges, units and departments across the university, all in the context of an applied academic discipline. While there are certainly other interdisciplinary public affairs programs at colleges and universities and colleges across the country, none can match the wealth and diversity of knowledge and expertise that can be brought together at the Ohio State University.

- Enhance and Better Serve the Student Body

Public affairs is one of the fastest growing interdisciplinary fields in the country (see items 11 and 12 below). Part of this explosive growth is demand-driven – both by students and by employers. In a world full of complex applied public policy and public management challenges, a growing number of students seek a degree program that provides students knowledge of the public sector context along with

the applied analytical and managerial skills to make a difference in vexing public problems.

As an indicator of demand here at the Ohio State University, enrollment in the Glenn School's public affairs learning community has grown from 26 in 2008-09 to 77 in 2009-10. Enrollment in the Glenn School's high school internship program of 14 in 2008-09 to 28 in 2009-10 suggests that the addition of such a degree program could appeal to high quality prospective students who might not have considered Ohio State as an undergraduate institution.

- Help Build Ohio's Future

Many graduates of the proposed BA in Public Affairs will end up in government service throughout the state in state, county and local governments, as well as the nonprofit sector. The applied public policy and management challenges facing the state are significant; graduates from the program will be equipped to participate in finding and implementing solutions to those problems.

9. *Unique characteristics or resources that make Ohio State particularly appropriate to offer the proposed major*

The Ohio State University has several unique characteristics that recommend offering the Glenn School's proposed BA in Public Affairs:

- As the flagship public university of the State of Ohio, the Ohio State University is positioned to attract the state's best and brightest to pursue a public service career
- Located in the state capital and in a large metropolitan area that is home to several large local governments and numerous nonprofits, there are numerous opportunities to bring professional and practical public sector experiences to students (e.g. internship and summer employment opportunities; former state budget directors in the classroom)
- In the words of President Gee, the Ohio State University is both the largest undergraduate degree granting institution in the country as well as the largest "intellectual platform" in the country, providing many students lots of opportunities to integrate knowledge from different fields

- The university is home to the John Glenn School of Public Affairs, the newest school at the Ohio State University, and its multidisciplinary faculty. The Glenn School has a well-established, accredited and ranked graduate degree program in public affairs, as well as professional connections at the federal, state and local levels.
- Through his name and his active support, Senator John Glenn, the School's patron, imbues the school with a public service legitimacy that few other public affairs schools can provide, even those that are named.

10. Benefits for students, the institution, and the region or state

See response to question 8.

11. Similar majors offered in both public and private institutions in Ohio and the U.S.

According to the National Association for Schools of Public Affairs and Administration (NASPAA), the primary professional association for schools that provide professional public service education programs, 71 of the association's member schools offer undergraduate public service majors (i.e. public administration, public affairs, or public policy).³ Two of these schools are in Ohio – Cleveland State University's Levin College of Urban Affairs and Wright State University's Department of Urban Affairs & Geography. In addition, Columbus State Community College is currently developing a Public Administration Track in its Business Management Technology division.

Four universities within the Big Ten offer similar degrees:

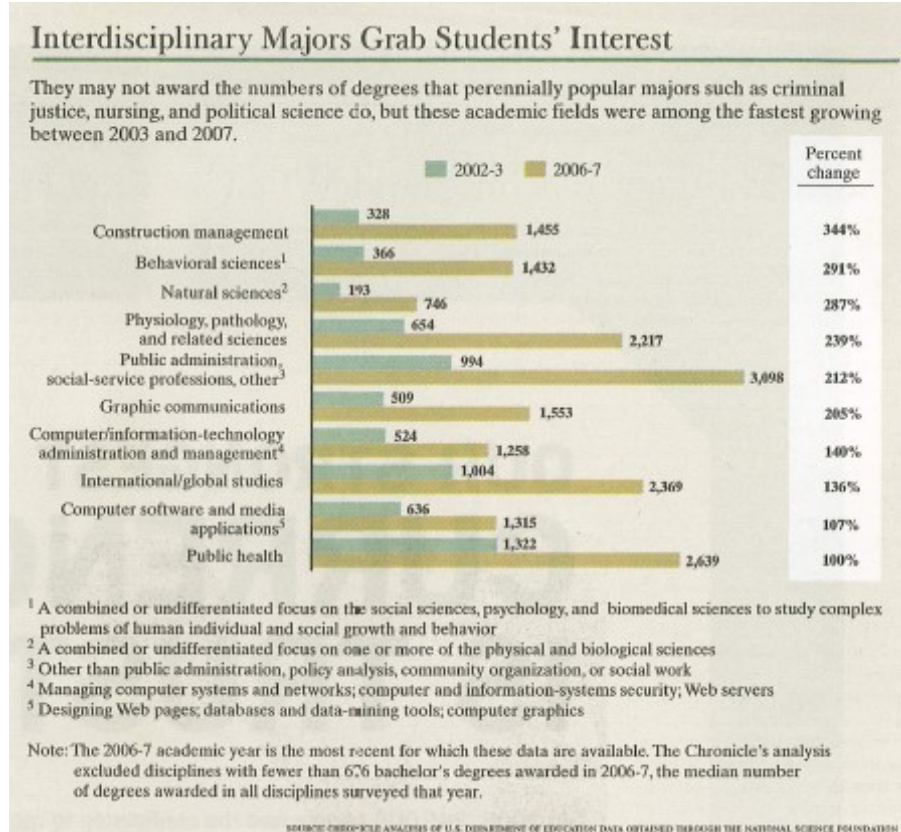
- Indiana University – Bloomington's School of Public and Environmental Affairs
- Michigan State University's Program in Public Policy & Administration
- Pennsylvania State University – Harrisburg's School of Public Affairs
- University of Michigan's Gerald R. Ford School of Public Policy⁴

³ See http://www.naspaa.org/about_naspaa/members/full/roster_loc/bs_programs.asp

⁴ Of these four Big Ten degree programs, three are offered by independent colleges or schools of public affairs or public policy, while only one is run through a Department of Political Science. Within the state of Ohio, the public affairs program at Cleveland State University is also run by a stand-alone public affairs college, while the more targeted urban affairs program offered by Wright State is part of the Department of Geography.

12. Enrollment patterns of similar majors in Ohio or in the United States

Undergraduate degree programs in public affairs are among the fastest growing degree interdisciplinary degree programs. In a recent *Chronicle of Higher Education* analysis, programs in public affairs, policy analysis, public administration and social services saw the number of degrees awarded increase by 212% from 2002-03 to 2006-07 (see table below).



The chart on the next page reports the number of Bachelor degrees granted from a variety of Ohio State peer institutions.

Bachelor Degrees in Public Affairs-Related Programs Granted by Peer Institutions (02-03 to 06-07)⁵

Institution	Unit	Degree	02-03	03-04	04-05	05-06	06-07	Total	Mean
Cleveland State University	Levin College of Urban Affairs	Public Safety and Management/Urban Services and Management	10/8	10/20	21/21	11/18	18/27	164	32.8
Michigan State University	Department of Political Science	Public Administration and Public Policy	14	11	11	21	13	70	14
Grand Valley State University	School of Public and Nonprofit Administration	Public Administration	26	23	15	40	29	133	26.6
University of Southern California	School of Policy, Planning and Development	Public Policy, Management, and Planning	52	71	86	83	100	392	78.4
Princeton University	Woodrow Wilson School of Public and International Affairs	Public and International Affairs	73	91	78	81	84	407	81.4
Duke University	Sanford School of Public Policy	Public Policy Studies	175	173	152	155	178	833	166.6
Washington State University	College of Liberal Arts	Public Affairs	20	27	32	21	20	120	24

More recently, the University of Michigan’s Ford School (not reported in the table above), graduated its inaugural undergraduate Public Policy BA class. In the spring of 2009, 54 students graduated from the program.

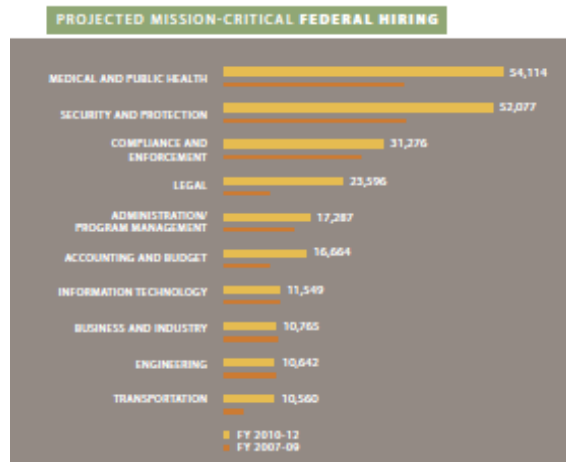
13. Career opportunities and/or opportunities for graduate or professional study available to persons who complete the major

A professional BA in public affairs will offer students numerous employment opportunities. As an applied degree that provides students knowledge of public sector institutions and process, along with skills in policy analysis and public management, the proposed BA in Public Affairs will position graduates for increasing opportunities in federal, state and local government, along with the nonprofit sector.

The federal government is the largest employer in the United States, with over 1.67 million full-time, permanent employees. Of these federal employees, almost 250,000 are projected to retire between 2008 and 2012. The Partnership for Public Service estimates that during the four years of the Obama administration, the federal government will hire 600,000 new employees, or over one-third of the federal workforce, and that many will enter the federal workforce with a Bachelors degree.⁶ These hires will be made across the country and across policy and management areas

⁵ Data collected from direct communication with programs.

(see the figure below for the Partnership for Public Service’s estimated “mission-critical” hires).



State governments will also experience the need to replace staff due to retirements of baby boom generation employees. According to the Council of State Governments, Ohio and Rhode Island have the oldest workforces of the 50 states with an average age of 48.⁷ According to the International City/County Management Association’s estimates, more than one-third of state and local government workers are over 50 years old. As these workers retire, there will be increased demand for employees with baccalaureate degrees in management and analysis; this is particularly the case for many local governments that can’t afford to hire employees with advanced degrees in public affairs, administration or policy.⁸ The Ohio City/County Management Association (OCMA) strongly supports the addition of the proposed major at the Ohio State University because the public sector employment needs at the local level in Ohio will be so great (see Attachment 1).

The proposed BA in Public Affairs also positions students for graduate study in a variety of disciplines:

- Public affairs graduate professional degree programs (e.g. Masters of Public Affairs, Masters of Public Administration, Masters of Public Policy)

⁶ Partnership for Public Service. 2009. *Where the Jobs Are: Mission-Critical Opportunities for America* (Washington DC).

⁷ Council of State Governments. 2002. *State Employee Worker Shortage: The Impending Crisis* (Washington DC).

⁸ Siegrun Fox Freuss, ed. 2009. *Human Resource Management in Local Government: An Essential Guide* (Washington DC: International City/County Management Association).

- Sector- or task- specific professional degree programs (e.g. Masters of Social Work, Masters of Higher Education Administration, Masters of Planning)
- Other advanced professional degree programs (e.g. Law, Masters of Business Administration)
- Doctoral programs in the social sciences (e.g. Political Science, Economics, Sociology)
- Doctoral programs in professional fields (e.g. Public Affairs, Business, Education, Planning)

14. Licensure or certification for which this major will prepare students

While the degree itself does not result in a certificate or licensure, there are public affairs-related licensures and certificates that students can pursue upon graduation (e.g. Ohio's Certified Public Management program). The Glenn School's Management Development Program administers the Central Ohio cohorts of the Ohio Certified Public Manager Program (OCPM). Ohio is one of 24 states, along with the federal government, that are part of the National Certified Public Manager Consortium. Upon graduation with a BA in Public Affairs, students will be well positioned to enroll in the OCPM program; as graduates of the Glenn School they will already be linked to the institution that provides the training and certification.

III. RELATIONSHIP TO OTHER PROGRAMS

15. Cooperative arrangements with other institutions and organizations that will be used to offer this program

There are no planned formal cooperative arrangements with other institutions or organizations at the outset of the proposed degree program. However, the Glenn School is engaged in a variety of partnerships with various public sector organizations and professional associations that can contribute to the major. For example, as noted earlier the Ohio City/County Management Association has pledged support for the major (see attached letter of support) and has indicated that it will serve as a resource for students interested in internships or employment at the local level.

The Glenn School also enjoys a vast alumni network in federal, state and local governments from its graduate degree programs. The School is in the process of hiring an alumni coordinator to create a Glenn School Alumni Society, as well as various Glenn School alumni groups (including alumni groups for the Glenn School's undergraduate co-curricular programs). Individually, many Glenn School alums have indicated their excitement and willingness to serve as career mentors for Glenn School undergraduate students. The Glenn School currently has a formal alumni mentoring program in place for its graduate degrees and has a surplus of alums interested in working with students to provide career advice and guidance.

On the curricular side, 18 schools or departments from around the University's colleges have indicated willingness to participate in the major by offering GEC courses and/or courses in the public affairs tracks, including:

- Department of City and Regional Planning, School of Architecture, College of Engineering
- Department of Education Policy and Leadership, College of Education and Human Ecology
- Department of Workforce Development, College of Education and Human Ecology
- Department of Agricultural, Environmental, and Development Economics, School of Agricultural and Environmental Science Administration, College of Food, Agricultural and Environmental Sciences
- School of Natural Resources, College of Food, Agricultural and Environmental Sciences
- Fisher College of Business
- Department of Health Sciences, School of Allied Medical Professions, College of Medicine

- School of Public Health
- College of Social Work
- Department of African American and African Studies, Arts and Sciences
- Department of Communication, Arts and Sciences
- Department of Economics, Arts and Sciences
- Department of Geography, Arts and Sciences
- International Studies Program, Arts and Sciences
- Department of Psychology, Arts and Sciences
- Department of Political Science, Arts and Sciences
- Department of Sociology, Arts and Sciences
- Department of Women's Studies, Arts and Sciences

16. Articulation (direct transfer opportunities) with other institutions that will be in effect for the program

At the time of proposal, there are no anticipated direct transfer opportunities, although if Columbus State's proposed Public Administration tract is approved there may be a future possibility for direct transfer opportunities.

17. Use of consultants or advisory committees in the development of the program

The genesis of the major started with a review in 2007-08 of the Glenn School's undergraduate offerings (e.g. co-curricular programs like the Washington Academic Internship Program) undertaken by an undergraduate task force that included Glenn School faculty, staff, alumni and students who had participated in co-curricular programs. That task force recommended the establishment of the undergraduate major.

The following year the task force turned into a working committee to develop the current major proposal. All curricular aspects of the major (e.g. the overall structure, the individual courses, the individual tracks), have been evaluated by the Glenn School's Curriculum Committee, a standing body constituted of Glenn School faculty, students and staff. After Curriculum Committee review the overall major has been reviewed and voted on by the Glenn School's faculty. In the development of the major prospectus, the faculty voted unanimously in favor of submitting the prospectus to the CCI Subcommittee on Interdisciplinary Initiatives. The faculty has also voted unanimously in support of submitting this proposal to the Subcommittee for review.

The Glenn School's advisory board, chaired by Senator Glenn, has also reviewed the major at both stages, and have provided advice and counsel about the major's

composition. The Board has voted unanimously in support of the major on two occasions.

18. *Overlaps with other programs or departments within the University*

The proposed BA in public affairs does not overlap with any other BA or BS programs offered at the University.

The **College of Business** offers undergraduate degree professional programs in management and analysis, but the orientation of these programs, and the knowledge and skills provided to students, is explicitly geared toward the private, rather than the public sector.

The **College of Education and Human Ecology** has a **School of Educational Policy and Leadership** which offers degrees and coursework at the graduate level. The College is in the midst of developing an undergraduate major in education in order to meet the Board of Regents requirements for teacher certification. At this moment, there is no indication as to whether the School of Educational Policy and Leadership will develop undergraduate programs which mirror their graduate programs. The Glenn School and the School of Education Policy and Leadership jointly employ Don Stenta; as a result, both units are well positioned to coordinate undergraduate offerings to ensure that this is no redundancy.

The **College of Social and Behavioral Sciences** offers a **Public Policy Minor: Social and Behavioral Sciences Perspectives**. As the title of the minor indicates, this program provides students exposure to how social and behavioral science disciplines (e.g. Economics, Political Science) analyze public policy development and implementation. The Glenn School supports the minor as it provides OSU undergraduates some exposure to how social scientific disciplines analyze the policy process. The Glenn School is a participant in the minor, offering one of the three core analytical courses and serving on the advisory committee.

In addition to being a complete major (rather than a minor) the proposed Glenn School BA in Public Affairs takes an explicitly applied approach to public policy analysis as one component of its degree program, and focuses on the intersection between the application of policy analysis and the management of organizations that tackle public problems. As such, the proposed Glenn School BA provides students with practical managerial knowledge, skills and tools, in combination with analytical approaches and tools.

The **Department of Political Science** offers no concentration in public policy or policy analysis at the undergraduate or graduate level. The Department does offer nine courses with public policy in the title or in the course description:

300 American Politics and Policy Making
305 Introduction to Public Policy
367.01 Contemporary Issues in American Politics
510 Bureaucracy and Public Policy
511 Political Strategy and Public Policy
513 Women, Government, and Public Policy
545 Foreign Policy Decision Making
552 Security Policy During and After the Cold War
589 Student Internship in Politics and Public Policy

These are all excellent courses that cover how Political Science as a discipline understands and explains the policy process as well as the politics of various public policies. The Glenn School has proposed including many of these courses (and other Political Science courses) as part of the major requirements. All of these courses, however, take a distinctly different approach to public policy than that proposed under the BA in Public Affairs. Whereas these courses all examine public policy as a product of a political decision making process, largely driven by the political behavior of voters, interest groups and politicians, the proposed Glenn School degree sees the production of policy as a result of a broader array of stakeholders operating in different arenas:

- voters, interest groups, politicians, government agencies and officials, and others operating in political institutions and processes;
- public and private financial institutions operating in public and private markets; and
- public and nonprofit organizations and private firms working under public sector contracts delivering programs and services to recipients.

Furthermore, the ultimate goal for the proposed BA in Public Affairs is for students to be able to apply this knowledge about the policy process to effectuate change in the delivery of programs that tackle public problems through various kinds of organizations. This requires additional knowledge about how public and nonprofit organizations are structured and operate, as well as how to manage and lead within these contexts. A signature element of the proposed BA in Public Affairs is also to develop core values in public service, as well as a means for understanding how to

balance or trade-off different and sometimes competing values in serving the public interest.

The **College of Agriculture** is in the midst of developing and proposing a Minor in Leadership Studies, of which the focus is on cultivating leadership skills and capacities across a variety of contexts and settings. The Glenn School has been a participant in the minor's development; Glenn School courses in leadership are incorporated into the minor. The proposed structure of the minor and the Glenn School BA in Public Affairs would allow students to pursue both programs.

19. Previous submissions for approval of the program

This is the first submission of the proposed BA degree in Public Affairs.

20. Minimum requirements/qualifications a student must meet to be admitted into the program

Public Affairs is a non-competitive major that does not have an enrollment cap. Students are eligible to declare the major upon arriving on campus, and may switch their major to Public Affairs, or add it as a second major at any point during their Ohio State Careers. Once in the major, students are expected to make satisfactory progress toward their degree and remain in good academic standing with the University, including maintaining a GPA of 3.0 within the major and a GPA of 2.0 overall.

21. Source of students (e.g. existing academic programs, outside of the University, etc.) and estimated mix of students entering the program internally and externally

Internally, the Glenn School anticipates recruiting students from the various co-curricular programs it offers, notably the Glenn School Learning Community and the John Glenn Civic Leadership Council, a student organization that seeks to promote, broaden, and cultivate civic engagement and leadership among students at the Ohio State University. In the current academic year, 77 students participate in the Glenn School Learning Community, and 50 students are actively involved in the Civic Leadership Council. Students involved in both programs are oriented towards public service, and those in the Learning Community take courses offered by the Glenn School that are part of the proposed Glenn School major.

Externally, the Glenn School anticipates recruiting students from two high school programs run by the School. The School's High School Internship Program provides high school students in Ohio internship experience in the public service sector. In partnership with the Ohio-West Virginia YMCA, the Glenn School runs the Ohio Youth in Government Program which provides high school students a year long opportunity to learn about state government in Ohio. In the current academic year, 28 students will participate in the High School Internship Program and 153 students in the Ohio Youth in Government Program.

As a preliminary assessment of demand, the Glenn School conducted a survey of students in the School's 2008-09 learning community to gauge their interest in public affairs coursework and curricular offerings.⁹ When asked to describe the level on interest in adding (in addition to their current major) a major in Public Affairs if offered by the Glenn School, 47% of respondents indicated that they were either "very interested" or "interested."¹⁰ When asked whether they would have enrolled in a major in Public Affairs if it was offered when they first arrived at Ohio State, 62.5% indicated that they would.

Several respondents provided illuminating open-ended comments that reinforce the need for a Public Affairs major at the Ohio State, including:

"I think this major is a necessity at Ohio State, particularly due to the location in a capital city and the resource of the Glenn School."

"I think it would be a very good idea. If there were specialization tracks, I believe many people would show interest in the major."

"I think it will be a great addition to the variety of majors at OSU. It will really allow people a lot of unique opportunities."

⁹ 17 students participated in this survey. The School is currently running the same survey of the 77 students currently in the Glenn School's Learning Community program.

¹⁰ Over 80% of the respondents were juniors or seniors.

IV. STUDENT ENROLLMENT

22. *Anticipated number of students admitted to the program each year*

Student Type	2010-11	2011-12	2012-13	2013-14
<i>Full Time</i>				
New Admission during Year	10	20	35	40
Cumulative Admissions	10	30	65	105
Graduating during Year	0	0	0	10
Year End Enrollment	10	30	65	95
<i>Part Time</i>				
New Admission during Year	5	5	5	5
Cumulative Admissions	5	10	15	20
Graduating during Year	0	0	0	0
Year End Enrollment	5	10	15	20
<i>Total</i>				
New Admission during Year	15	25	40	45
Cumulative Admissions	15	40	80	125
Graduating during Year	0	0	0	10
Year Enrollment	15	40	80	115

V. PROGRAM DESCRIPTION

The John Glenn School of Public Affairs Bachelor of Arts in Public Affairs is a four-year pre-professional undergraduate degree that prepares students for public service in a variety of arenas. The major consists of a core of public affairs courses offered by the Glenn School and an array of public affairs specialization tracks offered by departments and schools across the University's colleges. The major provides students with professional managerial and applied analytical skills in combination with specialized knowledge in a policy or management area.

General Education Requirements: The degree combines a general education curriculum with a Major tailored to applied public service. The general education requirements include a rigorous curriculum of courses in the natural and social sciences, arts and humanities, foreign language, historical study, and training in writing, quantitative and logical skills. Students are directed towards a menu of courses that satisfy the University's General Education Requirements or lay the foundations for the Major in Public Affairs.

Structure of the Major: The major is divided into four parts beyond the general education requirements:

- Public Affairs Foundation Courses
- Applied Managerial and Analytical Courses
- Public Affairs Track Courses
- Integrating Application Courses

Public Affairs Foundation Courses (20 credit hours)

In the first two years students begin their public affairs curriculum with four foundational courses:

PUBAFRS 200 Introduction to Public Affairs (5 credit hours)

This course provides students with an introduction to the public and non-profit sectors, focusing how the two sectors are organized and operate to address public problems.

PUBAFRS 240 Public Service and Civic Engagement (5 credit hours)

This course outlines concepts and strategies that are necessary to be an engaged citizen. The course identifies public service and civic engagement activities that can be conducted to tackle public problems.

ECON 530 Government Finance and the American Economy (5 credit hours)¹¹

This course provides an introduction to the basic principles of public finance (e.g. government revenues, expenditures, and taxation). The course also provides students with the tools of microeconomics to analyze public sector decisions and policies (Prerequisite: ECON 200).

PUBAFRS 490 State and Local Government Finance (5 credit hours)

This course builds on the foundations of public finance to explore the finance systems of state and local governments within the United States intergovernmental system. The course continues to explore the effectiveness of different public finance tools (e.g. expenditures, taxes) on desired policy goals, albeit at the state and local levels. (Prerequisite: ECON 530 or PUBAFRS 730)

Applied Managerial and Analytical Courses (10 credit hours)

In the second or third year, students take two applied managerial and analytical courses:

PUBAFRS 290 Leadership in the Public and Non-Profit Sectors (5 credit hours)

In this course, students will examine conceptual frameworks and theories of leadership effectiveness in the public and non-profit sectors, as well as the practices, strategies and habits of successful public and non-profit leaders. Students will apply these frameworks to case studies and a service project. (Prerequisite: PUBAFRS 240)

PUBAFRS 522 Introduction to Policy Analysis (5 credit hours)

This course introduces students to the fundamental skills and practice of policy analysis. Over the quarter, students will develop a toolbox of skills to analyze different policies for addressing public challenges.

Public Affairs Tracks (20 Credit Hours)

In the third and fourth years of the degree, students will focus their foundational knowledge and applied skills in more specialized courses on important policy and management issues. Given that the courses incorporated in the tracks draw from across the University's colleges, not all of the courses in each track are professional in nature, although some are.

¹¹ The Glenn School offers a similar course – PUBAFRS 730 Public Finance – with a U/G designation, although over the last several years the class has been targeted at the graduate level. At this time, given that economics offers a course that covers the same content, rather than create a separate section of PUBAFRS 730 that's explicitly targeted for undergraduates, the School will rely on the economics class. Students who are so motivated to take the graduate oriented class can alternatively substitute PUBAFRS 730 Public Finance.

Instead, each public affairs track represents an applied policy or management area that potentially leads to a variety of degree paths. Students will work with Glenn School advising staff to select track courses that best prepare them for a professional position or graduate study post-degree.

Students will be required to take at least 20 hours of track credit. Each track will consist of two foundational five credit hour courses and an array of other substantive courses in the subject area from which students must select at least ten-credit hours. The courses in each track will come from schools and departments across the Ohio State University's various colleges, as well as other undergraduate Glenn School courses.

Numerous schools and departments have agreed to participate in the major by offering courses for the tracks. Based on conversations with these schools and departments, the Glenn School will offer public affairs tracks in eight areas in the first, second or third years of the major¹². In the first year, the undergraduate major will include the following four tracks¹³:

- Urban Policy and Management
- Health Policy and Management
- Community Organization and Civic Engagement
- Nonprofit Management¹⁴

For highly motivated students, the 25-credit hours of free electives in the major allow students to go beyond the course work in the public affairs track they select to achieve a minor in a relevant field (e.g. Criminal Justice in Sociology).¹⁵

¹² In subsequent years, the degree may add tracks in:

- Education Policy and Management
- International Policy and Management
- Criminal Justice Policy and Management
- Environmental Policy and Management

¹³ Given the interdisciplinary nature of the major and the likely wide-variety of public policy and management interests of students, students can also petition to create an individualized track following the same basic guidelines of the pre-constructed tracks: two core courses form the foundational basis of the track, and two other courses allow the student to pull in more specialized material from different disciplines. Individualized majors will have to be approved by the School's advisor and Director of Undergraduate Studies.

¹⁴ Appendices provide descriptions of each of these tracks as well as the courses included in each track.

¹⁵ No courses included in minors from other departments can be included as courses in the public affairs tracks.

Integrating Application Courses (10 credit hours)

In their third or fourth year, students will simultaneously take two courses that ask them to integrate and apply the knowledge they've gained from their foundational, analytical and specialization courses:

PUBAFRS 678 Public Affairs Decision-Making (5 credit hours)

The course is designed to integrate knowledge from the foundational and public affairs track courses, returning to the basic question of how analysts and managers in the public sector can make decisions and pursue strategies to achieve important public goals. The focus of the course will be on sharpening and refining student understanding of policy making and program implementation processes, and identifying places where they can effectuate positive progress throughout those processes. (Prerequisite: junior standing)

PUBAFRS 679 Policy Analysis Application (5 credit hours)

This course allows students to apply the knowledge they've acquired both in the classroom and in a real-world setting (e.g. an internship). Each student will craft an analytical paper that examines an important policy or management challenge in the public sector. (Prerequisite: junior standing)¹⁶

Other Requirements (26 credit hours)

In order to meet the credit hour requirements for a Bachelor of Arts at the Ohio State University, students in the Public Affairs major must take an additional 26 hours of credit. Of these, 25 credit hours will come in the form of free electives. As noted earlier, this provides a sufficient number of credit hours to pursue a minor from many schools and units across the university. The final credit hour comes from a one credit hour course that all entering ASC students take their first quarter at the Ohio State University.

¹⁶ These courses are currently offered every quarter as part of the Glenn School's Washington Academic Internship Program. As a part of the major proposal, the Glenn School proposes to offer these two courses in Columbus as well.

VI. DEGREE REQUIREMENTS

23. List the course requirements of the program.

The table below lists the basic required components of the major. Subsequent sections provide detail on these elements.

Department	Title (Credit Hours)	Status
	Survey Course (1)	
<i>General Education Requirements</i>	See Above (95)	
<i>Public Affairs Foundation Courses</i>		
Glenn School	PUBAFRS 200 Introduction to Public Affairs (5)	Currently offered
Glenn School	PUBAFRS 240 Public Service and Civic Engagement (5)	Currently offered
Economics	ECON 530 Government Finance in the American Economy (5)	Currently offered
Glenn School	PUBAFRS 490 State and Local Government Finance (5)	Approved U/G for 3 hours; proposed for 5
<i>Applied Managerial & Analytical Courses</i>		
Glenn School	PUBAFRS 290 Leadership in the Public & Non-Profit Sectors (5)	Currently offered
Glenn School	PUBAFRS 522 Introduction to Policy Analysis (5)	Currently offered
<i>Public Affairs Track Courses</i>	See Above (20)	
<i>Integrating Application Courses</i>		
Glenn School	PUBAFRS 678 Public Affairs Decision Making (5)	Currently offered, requires Columbus approval
Glenn School	PUBAFRS 679 Policy Analysis Application (5)	Currently offered, requires Columbus approval
<i>Free Electives</i>	See Above (25)	

24. *Minimum credits required for completion*

The Bachelor of Arts in Public Affairs requires a minimum of 181 credit hours for completion. The table below lists all the minimum credits required for degree completion.

Requirements	Credit Hours	Notes
1. Public Affairs Foundation Courses	20	PUBAFRS 200, 240, 490 and ECON 530 (or PUB AFRS 730 U/G)
2. Applied Managerial and Analytical Courses	10	PUBAFRS 290 and 522
3. Public Affairs Track Courses	20	
4. Integrating Application Courses	10	PUB AFRS 678 and 679
5. General Education Curriculum	95	
5a. Writing and Related Skills	10	ENG 110 and one course from 367 list
5b. Quantitative and Logical Skills	5	MATH 130 or 148 (suggested)
5c. Data Analysis	5	STAT 135 or 145; OR POLIT SCI 585; ECON 443 (suggested)
5d. Natural Science	15	One lab, one sequence, one biol sci course, one phys sci course
5e. Social Sciences	10	POLIT SCI 101 and ECON 200/AED ECON 200 (suggested)
5f. Arts & Humanities	10	One lit course; one VPA course
5g. History	10	HIST 151 or 152; second course is student selection
5h. Foreign Language	0-20	Course work or proficiency through the fourth language course (104) is required
5i. Issues of the Contemporary World	5	One course from approved 597 list
5i. Diversity	0	One social diversity course; one international issues course. Overlap is allowed (thus the 0 credits in the credit column).
5j. Other	5	One “breadth” course can come from Nat Sci, Soc Sci or Hum.
6. Free Electives	25	
7. Other – survey course	1	
TOTAL	181	

Sample Schedule for Public Affairs Undergraduate Degree

Academic Standing	Academic Quarter		
	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>
<i>Freshman</i>	PA 200 (5) 2 GEC (10) Survey Course (1)	PA 240 (5) 2 GEC (10)	3 GEC (15)
<i>Sophomore</i>	3 GEC (15)	PA 290 (5) ECON 530 (5) GEC (5)	PA 522 (5) 2 GEC (10)
<i>Junior</i>	PA 490 (5) GEC (5) FE (5)	PT (10) FE (5)	PT (5) GEC (5) FE (5)
<i>Senior</i>	PA 678 (5) PA 679 (5) PT (5)	2 GEC (10) FE (5)	2 GEC (10) FE (5)

Notes: PA = Public Affairs; GEC = General Elective Curriculum; FE = Free Elective; PT = Policy Track; all credit hours are listed in parentheses

25. Average number of credits expect for a student at completion

Given the flexible construction of the major, at the outset we anticipate that the minimum 181 credit hours to complete the major will also be the average.

26. Average number of credits taken per quarter and per year

The major is set up such that students can take an average of 15 credit hours per quarter, or 45 credit hours per year, to complete the major in a four year period. Students may also be able to take some of the required GEC and free electives in the summer to accelerate the degree or create the possibility for a double major or more than one minor.

27. Number of credits a student is required to take in other departments

Students are required to take 96 credit hours in other departments (i.e. all the general education requirements plus the 1 credit survey course).

28. Number of credits a student might take as an elective in other departments

Students will likely take an additional 50 credit hours in another department, including ECON 530, the 20 hours of public affairs track courses, and 25 hours of free electives (or a minor).

29. Other degree requirements in addition to course requirements

All the degree requirements are built into the course requirements, although students are welcome and encouraged to enroll in an internship experience as part of their public affairs track.

30. *Specific methods that will be used for evaluating the program*

The proposed major will be evaluated with a variety of assessment tools along a series of dimensions.

Step One: Assess the connection between the goals and objectives of the major components and the coursework

Courses	Objectives
<p><i>Public Affairs Foundation Courses</i></p> <ul style="list-style-type: none"> • PA 200 • PA 240 • ECON 530 • PA 490 	<p>1.1 Provide students an understanding of the governmental, financial, economic, legal, and political institutions, systems and processes that constitute the public sector</p> <p>1.2 Provide students an understanding of public sector administrative and management systems and process</p> <p>1.3 Provide students an understanding of human behavior – individual, group, and organizational – in the context of the public sector</p> <p>3.1 Expose students to the diverse, and sometimes competing, values present in the public sector</p> <p>3.2 Instill students with a public sector value orientation and the cognitive frameworks for balancing and trading off among diverse values</p>
<p><i>Applied Managerial & Analytical Courses</i></p> <ul style="list-style-type: none"> • PA 290 • PA 522 	<p>2.1 Develop students’ analytical, quantitative and logical abilities and skills for defining and solving problems in the public sector</p> <p>2.2 Develop students’ written, oral and communication abilities and skills in the public sector</p> <p>2.3 Develop students’ abilities and skills for analyzing and coping with different behavioral situations in the public sector</p>
<p><i>Public Affairs Track Courses</i></p>	<p>1.4 Provide students an understanding of an area of specialization in public affairs</p>
<p><i>Integrating Application Courses</i></p> <ul style="list-style-type: none"> • PA 678 • PA 679 	<p>2.1 Develop students’ analytical, quantitative and logical abilities and skills for defining and solving problems in the public sector</p> <p>2.2 Develop students’ written, oral and communication abilities and skills in the public sector</p> <p>2.3 Develop students’ abilities and skills for analyzing and coping with different behavioral situations in the public</p>

sector

To assess whether the course work connects to the overall goals and objectives of the major, the School's curriculum committee will conduct periodic reviews of the syllabi, as well as oversee peer evaluations of the delivery of each course. In addition, student course evaluations will be conducted with each offering of the course to assess whether students' perceive a connection between the actual coursework and the goals and objectives.

This periodic review process will commence with the initiation of the major and continue indefinitely.

Step Two – Gather and track data on student employment and satisfaction with the utility of the degree upon graduation

The School's Alumni Coordinator will construct, manage and analyze a database of the employment of students immediately upon graduation, with a review every three years after that date to track whether students work in the public sector.

The School's Alumni Coordinator will also convene annual focus groups of alums to learn how alums utilize the degree in their work environments. To assess the generalizability of insights gleaned from the annual focus group process, the Alumni Coordinator will conduct a survey of graduates of the undergraduate program every three years to query students. The Alumni Coordinator will meet regularly with the Undergraduate Coordinator/Advisor and the Undergraduate Studies Chair to determine what changes, if any, should be made to the program.

Step Three – Conduct Internal Evaluation of the Overall Degree Program in 2013-14

Lead by the Undergraduate Coordinator/Advisor and the Undergraduate Studies Chair, the School will convene a working group composed of faculty, students and staff to conduct an evaluation of the overall degree program in the 2013-2014 academic year. This evaluation will be conducted at the expected graduation of the first group of students from the undergraduate major. The results of this evaluation will help inform how the Alumni Coordinator tracks information about the employment trajectory of alums after graduation.

Step Four – Conduct External Evaluation of the Overall Degree Program in 2014-15

While there is no formal accreditation process for public affairs undergraduate programs (see next response), the National Association of Schools of Public Affairs

and Administration maintains a database of faculty from around the country to provide evaluation services. Mirroring the self-study and on-site evaluation process for accreditation at the graduate level, the Glenn School will convene a group of evaluators as suggested by NASPAA to review the results of the 2013-2014 internal evaluation and conduct an on-site evaluation in 2014-15.

31. Accreditation process

There is no accreditation process for undergraduate degree programs in public affairs or related fields, although there is an accreditation process for graduate programs. The Glenn School's Masters of Public Administration and Masters of Arts in Public Affairs are both accredited by the National Association of School of Public Affairs and Administration.

32. Number and qualifications of existing and new full-time and part-time faculty and overall staffing capacity

The Glenn School has nine full-time faculty members and one visiting faculty member. As a result of three current searches – one in Public Budgeting & Finance, one in Public Management & Policy, and one for a chair – the faculty will grow to 12 in Autumn 2010. Under the School's Provost-approved strategic plan, the school will hire three additional faculty members the following year, bringing the total to 15 in the fall of 2011. The School expects that all of the core faculty will teach undergraduate courses.

Glenn School Core Full-Time and Visiting Faculty Members, 2009-2010

No	Name	Area of Expertise	Rank	Grad Fac Status	% of Time
1	Craig Boardman	Public management, science and technology policy & management, research evaluation	Assistant Professor	P	100%
2	Trevor Brown	Public management and strategy, alternative service delivery arrangements, performance measurement and management, democratic transition	Associate Professor	P	100%
3	Anand Desai	Program evaluation, measurement of effectiveness & efficiency, graphical display of multivariate relationships, environmental policy	Professor	P	100%
4	Robert Greenbaum	Program evaluation, urban and regional economics, spatial analysis, crime policy	Associate Professor	P	100%
5	Alexander Heckman	Public management measurement and impact, performance measurement and management, intergovernmental relations and management	Visiting Assistant Professor	P	100%
6	Andrew Keeler	Economic analysis, environmental and natural resources economics and policy	Professor	P	100%
7	David Landsbergen	Applied public policy, law and public administration, telecommunications policy, information management	Associate Professor	P	100%
8	Stephanie Moulton	Public and nonprofit management and policy, nonprofit organization evaluation, organizational theory, low income housing policy and evaluation	Assistant Professor	P	100%
9	Jason Seligman	Public finance, public budgeting, retirement and gerontology policy	Assistant Professor	P	100%
10	Charles Wise	Public organizations and management, public law, democratization	Professor	P	100%

The School can also draw upon a wealth of practitioners who can serve as course instructors or guest speakers in undergraduate courses. At the moment, the School enjoys the services of 13 adjuncts or lecturers who are willing to participate in undergraduate courses.

Glenn School Adjuncts and Lecturers, 2009-2010

No.	Name	Area of Expertise (background)	Rank
1	Cathe Armstrong	Public sector accounting (current Finance Director, City of Upper Arlington)	Lecturer
2	Amy Barnes	Public sector leadership and civic engagement (Assistant Director, OSU First Year Experience)	Lecturer
3	John Glenn	Public policy and legislative politics (former Marine, astronaut, US Senator)	Adjunct Professor
4	Debra Jasper	Digital media and communication (current director of the Kiplinger Program in Public Affairs Journalism)	Lecturer
5	Ken Kolson	Public policy, political institutions, applied policy analysis (Director of Federal Relations and Washington Academic Internship Program, Glenn School)	Lecturer
6	Ryan Meadows	Public sector leadership and civic engagement (Director of Admissions and Student Services)	Lecturer
7	Rob Portman	Public policy analysis, public budgeting and finance, trade policy (former US Trade Representative and director of the Office of Management and Budget)	Lecturer
9	William Shkurti	Public budgeting and finance (former State Budget Director, current OSU VP for Finance)	Adjunct Professor
10	Don Stenta	Public sector leadership and civic engagement (visiting faculty member, OSU Higher Education & Student Affairs)	Lecturer
11	Kathy Sullivan	Science and technology policy (former astronaut, Director of Batelle Center for Mathematics and Science Education Policy)	Lecturer
12	Dave Wirick	Public management, strategy, innovation and change, project management, contract management (public sector consultant)	Visiting Scholar
13	Guy Worley	Performance measurement and management (former Franklin County Administrator, current CEO of the Columbus Downtown Development Corporation).	Lecturer

Teaching Scheduling Plan: The Glenn School is committed to having full-time faculty take a leadership role in each of the undergraduate courses it offers. Full-time faculty will be responsible for course design, organization, delivery and monitoring. In practice, the Glenn School's expectation is that a full-time faculty member will either offer a course independently, or if there are multiple sections of a course, in conjunction with an adjunct

or lecturer. In one or two instances where core full-time faculty members have worked with adjuncts or lecturers to design and offer a course, the adjunct or lecturer may deliver a course independently with core-faculty oversight.

The current teaching load for the John Glenn School of Public Affairs is five courses. As new assistant professors are typically provided a one course reduction for the first three years of their review and faculty can reduce their teaching load through service activities or funded research projects, the average teaching load in the School is four courses per academic year. The Glenn School currently enjoys sufficient capacity for its full-time faculty to adequately staff its core graduate courses. With the addition of three additional faculty in 2010-2011 – the proposed date for the administration of the undergraduate major – the Glenn school will have up to twelve teaching units (i.e. courses per quarter) it can allocate to full-time faculty in the undergraduate program, more than sufficient to cover the seven core Public Affairs courses. As noted earlier, the Glenn School is on track to add three additional faculty in the 2011-2012 year which will provide even more capacity to staff undergraduate courses with full-time Glenn faculty.

Given that entering students will not need access to all the courses in the major immediately, the Glenn School will stagger the initial offering of its courses over a two year period. In the first year – 2010-2011 – the School will only offer four of the core courses – PA 200, 240, 290 and 522. PA 200, PA 240 and PA 522 will be offered by a full-time faculty member, while PA 290 will be offered by a senior lecturer.¹⁷ In the second year, the Glenn School anticipates adding the three remaining courses to the rotation – PA 490, 678, and 679.¹⁸ All three of these courses will be staffed by full-time faculty members.

Proposed Staggered Course Offerings – 2010-11 & 2011-12

Academic Year	Autumn	Winter	Spring
2010-2011	PA 200	PA 240 PA 290	PA 522
2011-2012	PA 200 PA 490	PA 240 PA 290	PA 522

¹⁷ Dr. Don Stenta, a lecturer in the Glenn School and a visiting faculty member in the College of Education and Human Ecology has offered PA 290 for the past two years as part of the First Year Experience Program. Given the high marks Dr. Stenta receives from student evaluations, the Glenn School intends to continue his service in this class.

¹⁸ Note that the Glenn School currently offers PA 678 and PA 679 every quarter, including summer, through its Washington Academic Internship program. These sections will count towards the major requirements. The PA 678 and PA 679 listed here would be Columbus-based offerings of the course.

PA 678
PA 679

In 2012-2013 the Ohio State University switches to semesters. The Glenn School anticipates that the following undergraduate courses will remain as stand-alone semester-long courses:

- PA 290
- PA 522
- PA 678
- PA 679

The Glenn School will likely combine PA 200 and 240 into a single semester-long course (and some of the material from PA 240 will likely move into a semester-long version of PA 290). Depending upon what the Department of Economics does with ECON 530, it may be that the Glenn School begins to offer the U/G version of 730 at the undergraduate level and incorporates the material from PA 490 into that class, leaving the school with one public finance course. Assuming that comes to pass, the School anticipates offering the following six courses in the semester format:

Expected Semester Course Offerings

Year	Autumn	Winter
2012-2013	PA 200/240 PA 730/490 PA 678 PA 679	PA 290 PA 522

Staff Capacity: The Glenn School currently enjoys a wealth of staff capacity to providing advising services to undergraduate students. In the fall of 2009, the Glenn School hired a full-time undergraduate coordinator who will serve as the primary advisor to students in the undergraduate major. The current coordinator is Chris Adams, a graduate of the Ohio State University's Department of History's undergraduate program and the Glenn School's Master of Public Administration degree program. Chris served as an Arts and Sciences undergraduate advisor upon his graduation from the Glenn School before joining the Glenn School again as a staff member. The School also employs two full time staff members – Dr. Ken Kolson and Laura Allen – to provide advising and instruction to participants in the Glenn School's Washington Academic Internship Program. Dr. Don Stenta is employed half-time (50% FTE) to manage the recruitment and delivery of the School's Learning Community and High School Academic Internship Program. Upon approval of the

proposed major, the Glenn School will appoint an Undergraduate Studies Chair, an administrative faculty position. The Undergraduate Studies Chair will have curricular oversight over the undergraduate degree program, and will work with the undergraduate coordinator/advisor to provide advising to the School's undergraduates. Finally, the Glenn School is in the process of hiring an Alumni Coordinator who will be responsible for tracking alumni of all the Glenn School's programs and providing services to alums over the course of their careers. Relative to other undergraduate programs at the Ohio State University, the Glenn School will have robust staff capacity.