

**Date:** 31 January 2010  
**Subject:** Proposed B.A. Major in Public Affairs, John Glenn School of Public Affairs  
**From:** Larry Krissek, Chair, Interdisciplinary Initiatives Subcommittee

The Interdisciplinary Initiatives Subcommittee considered the proposal for a new B.A. major in Public Affairs at several meetings during Autumn 2009, and again at meetings on 14 January and 28 January 2010. Our discussions during Autumn 2009 focused on:

- 1) the potential need for a major in public affairs;
- 2) the core skills and knowledge required in the field of public affairs;
- 3) how the proposed major provides those core skills and knowledge; and
- 4) general concerns regarding overlap with existing courses and degree programs (particularly those in Political Science).

It became clear that resolving questions about these issues primarily resided outside the Subcommittee, so representatives of JGS, Political Science, ASC, and OAA subsequently discussed these issues in greater detail at separate meetings. Those meetings produced major changes in the proposal in three areas:

- 1) descriptions of several topics were strengthened:
  - a) the intellectual and professional boundaries of the field of public affairs;
  - b) the JGS itself, as well as its faculty and multidisciplinary offerings;
  - c) guidelines for undergraduate degrees from the National Association of Schools of Public Affairs and Administration;
  - d) core skills and knowledge in the public affairs field, and how the proposed major provides those skills and that knowledge;
  - e) differences between the proposed major and coursework offered in Political Science;
- 2) some components of the proposed B.A. major in Public Affairs were revised significantly. The most notable changes were the inclusion of public affairs-related minors within the proposal, and the focusing of the public affairs tracks; and
- 3) remaining areas of concern between Poli Sci and JGS were resolved successfully. (these concerns involved including Poli Sci 305 in the major, and questions about potential plans for a JGS internship component in Columbus.)

The Subcommittee then considered the revised proposal at its meetings on 14 January and 28 January 2010. In the Subcommittee's view, the present form of the proposed B.A. major in Public Affairs is much stronger than the major as originally proposed. The Subcommittee applauds JGS, Political Science, and the others involved for their efforts, creativity, and flexibility in developing the final proposal.

As proposed, the B.A. major in Public Affairs will require coursework beyond the GEC in four areas:

- 1) Public Affairs Foundational courses (25 credit hours; PubAfrs 200 (Introduction to Public Affairs), PubAfrs 240 (Public Service and Civic Engagement), Econ 530 (Government Finance and the American Economy), PubAfrs 590 (new course: State and Local Government Finance), and PoliSci 305 (Introduction to Public Policy));
- 2) Applied Managerial and Analytical courses (10 credit hours; PubAfrs 290 (Leadership in the Public and Non-Profit Sectors) and PubAfrs 522 (Introduction to Policy Analysis));
- 3) Public Affairs tracks or Public Affairs-related minors (25 credit hours; tracks include Urban Policy and Management, Community Organization and Civic Engagement, and Nonprofit Management; related minors include Campaigns and Elections, City and Regional Planning, Communication, Criminology, Economics, Political Science, Public Health, Public Policy, and Sociology);
- 4) Integrating Application courses (10 credit hours; PubAfrs 678.01 or 678.02 (Public Affairs Decision Making – offered in Columbus and in Washington, D.C.) and PubAfrs 679.01 or 679.02 (Public Affairs Analysis Application – offered in Columbus and in Washington, D.C.)).

A student will have 15 credit hours of free electives plus 1 credit hour for the freshman survey course, in addition to fulfilling GEC requirements and the requirements for this major.

As an option for fulfilling Category 3, each of the Public Affair tracks includes 2 foundational courses and at least 3 courses from a list of electives.

- 1) For the Urban Policy and Management track, the foundational courses are Geog 650 (Urban Geography) and PoliSci 505 (Urban Government). Electives include courses from African American and African Studies, Business Finance, City and Regional Planning, Comparative Studies, Economics, Education-Teaching & Learning, Geodetic Sciences, Geography, and Sociology.

- 2) For the Community Organization and Civic Engagement track, the foundational courses are EduPL 271 (Leadership in Community Service) and PoliSci 503 (Public Opinion). Electives include courses from African American and African Studies, Communication, Economics, Political Science, Sociology, and Women's Studies.
- 3) For the Nonprofit Management track, the foundational courses are ASC 337 (Introduction to Nonprofit Organizations) and PubAfrs 330 (Introduction to Nonprofit Management). Electives include courses from English, Art Education, Communications, Business Management and Human Resources, Business Marketing, Business Finance, and Accounting.

The Subcommittee's discussions of the final proposal centered on four topics:

- 1) confirming the viability of including PoliSci 305 in the major for students who are also minoring in Public Policy;
- 2) confirming that JGS does not plan to offer an internship component in Columbus;
- 3) correcting details of new courses included in this minor (i.e., PubAfrs 590 and the decimalized versions of PubAfrs 678 and 679);
- 4) evaluating the appropriateness of courses within the 3 Public Affairs tracks.

Following this discussion, the Subcommittee – by confidential ballot -- voted unanimously to approve the proposed B.A. major in Public Affairs. As a result, that proposal is being moved to the CCI for its consideration.

## **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 administering 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.<sup>1</sup> 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:

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<sup>1</sup> 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.

### What is Public Affairs?

Public affairs is a field of research and practice that includes public management, public administration and public policy. It is an interdisciplinary field that draws broadly from a variety of fields of scholarship and application including organizational, administrative, managerial, leadership and network studies, logistics and operations research, finance, various social science disciplines (e.g. economics, political science, sociology), evaluation, decision sciences, ethics and philosophy, and an array of policy specific fields (e.g. environment, defense, health, education). Core scholarship in the field examines how organizational, administrative, financial and policy factors impact the performance of public organizations and programs.

As a field of practice, programs in public affairs provide students with knowledge of public sector (inclusive of the array of public, private and nonprofit entities involved in the production of public policies and the delivery of public programs) and train students in foundational managerial, analytical and financial skills needed to succeed as a public servant.

The National Association of Schools of Public Affairs and Administration (NASPAA) is the professional association in the field that governs educational and curricular matters.<sup>2</sup> Founded 40 years ago in 1970, the mission of NASPAA is to ensure excellence in education and training for public service and to promote the ideal of public service.<sup>3</sup> At the graduate level, NASPAA accredits programs in public affairs that offer the Master of Public Affairs or Administration (MPA). At the undergraduate level, NASPAA does not accredit programs, but provides guidelines for professional baccalaureate degrees.<sup>4</sup> NASPAA is the public affairs equivalent of the Association to Advance Collegiate Schools of Business (AACSB), the national accrediting body for Business schools and colleges. NASPAA publishes the *Journal of Public Affairs Education* (JPAAE) “...in order to bring the best scholarship on teaching and quality directly into the hands of [NASPAA’s] membership and the profession.” JPAAE provides guidance to educators on both graduate and undergraduate education in public affairs practice, scholarship, and training.

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<sup>2</sup> To learn more about NASPAA and its 265 member schools see [www.naspaa.org](http://www.naspaa.org).

<sup>3</sup> The Director of the John Glenn School of Public Affairs, Charles Wise, served as the president of NASPAA from 1996 to 1997.

<sup>4</sup> See [http://www.naspaa.org/principals/resources/document/guidelines\\_undergrad\\_programs\\_pa.pdf](http://www.naspaa.org/principals/resources/document/guidelines_undergrad_programs_pa.pdf)

Three other major professional associations provide leadership in research on and the practice of public affairs. These professional associations publish the three top public affairs journals and hold the largest research conferences.<sup>5</sup> The Public Management Research Association (PMRA) governs the peer-reviewed *Journal of Public Administration Research and Theory (JPART)*, published by Oxford Journals. The mission of JPART is to serve "...as a bridge between public administration or public management scholarship and public policy studies. The journal aims to provide in-depth analysis of developments in the organizational, administrative, and policy sciences as they apply to government and governance."<sup>6</sup> Biannually, the PMRA convenes the leading conference for the study of public management.<sup>7</sup>

The Association of Public Policy Analysis and Management (APPAM) governs the peer-reviewed *Journal of Policy Analysis and Management (JPAM)*, published by Wiley-Blackwell. The mission of JPAM is to disseminate "...the highest quality, multidisciplinary research in public policy and management...JPAM's ultimate purpose is building a professional community of scholars and practitioners devoted to more effective policy analysis and public management."<sup>8</sup> Annually, APPAM hosts the principal research conference for the interdisciplinary study of policy analysis and management.<sup>9</sup>

The American Society of Public Administration (ASPA) governs the peer-reviewed *Public Administration Review (PAR)*, also published by Wiley-Blackwell. PAR "...has been the premier journal in the field of public administration research, theory, and practice for more than 60 years. PAR is the only journal in public administration that serves both academics and practitioners interested in the public sector and public sector management."<sup>10</sup> Annually, ASPA hosts the largest combined research-practitioner conference for the study and practice of public administration.

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<sup>5</sup> All three journals are ranked in the Journal Citation Index with five year impact factors ranging from 1.651 to 2.493.

<sup>6</sup> See [http://www.oxfordjournals.org/our\\_journals/jopart/about.html](http://www.oxfordjournals.org/our_journals/jopart/about.html). One faculty member of the John Glenn School of Public Affairs serves on the Board of Editors.

<sup>7</sup> In the fall of 2009, the John Glenn School of Public Affairs hosted the tenth meeting of the conference. See <http://pmrc2009.ning.com/>

<sup>8</sup> See <https://www.appam.org/publications/jpam/about.asp>

<sup>9</sup> The John Glenn School of Public Affairs is an institutional representative in APPAM.

<sup>10</sup> See <http://www.wiley.com/bw/journal.asp?ref=0033-3352>. Glenn School Director Charles Wise is a past managing editor of PAR.

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

The proposed BA major has three general education goals and nine learning objectives:<sup>11</sup>

**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

**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)

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<sup>11</sup> 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.



**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." In addition, the University's motto is *disciplina in civitatem* (education for citizenship). The proposed BA in Public Affairs would contribute to the overarching goal and fulfill the University's motto 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

As a land-grant university, one of the Ohio State University's core missions is to serve the state and its communities. 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 Ohio State 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 across the country, none can match the wealth and diversity of knowledge and expertise that can be brought together at the Ohio State University. The Glenn School is already a dynamic hub for "trans-institutional" research, teaching and service at OSU, with a highly interdisciplinary faculty and curriculum (see below), and formal and informal scholarly and educational connections throughout the University.<sup>12</sup>

- 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

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<sup>12</sup> For example, the Glenn School currently offers dual or joint degree programs with the Knowlton School of Architecture, Department of Art Education, Fisher College of Business, School of Environment and Natural Resources, Moritz College of Law, College of Public Health, Center for Slavic and East European Studies, and the College of Social Work.

public management challenges, a growing number of students seek a degree program that provides 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 undergraduate 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 Ohio 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

Perhaps the most important asset available to the Ohio State University in offering an undergraduate major in public affairs is the John Glenn School of Public Affairs, one of the newest schools at the Ohio State University. 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. The Glenn School's legacy academic program, the former School of Public Policy and Management, was started as one of the nation's first public affairs programs in 1969. NASPAA renewed the Glenn School's accreditation in 2009.

The School is highly interdisciplinary in its configuration offering formal course work in:

- public management, administration and organizations,
- policy processes and implementation,
- public economics, finance and budgeting,
- analysis, research methods, and evaluation,
- specialized policy areas (e.g. climate change and energy policy, education policy, economic development policy), and
- specific management or analytical techniques (e.g. grant writing, project management, contract management).

To offer this interdisciplinary curriculum the School draws upon a full-time faculty with training in public affairs (inclusive of public administration, public management, and public policy) and other related fields (e.g. political science, economics), as well as extensive and on-going practitioner or applied professional experience:

- Assistant Professor Craig Boardman  
Ph.D. in Public Policy, Georgia Institute of Technology  
Former staff member of Science and Technology Policy Institute, Institute for Defense Analyses, Washington, DC
- Associate Professor Trevor Brown  
Ph.D. in Public Policy and Political Science, Indiana University  
Associate Director of the Parliamentary Development Project, U.S. Agency for International Development technical assistance contractor
- Full Professor Anand Desai  
Ph.D. in Public Policy Analysis, University of Pennsylvania  
Co-Principal Evaluator, Pandemic Influenza Preparedness Project, Centers for Disease Control and Ohio Department of Health

- Associate Professor Robert Greenbaum  
Ph.D. in Public Policy and Management, Carnegie Mellon University  
Co-Principal Investigator, Analysis of Economic Implications of Changes in Medicaid Expenditures on Ohio Counties, The Health Policy Institute of Ohio
- Full Professor Andy Keeler  
Ph.D. in Agricultural and Resource Economics, University of California, Berkeley  
Former senior staff economist for Environment at the President's Council of Economic Advisers  
Former senior economist at the Environmental Protection Agency
- Associate Professor David Landsbergen  
Ph.D. in Public Administration and J.D., Syracuse University  
Principal Evaluator, Electronic Records Management in the State of Ohio, Ohio Electronic Records Committee
- Assistant Professor Stephanie Moulton  
Ph.D. in Public Affairs, Indiana University  
Former nonprofit manager, Community Housing Develop Organization  
Former state and regional trainer, Indiana Association for Community and Economic Development and Indiana Housing and Community Development Authority
- Assistant Professor Jason Seligman  
Ph.D. in Economics, University of California, Berkeley  
Former staff member, Office of Economic Policy, United States Treasury  
Former staff member, Council of Economic Advisors  
Fellow, TIAA-Cref Institute
- Full Professor Charles Wise  
Ph.D. in Political Science, Indiana University<sup>13</sup>  
Former Special Assistant for Policy Analysis and Director of Intergovernmental Relations, US Department of Justice

The School's faculty members are all actively engaged in research and publish in the field's core journals (as noted earlier, JPART, PAR and JPAM, among others). Furthermore, all

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<sup>13</sup> The School is currently searching for 2-3 new faculty for the coming academic year. As a result of that search, as of January 2010, the School hired Marty Luby from Indiana University's School of Public and Environmental Affairs. The School anticipates making additional hires throughout the winter.

members of the faculty participate in the School's doctoral program which produces the next generation of scholars in public affairs.<sup>14</sup> Many of these faculty members participate in the School's undergraduate co-curricular offerings including a Washington Academic Internship Program, a Learning Community program, and a First Year Experience program. Finally, 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 NASPAA 71 of the association's member schools offer undergraduate public affairs majors (i.e. public administration, public affairs, or public policy).<sup>15</sup> Many of these programs are well established, dating back decades.<sup>16</sup> 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.

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 Policy

Given the interdisciplinary nature of the field and the absence of formal accreditation standards for undergraduate public affairs programs, different universities have assembled curricula with varying components. Some programs pursue a broad approach integrating public management, administration, finance and public policy. Other programs focus more narrowly on public policy studies. Because the Glenn School

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<sup>14</sup> The School's doctoral program offers concentrations in public management and public policy.

<sup>15</sup> See [http://www.naspaa.org/about\\_naspaa/members/full/roster\\_loc/bs\\_programs.asp](http://www.naspaa.org/about_naspaa/members/full/roster_loc/bs_programs.asp)

<sup>16</sup> For example, the public affairs program at the University of Southern California is 50 years old and the program at Indiana University is 39 years old.

offers the broader, integrative curriculum at the graduate level, its faculty and staff are able to provide a similar multidisciplinary curriculum at the undergraduate level.

While NASPAA does not currently accredit undergraduate public affairs programs, it has produced recommended guidelines for baccalaureate degree programs in public affairs.<sup>17</sup> These guidelines recommend that a...

...very close relationship should exist between undergraduate and graduate programs in PA in order to provide effective career education for the public service. It is recognized that the MPA [Masters of Public Affairs/Administration] is the primary professional degree in PA. Accordingly, undergraduate guidelines should relate closely to the Guidelines and Standards for Professional Masters Degree Programs in Public Affairs/Public Administration...(p. 2).

The guidelines go on to state,

A professionally competent faculty is vital to a professionally-oriented program. All faculty who teach for the PA program should have a realistic understanding of the education and training needed to develop managers and leaders for public service. To accomplish this, the appointment of full-time faculty who are academically qualified and also have relevant professional experience should be encouraged. The use of qualified practitioners as part-time instructors, guest lecturers, and curriculum advisors will also help to strengthen the professional orientation of the program (p. 5).

As highlighted earlier, the Glenn School offers an accredited MPA degree program and so is ideally suited to offer an undergraduate professional public affairs degree that trains students for careers in public service. In addition, the School's faculty members are trained scholars in public affairs disciplines who have extensive and on-going professional managerial or analytical experience.

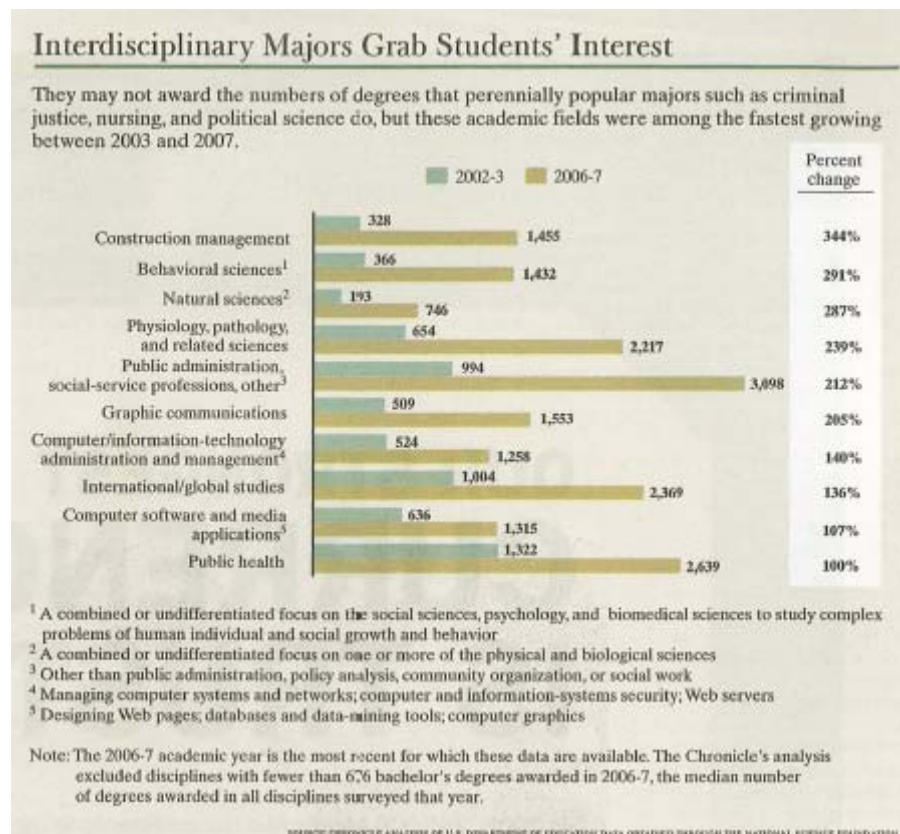
Different universities structure the delivery of undergraduate public affairs programs differently, although the prevailing model is through an independent public affairs unit. For example, of the four Big Ten degree programs that offer public affairs degrees, three are offered by independent colleges or schools of public affairs or public policy, while 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.

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<sup>17</sup> See [http://www.naspaa.org/principals/resources/document/guidelines\\_undergrad\\_programs\\_pa.pdf](http://www.naspaa.org/principals/resources/document/guidelines_undergrad_programs_pa.pdf)

## 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)<sup>18</sup>**

<b>Institution</b>	<b>Unit</b>	<b>Degree</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>Total</b>	<b>Mean</b>
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*

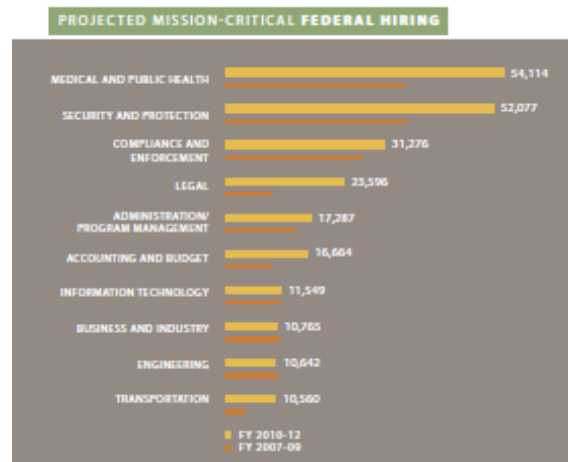
A professional BA in public affairs will offer students numerous employment opportunities. As an applied degree that provides students knowledge of public sector institutions and process, along with skills in policy analysis and public management, the proposed BA in Public Affairs will position graduates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

<sup>18</sup> Data collected from direct communication with programs.



enter the federal workforce with a Bachelors degree.<sup>19</sup> These hires will be made across the country and across policy and management areas (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.<sup>20</sup> 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.<sup>21</sup> 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).

In terms of the core subject areas that best prepare undergraduates for professional public service, NASPAA recommends the following five foundational building blocks:

- Administrative and management processes and ethical considerations;
- Individual and group organizational dynamics;

<sup>19</sup> Partnership for Public Service. 2009. *Where the Jobs Are: Mission-Critical Opportunities for America* (Washington DC).

<sup>20</sup> Council of State Governments. 2002. *State Employee Worker Shortage: The Impending Crisis* (Washington DC).

<sup>21</sup> Siegrun Fox Freuss, ed. 2009. *Human Resource Management in Local Government: An Essential Guide* (Washington DC: International City/County Management Association).

- The application quantitative and non-quantitative analytical tools to public affairs problems and challenges;
- The political-social-economic-legal environment of public affairs; and
- Applied policy analysis for a professional context.<sup>22</sup>

The guidelines go on to specify:

These topics should not be regarded as separate entities, nor should they necessarily be considered as classifications for specific courses. Rather, they should be perceived in terms of their inter-relationships. Of major consequence is how well the student has assimilated, integrated, and demonstrated his or her ability to use the knowledge and skills reflected in the major subject areas (p. 6).

As described below, the proposed Glenn School public affairs degree harnesses the experience of offering a similar integrated professionally-oriented curriculum at the graduate level. Similarly, because many of the Glenn School's faculty members have been trained in interdisciplinary doctoral programs they are well-prepared to offer such a curriculum at the undergraduate level.

#### *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.

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<sup>22</sup> See p. 6 of the NASPAA guidelines for baccalaureate degrees.

### 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 recently hired 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 participates in the minor by offering one of the three required analytical courses and by 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. As noted earlier, this integrative approach aligns with the NASPAA recommended guidelines for undergraduate public affairs degrees.

The **Department of Political Science** offers no concentration in public policy or policy analysis at the undergraduate or graduate level. The Department does offer 18 courses with public policy in the title or in the course description. 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 proposed major in Public Affairs allows students to take these ~~courses~~ and other courses as part of the major.

The study of politics and political science is a component of the proposed public affairs degree program, but in accordance with the recommended NASPAA standards for public affairs programs it represents only a small portion of the curricular content. Public affairs as an interdisciplinary field incorporates streams of knowledge from a variety of different disciplines, including Political Science. As noted at the beginning of this proposal, public affairs encompasses public management, public administration and public policy, and focuses on the integration and application of these three bodies of knowledge. The proposed Public Affairs BA is designed as a professional degree program with the primary goal of preparing students for careers in public service. Consequently, in covering knowledge and insights from public management, public administration, and public policy, the focus is on applying that integrated knowledge as a manager, an analyst, or both. Finally, 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. In summary, knowledge of public policy processes is a component of the proposed BA, but it is only one component among many and the purpose of that knowledge is ultimately directed at application in a professional context.

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.<sup>23</sup> 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."<sup>24</sup> 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:

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<sup>23</sup> 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.

<sup>24</sup> Over 80% of the respondents were juniors or seniors.

“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.”



#### IV. STUDENT ENROLLMENT

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

<b>Student Type</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b><i>Full Time</i></b>				
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
<b><i>Part Time</i></b>				
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
<b><i>Total</i></b>				
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 and minors 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 or Public Affairs-Related Minor
- Integrating Application Courses

### *Public Affairs Foundation Courses (25 credit hours)*

In the first two years students begin their public affairs curriculum with five 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) <sup>25</sup>

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 590/ECON XXX State and Local Government Finance (5 credit hours) <sup>26</sup>

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)

POLSCI 305 Introduction to Public Policy (5 credit hours)

The course provides facts about how public policies are formed in the U.S., and presents theories that help students understand policy formation in greater detail. Case studies of topics from global warming to illegal immigration to the war in Iraq allow students to grapple with questions of how the public policy process leads to the most important decisions faced by our country today.

*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)

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<sup>25</sup> The Glenn School offers a similar course – PUBAFRS 730 Public Finance – which formerly had 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.

<sup>26</sup> PUBAFRS 590 will be cross-listed with the Department of Economics. The Department of Economics is searching for an appropriate course number as Econ 590 is already attached to an existing course.

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 or Public Affairs Related Minors (25 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. Students can elect to pursue a public affairs related minor or an interdisciplinary public affairs track. Following the NASPAA recommended guidelines, the purpose of the foundational, applied and integrating required courses in the major is to provide students with the core managerial and analytical skills they need to acquire an entry-level management or analytical job in the public sector. The more specialized courses in the public affairs minors or tracks are not designed to provide foundational professional skills, but rather to provide students knowledge about the policy and management issues in a particular public affairs field or area. Each public affairs track or minor may potentially lead to a variety of career paths. Consequently, not all of the courses in each track are professional in nature. Glenn School advising staff will work with students to select a track or minor that is related to the student's public affairs policy or management interest.

Students may select a minor from the following list of public affairs related minors:

- Campaign and Elections
- City and Regional Planning
- Communication
- Criminology
- Economics
- Political Science
- Public Health
- Public Policy
- Sociology

Students may also petition advising staff to count an alternative minor if they can demonstrate sufficient public affairs content in the minor.

Alternatively, students can pursue an interdisciplinary public affairs tract that consists of at least 25 hours of 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 fifteen-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 may offer public affairs tracks in up to eight areas in the first, second or third years of the major<sup>27</sup>. In the first year, the undergraduate major will include the following three tracks<sup>28</sup>:

- Urban Policy and Management
- Community Organization and Civic Engagement
- Nonprofit Management<sup>29</sup>

Highly motivated students are encouraged to go beyond the course work in the public affairs track they select to pursue a minor in a relevant field.

*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. These two courses can be taken in one of two ways: on the Columbus campus of the Ohio State University, or through the Glenn School's Washington Academic Internship Program (WAIP) in Washington DC. On the Columbus campus, students take two courses – PUBAFRS 678.01 and 679.01 (described below) – offered in different quarters. Alternatively, students can enroll in PUBAFRS 678.02 and 679.02 during the same quarter while participating in WAIP. PUBAFRS 678.01 and 679.01 are described below; PUBAFRS 678.02 and 679.02 essentially provide the same content albeit in Washington DC (syllabi of all courses are included with this proposal).

PUBAFRS 678.01 Public Affairs Decision-Making (5 credit hours)

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<sup>27</sup> In the near future, the degree may add tracks in:

- Healthcare Policy and Management
- Education Policy and Management
- International Policy and Management
- Homeland Security Policy and Management
- Environmental Policy and Management

<sup>28</sup> 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 fifteen credit hours of 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.

<sup>29</sup> Appendices provide descriptions of each of these tracks as well as the courses included in each track.

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 679.01 Public Affairs 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)

*Other Requirements (16 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 16 hours of credit. Of these, 15 credit hours will come in the form of free electives. The final credit hour comes from a one credit hour survey course that all entering students take their first quarter at the Ohio State University.

## 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 590/ECON XXX State & Local Gov. Finance (5)	Recently approved	
Political Science	POLISCI 305 Introduction to Public Policy (5)	Currently offered	
<i>Applied Managerial &amp; 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 or Minor</i>	See Above (25)		
<i>Integrating Application Courses</i>			
Glenn School	PUBAFRS 678.01 or 678.02 Public Affairs Decision Making (5)	Currently offered, requires Columbus approval	
Glenn School	PUBAFRS 679.01 or 679.02 Policy Analysis Application (5)	Currently offered, requires Columbus approval	
<i>Free Electives</i>	See Above (15)		

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	25	PUBAFRS 200, 240, 590, ECON 530 (or PUB AFRS 730), POLISCI 305
2. Applied Managerial and Analytical Courses	10	PUBAFRS 290 and 522
3. Public Affairs Track Courses or Minor	25	
4. Integrating Application Courses	10	PUB AFRS 678.01/678.02 and 679.01/679.02
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 (suggested); 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 (suggested) 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	15	
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) POLISCI 305 (5)	PA 522 (5) 2 GEC (10)
<i>Junior</i>	PT (5) GEC (5) FE (5)	PA 590 (5) PT (5) GEC (5)	PT (5) GEC (5) FE (5)
<i>Senior</i>	PA 678.01 (5) GEC (5) PT (5)	PA 679.01 (5) GEC (5) PT (5)	2 GEC (10) FE (5)

**Notes:** PA = Public Affairs; GEC = General Elective Curriculum; FE = Free Elective; PT = Policy Track or Minor; 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/dual major or more than one minor.

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

Students are required to take 105 credit hours in other departments (i.e. all the general education requirements, ECON 530, and POLISCI 305).

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

Students will likely take an additional 40 credit hours in another department, including the 25 hours of public affairs track or minor courses, and 15 hours of free electives.

*29. Other degree requirements in addition to course requirements*

All the degree requirements are built into the course requirements.

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
<i>Public Affairs Foundation Courses</i> <ul style="list-style-type: none"> <li>PA 200</li> <li>PA 240</li> <li>ECON 530</li> <li>PA 590</li> <li>POLICSCI 305</li> </ul>	1.1 Provide students an understanding of the governmental, financial, economic, legal, and political institutions, systems and processes that constitute the public sector  1.2 Provide students an understanding of public sector administrative and management systems and process  1.3 Provide students an understanding of human behavior – individual, group, and organizational – in the context of the public sector  3.1 Expose students to the diverse, and sometimes competing, values present in the public sector  3.2 Instill students with a public sector value orientation and the cognitive frameworks for balancing and trading off among diverse values
<i>Applied Managerial &amp; Analytical Courses</i> <ul style="list-style-type: none"> <li>PA 290</li> <li>PA 522</li> </ul>	2.1 Develop students' analytical, quantitative and logical abilities and skills for defining and solving problems in the public sector  2.2 Develop students' written, oral and communication abilities and skills in the public sector  2.3 Develop students' abilities and skills for analyzing and coping with different behavioral situations in the public sector
<i>Public Affairs Track Courses</i>	1.4 Provide students an understanding of an area of specialization in public affairs
<i>Integrating Application Courses</i> <ul style="list-style-type: none"> <li>PA 678.01/678.02</li> <li>PA 679.01/679.02</li> </ul>	2.1 Develop students' analytical, quantitative and logical abilities and skills for defining and solving problems in the public sector  2.2 Develop students' written, oral and communication abilities and skills in the public sector  2.3 Develop students' abilities and skills for analyzing and coping with different behavioral situations in the public 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 Master of Public Administration and Master 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 in conjunction with an adjunct or lecturer if there are multiple sections of a course in the future. 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 two to 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. All of these courses will be offered by a full-time faculty member. In the second year, the Glenn School anticipates adding the three remaining courses to the rotation – PA 590, 678.01, and 679.01.<sup>30</sup> All three of these courses will be staffed by full-time faculty members.

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<sup>30</sup> Note that the Glenn School currently offers PA 678.02 and PA 679.02 every quarter, including summer, through its Washington Academic Internship program. These sections will count towards the major requirements. The PA 678.01 and PA 679.01 are the Columbus-based offerings of the course.



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

Academic Year	Autumn	Winter	Spring
2010-2011	PA 200 (Dr. Trevor Brown)	PA 240 (Dr. Stephanie Moulton)	PA 522 (Dr. Andy Keeler)
		PA 290 (New Hire)	
2011-2012	PA 200 (Dr. Trevor Brown)	PA 240 (Dr. Stephanie Moulton)	PA 522 (Dr. Andy Keeler)
	PA 678.01 (Dr. Craig Boardman)	PA 679.01 (Dr. Craig Boardman)	
		PA 290 (New Hire)	
		PA 590 (Dr. Marty Luby)	

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 678.01
- PA 679.01

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 Economics does with ECON 530, it may be that the Glenn School begins to offer the graduate version of 730 at the undergraduate level and incorporate material from PA 590. 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 730/590 PA 678.01	PA 290 PA 522 PA 679.01 <sup>31</sup>

*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 (25% 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 recently hired 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.

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<sup>31</sup> The Glenn School also anticipates continuing the Washington Academic Internship Program, including PA 678.02 and PA 679.02, when the university moves to semesters.

**John Glenn School of Public Affairs**  
**Community Organization & Civic Engagement Public Affairs Track**

**Overview:** As the American political process becomes increasingly polarized, more Americans are turning away from public life with a feeling of disillusionment. However, our democracy presumes that the citizens within a community will play an active role, holding its leaders accountable and working together to create positive change. The civic engagement specialization track within the major in public affairs will explore the role of the citizen in our communities and will examine a variety of ways that people can work together to impact the public policy decisions our governments make on a daily basis.

By examining ideas and concepts like community, leadership, service, organization, capacity building, and social change, students in the civic engagement track will be prepared to empower members of a community and lead them in making a difference. Drawing upon courses from a variety of academic disciplines, our students will learn about how social change occurs, how members of a community can work together, and how individuals can have an impact in public policy issues. This track will help students realize their potential to impact their communities and will help answer the long-standing question, “Can one person really make a difference?”

Students in the civic engagement track are required to take two foundational courses and then select at least 15-credit hours of elective courses from a list of courses that draws from across the Ohio State University. Students are encouraged, but not required, to undertake an internship with a nonprofit organization during their degree program; students who enroll in an internship experience for credit (e.g. PUB AFRS 589) can count the credit towards the fifteen credit hours of elective track credit.

**Foundational Courses (Take these courses)**

- EDUPL 271 Leadership in Community Service (5 hours)
- POLITSC 503 Public Opinion (5 hours)

**Other Courses (at least 15 hours):**

- AFAMAST 495 Service-Learning in Urban Communities (5 hours)
- AFAMAST 504 Black Politics (5 hours)
- COMM 653 Political Communication and e-Democracy (5 hours)
- COMM 665 Communication and Community (5 hours)
- ECON 348 Ethics and Social Responsibility (5 hours)
- POLITSC 502 Campaign Politics (5 hours)
- POLITSC 574 Political Participation and Voting Behavior (5 hours)
- SOCIOL 391 Building Community Capacity (5 hours)

- SOCIOL 407 20<sup>th</sup> Century Social Movements in the United States (5 hours)
- SOCIOL 463 Social Stratification: Race, Class, and Gender (5 hours)
- WOMSTDS 385 Women and Political Leadership Internship (5 hours)
- WOMSTDS 513 Women, Government, and Public Policy (5 hours)

## **Course Descriptions**

### Foundational Courses

#### **EDUPL 271- Leadership in Community Service**

This course examines leadership in the context of service and community involvement. In this course, students will gain an understanding of service and leadership for "the common good," analyze the setting in which service takes place, actively participate in a community service setting for a minimum of three hours a week, gain hands on knowledge, skills, and experience about a specific community organization, and develop their own leadership style and skills in a community setting. The purpose of this course is to prepare students for a lifetime of engaged, responsible, and active community involvement and leadership (5 credit hours).

#### **POLITSC 503- Public Opinion**

This course is an introduction to the nature and role of public opinion in American political life. As the quotation above indicates, the concept of public opinion exerts enormous influence on the political process in the United States. While most of us would probably agree that public opinion ought to exercise a major influence in a democracy, complications arise when we consider questions such as, "How should public opinion be conceptualized and measured?" and "Are ordinary citizens sufficiently informed and thoughtful to play such a pivotal role in shaping public policy and the decisions of our elected leaders?" (5 credit hours).

### Other Courses

#### **AFAMAST 495- Service-Learning in Urban Communities**

Service learning in the urban community is a course that draws on the principles of experiential learning by immersing students in an organized service activity that meets the needs of Columbus' urban community. This immersion experience is designed to enable the student to assist a marginalized urban population and enhance the students' leadership and communication skills, promote critical thinking, increase flexibility/tolerance and multicultural fluency, broaden conflict resolution skills, and increase public policy sophistication, etc (5 credit hours).

#### **COMM 653- Political Communication and e-Democracy:**

Designed to explore political uses of the Web and their impacts on political communication processes—see syllabus for further course details (5 credit hours).

#### **COMM 665- Communication and Community:**

A critical examination of communication linkages for building and maintaining communities—see syllabus for further course details (5 credit hours).

**POLITSC 502- Campaign Politics**

The organization and strategy of American political campaigns; practical politics seen in the light of knowledge about political behavior and public opinion—see syllabus for further course details (5 credit hours).

**SOCIOL 391- Building Community Capacity**

This service learning course provides students with an understanding of the past, present and future of cities and of the community capacity building process in cities. We will explore the basic concepts, methods, and approaches used when sociology is put into practice in urban, organizational settings. My goal is for each of you to better understand how and why communities are in the current state they are in, and what decisions and actions in the past and present, shape where urban communities are going in the future. Each of us makes contributions to urban quality of life. And in this class you will do so by working with, and being of service to, individual organizations. Through and beyond this course, the quality of resources and opportunities in these capacity building organizations will improve, thus improving the quality of all our lives, now, and into the future (5 credit hours).

**POLITSC 574- Political Participation and Voting Behavior**

This is a course on American elections, voting behavior, and political participation. In this class we will examine a number of issues. Why do (or don't) people participate in politics? How much do we know about the candidates running for office? How much should we know? What factors lead us to support one candidate over the other? Why do we bother to vote at all? As we will see, there are a number of ways to address these questions and we will touch on only some of the possible answers. We will primarily (but not solely) examine these questions from a psychological perspective. That is, we will focus on the mental processes that people use when interacting with their political world (5 credit hours).

**SOCIOL 407- 20<sup>TH</sup> Century Social Movements in the United States**

This course will prepare you with an overview of the sociological perspective on 20th century social movements in the United States. Over the course of the quarter we will examine various social movement theories and apply them to several case studies of social movements to help us understand how social movements originate, sustain themselves, and decline. The study of social movements allows us to determine what motivates individuals to change society, and how social change is accomplished. The class readings and lectures will familiarize you with the research on social movements within academic literature, while the exams will evaluate your understanding of the material. In addition, the assignments will provide you with the opportunity to critique academic research on social movements by forming and defending your own ideas and opinions (5 credit hours).

**SOCIOL 463- Social Stratification: Race, Class, and Gender**

The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender—see syllabus for further course details (5 credit hours).

**ECON 348- Ethics and Social Responsibility**

Economic life consists of the choices and actions of people acting individually and in groups to sustain and advance their material interests and well being. As an inherently social activity, economic life is rich in possibilities for perceived conflicts between an individual's self interest and treatment of and by others. The normative theory of how people should conceive of their own self

interest and treat others is in the domain of ethics. The overarching goal of this course is to give students an appreciation of how economic activity and ethical values interact and sustain (or do not) each other (5 credit hours).

**AFAMAST 504- Black Politics**

Economic, political, and social constraints on the development of black political power; the efforts made by black people in recent times to organize for effective political action—see syllabus for further course details (5 credit hours).

**WOMSTDS 385- Women and Political Leadership Internship**

This course offers students opportunities to learn leadership and policy making skills by working with Ohio women lawmakers—see syllabus for further course details (5 credit hours).

**WOMSTDS 513- Women, Government, and Public Policy**

An examination of policymaking on gender-related issues and the impact of women in government—see syllabus for further course details (5 credit hours).

## **John Glenn School of Public Affairs Nonprofit Management Public Affairs Track**

**Overview:** Designed for individuals who wish to pursue leadership positions in nonprofit organizations, the Nonprofit Management track serves as an excellent option if you aspire to serve in the nonprofit sector, a government agency that deals extensively with nonprofits, or the philanthropy field. Nonprofits are engaged in a wide range of sectors, including social welfare, public health, education, arts and culture, to name a few. As mission-driven organizations, nonprofits provide both participants in the organization an opportunity to use their expertise to serve others. In the nonprofit track, you'll gain the skills and knowledge most relevant for a professional career in the nonprofit sector. The concentration addresses the distinctive features and practices of nonprofit organizations and emphasizes management techniques helpful to nonprofit leaders.

Students in the nonprofit management track are required to take two foundational courses and then select at least 15-credit hours of elective courses from a list of courses that draws from across the Ohio State University. Students are encouraged, but not required, to undertake an internship with a nonprofit organization during their degree program; students who enroll in an internship experience for credit (e.g. PUB AFRS 589) can count the credit towards the 15 credit hours of elective track credit.

### **Foundational Courses (Take Both)**

- ASC 337 Introduction to Nonprofit Organizations (5 hours)
- PUB AFRS 330 Introduction to Nonprofit Management (5 hours)

### **Elective Courses (at least 15 credit hours)**

- English 567S Rhetoric in the Community (5 hours)
- Art Education 481 Managing Arts Organizations (5 hours)
- Art Education 595A Exploring the Creative Sector: Art in the 21<sup>st</sup> Century (5 hours)
- COMM 325 Introduction to Organizational Communication (5 hours)
- COMM 656 Information Technology and Organizational Communication (5 hours)
- BUS MHR 290 Entrepreneurship (5 hours)
- BUS MHR 694H52 Value Creation in the Social Enterprise (5 hours)
- BUS MHR 590 Leading High Performance Ventures (4 hours)
- BUS MHR 701 Managing Individuals in Organizations: Organizational Behavior and Human Resources (5 hours)
- BUS M&L 450 Foundations of Marketing Management (4 credit hours)
- BUS MHR 400 Foundations of Management and Human Resources (4 credit hours)
- BUS FIN 420 Foundations of Finance (4 credit hours)
- ACCTMIS 310 Foundations of Accounting (5 credit hours)

## Course Descriptions

### Foundational Courses

#### **ASC 337 (In proposal to meet concurrently with ASC 338.05) Introduction to Nonprofit Organizations** (Dr. Melinda Wright)

ASC 337 is designed to introduce students to the world of nonprofit organizations, in particular those whose missions address social issues and public service. The course will expose you to:

- A range of types of non-profit organizations that have a social issue focus (focus, organizational structure, size),
- The range of competencies required in the management of nonprofit organizations (political, organizational, economic, and technological)
- The challenges and social issues involved in this type of nonprofit organization.

By work in groups on the Challenge Project, you will analyze one nonprofit in detail and address a challenge brought to class by a local nonprofit organization.

#### **PUB AFRS 330 Introduction to Nonprofit Management** (Dr. Stephanie Moulton)

This course is a survey course on nonprofit management and governance. Topics include the legal framework for nonprofit organizations, the link between nonprofit capacity and performance, nonprofit mission and strategic planning, nonprofit performance measurement and management, nonprofit board governance and organizational structure, nonprofit human resource and volunteer management, nonprofit financial resource management, nonprofit external stakeholder engagement and management, and nonprofit start-up and incorporation.

### Elective Courses

#### **English 567S Rhetoric in the Community** (Dr. Melinda Wright)

In this undergraduate seminar, you will extend your critical and rhetorical skills beyond the classroom into the world of community action as you think about writing as an instrument of social change. By volunteering at a local nonprofit agency for at least two hours each week, you will learn about the nonprofit world and research a specific community issue or problem. Your experiences onsite and in the classroom will provide a framework for the writing you do both for your community partner and for classroom assignments. Students in past classes have worked with Children's Hunger Alliance, the Women's Fund of Central Ohio, Columbus Literacy Council, and the Ohio Historical Society.

#### **Art Education 481 Managing Arts Organizations**

The topic of this 5-credit hour course is Managing Arts Organization. Through an examination of diverse points of view on management and on arts and culture, this course constructs a conceptual framework for students to understand the nonprofit sector and arts and cultural organizations (including their mission, their operations and their societal functions). Conversely, nonprofit arts and cultural organizations, based in public values and public purposes, are viewed as a unique response to societal issues. Emphasizing entrepreneurial leadership, students will examine such topics as organizational governance, staffing and structure, strategic planning, program design and evaluation, marketing, fundraising and financial planning. They will develop an understanding of issues such as sustainability, capacity building, and ethical practice. Through lectures/discussions, media



presentations, guest speakers, field trips, and through reading, written and oral assignments, students will examine contemporary issues and the external threats and opportunities impacting arts and cultural organizations. Practical research methods will be presented in conjunction with the major writing assignments.

### **Art Education 595A Exploring the Creative Sector: Art in the 21<sup>st</sup> Century**

This 5-credit hour course explores the creative enterprise in contemporary American society. By examining the issues and providing information from diverse points of view, the course develops a holistic understanding of the creative sector, that is, the relationships within between the artistic workforce, the trends in contemporary arts and critical frameworks, the structures of cultural organizations and the variety within the creative industries. In addition students will discuss the diverse values, beliefs and attitudes driving arts advocacy, specific arts audience participation and the support of the larger community. With a comprehensive understanding of the arts/culture environment, students can investigate their professional options and make informed career decisions. Through lectures/discussions, slides/videos, guest speakers, reading, written and oral assignments, students will investigate conceptual frameworks for writing critically about arts and cultural issues: from aesthetic, historical, social, political, and cultural perspectives Practical methods for identifying and researching ideas, questions and solutions in cultural research will be presented in conjunction with the major writing assignments.

### **COMM 325 Introduction to Organizational Communication**

Communication plays a vital role in the success and failure of organizations. Addresses prior and current approaches to the study of organizational communication.

### **COMM 656 Information Technology and Organizational Communication**

Focus on the role of various technologies within organizations and for work team members.

### **BUS MHR 290 Entrepreneurship**

Assesses economical, sociological, and psychological foundations of entrepreneurship and its impact on society. Examines perspectives, characteristics of entrepreneurs, and role of personal creativity in entrepreneurship.

### **BUS MHR 694H52 Value Creation in the Social Enterprise**

The purpose of this course is to (1) understand the theory of social enterprise and to be able to develop a business plan for a non-profit, (2) develop your interpersonal and communication skills, (3) offer you the opportunity to interact with individuals in a non-profit organization on “real” organizational problems or issues that your team is asked to help address, (4) develop your ability to function as a member of a creative team charged with finding the best solution for an organizational issue, (5) to develop your presentation skills and prepare and deliver team presentations to the non-profit. This course will also give you the opportunity to (1) learn time management skills, (2) use your creativity, and (3) problem solve.

### **BUS MHR 590 Leading High Performance Ventures**

Explores key managerial practices for leading successful growing businesses. Examines issues in human resources management, business law, financial management, competitive strategy and organizational design. Prereq: Econ 200 or AED Econ 200 or equiv.

**BUS MHR 701 Managing Individuals in Organizations: Organizational Behavior and Human Resources**

Principles for managing the performance of individuals and groups in organizations; introduction to organizational behavior theory and its application to staffing, training, compensation, and appraisal. Su, Au, Wi, Sp Qtrs. 2 2-hr cl. 701H (honors) may be available to students enrolled in an honors program or by permission of department or instructor. Prereq: Jr standing. Not open to students with credit for 400. H701: Open only to students in the Honors Business Administration Cohort Program.

**BUS M&L 450 Foundations of Marketing Management**

A survey of marketing for non-business students including discussion of marketing practice tools and concepts and their applications in profit and nonprofit organizations. Generally offered Winter and Spring Quarters. Prerequisite: Math 130; Econ 200 and Cptr/Inf 100 or equivalents. Not open to students with credit for BUS M&L 494 (Summer 2001) or 650; or to students enrolled in the BSBA program. Credit does not count toward the BSBA degree.

**BUS MHR 400 Foundations of Management and Human Resources**

Survey of topics in management and human resources for non-business students. The material includes a discussion of organizational behavior, human resource management and labor markets

**BUS FIN 420 Foundations of Finance**

Survey of topics in finance for non-business students including: discussion of investment, time value of money, financial markets, financial institutions, risk and return, corporate and international business. Su, Au, Wi, Sp Qtrs. 2 2-hr cl. Prereq: Acct&MIS 310, Math 130 or equiv; Econ 200 and CS&E 100 or equivs. Not open to students with credit for Bus-Fin 494 (Spring 2001) or 620; or to students enrolled in the BSBA program. Credit does not count toward the BSBA degree.

**ACCTMIS 310 Foundations of Accounting**

A survey of accounting for non-business students; financial statements and analysis; accounting for assets, liabilities and owners equity; and elements of managerial accounting. Su, Au, Wi, Sp Qtrs. 1 2-hr cl. Prereq: Math 130; Econ 200 and CS&E 100 or equivalents. Not open to students with credit for Acct&MIS 201, 211 or 212 or to students enrolled in the BSBA program. Credit does not count toward the BSBA degree.

**John Glenn School of Public Affairs  
Urban Policy and Management Public Affairs Track**

**Overview:** Cities have long served as centers of business, industry, arts and intellectual life. However, with all of the opportunities urban life can provide come a series of unique challenges. Cities throughout our country, and the world, must deal daily with issues of poverty, crowding, crime, decay and revitalization. The urban policy specialization track explores the relationships, institutions, and forces that define the ways in which people live and work with one another in urban areas.

The Urban Policy specialization track offers undergraduate students a unique opportunity to study the important public policy issues facing our cities and urban areas today. Drawing upon courses from a variety of academic disciplines, including economics, city and regional planning, political science, geography, sociology, and others, students will gain an understanding of the difficult problems local and regional governments must face on a daily basis. Graduates of this program will be well-suited for a variety of positions in government, nonprofit organizations, and the private sectors. Whether our students are serving in programmatic or analytical positions within local, county and regional government or coordinating services to people in need within the nonprofit community, cities and communities will look to our graduates as leaders in the public service.

Students in the urban policy and management track are required to take two foundational courses and then select at least 15 credit hours of elective courses from a list of courses that draws from various departments across the Ohio State University. Students are encouraged, but not required, to undertake an internship with a local government agency or nonprofit during their degree program; students who enroll in an internship experience for credit (e.g. PUB AFRS 589) can count the credit towards the fifteen credit hours of elective track credit.

**Foundational Courses (Take these courses)**

- GEOG 650 Urban Geography (5 hours)
- POLITSC 505 Urban Government (505)

**Elective Courses (at least 15 credit hours)**

- AFAMAST 218 Black Urban Experience (5 hours)
- BUSFIN 670 Real Estate and Urban Land Economics (5 hours)
- CRPLAN 210 Introduction to City Planning History (5 hours)
- COMPSTD 531 The City and Culture (5 hours)
- CRPLAN 330 Planning and Urban Design (4 hours)
- CRPLAN 597 City Planning in the Contemporary World (5 hours)
- ECON 532 Public Expenditure and Cost-Benefit Analysis (5 hours)
- ECON 550 Economic Development (5 hours)
- ECON 592 Housing Economics (5 hours)

- EDUTL 559 Urban Teaching and Learning (5 hours)
- GEODSCI 607 Fundamentals of GIS (5 hours)
- GEOG 597.01 World Urbanization (5 hours)
- GEOG 652 Cities, Cultures, and the Political Geography of Difference (5 hours)
- POLITSC 608 Ethnic Politics in American Cities (5 hours)
- POLITSC 614 Urban Politics (5 hours)
- SOCIOL 367.02 Cities and Urban Life (5 hours)

## **Course Descriptions**

### Foundational Courses

#### **GEOG 650 – Urban Geography**

Origin and growth of cities; structure and function of urban centers, their areal expansion, and intertrade center relations, each examined in relation to city planning. (5 credit hours).

#### **POLITSC 505 – Urban Government**

Introduction to the governance of urban communities in the United States. (5 credit hours).

### Elective Courses

#### **AFAMAST 218 – Black Urban Experience**

Examination of contemporary black urban experience focused on the impact of persistent residential segregation, increasing class polarization, and the global force of hip hop culture. (5 credit hours).

#### **BUSFIN 670 – Real Estate and Urban Land Economics**

Introduction to urban land economics and real estate markets; topics include land use, property taxation, incoming taxation, and property rights. Prereq: ECON 200 and 201, or equivalents. (5 credit hours).

#### **CRPLAN 210 – Introduction to City Planning History**

The history of human settlement planning in ancient/medieval/renaissance and industrial contemporary/times to illustrate issues in housing, transportation, sustainability, suburbanization and growth management. (5 credit hours).

#### **COMPSTD 531 – The City and Culture**

Introduction to the comparative and cross-cultural study of cities, urban culture, and urbanism. Prereq: One course in comp std or int stds, or grad standing, or permission of instructor. Cross-listed in International Studies (5 credit hours).

#### **CRPLAN 330 – Planning and Urban Design**

Introduction to the use and concepts related to urban design and to the planning process (4 credit hours).

**CRPLAN 597 – City Planning in the Contemporary World**

Urban shelter and service delivery in developed/developing and capitalist/socialist regions of the world; role of income, jobs, and planning in housing. Prereq: Sr standing.

**ECON 532 – Public Expenditure and Cost-Benefit Analysis**

Economics of public choice, public goods, non-market allocations, collective decision-making, and net-benefit maximization; case studies. Prereq: ECON 200. (5 credit hours).

**ECON 550 – Economic Development**

Empirical and theoretical consideration of long-term economic changes, including changes in industrial structure, technology, and level of national product; emphasis on developing economics. Prereq: ECON 200 and 201.

**ECON 592– Housing Economics**

The study of housing markets using the tools of economics. Demand and supply, prices and appreciation, ownership and renting, government policy, and brokerage. Prereq: ECON 200 or AED ECON 200. (5 credit hours).

**EDUTL 559 – Urban Teaching and Learning**

This course will draw on historical and contemporary research to examine teaching and learning in urban schooling contexts. (5 credit hours)

**GEODSCI 607 – Fundamentals of GIS**

Basic principles of geographic and land information systems and their use in spatial analysis and information management. Prereq: Sr standing. Cross-listed in City and Regional Planning, Civil Engineering, Geography, Geological Sciences, and Natural Resources. (5 credit hours).

**GEOG 597.01 – World Urbanization**

An examination of geographic aspects of the urbanization process in the world's major regions; interrelationships between urbanization and economic development. (5 credit hours).

**GEOG 652 – Cities, Cultures, and the Political Geography of Difference**

Geographies of meaning and difference in cities: meanings of the built environment, situated cultural politics, geographies of race, gender, and sexual identities, multicultural cities. (5 credit hours).

**POLITSC 608 – Ethnic Politics in American Cities**

Group conflict along ethnic lines in major American cities: factors contributing to group cohesion in politics; strategies and resources for exercising power through collective political action. (5 credit hours).

**POLITSC 614 – Urban Politics**

The study of political problems facing the cities: including community power, poverty, welfare, urban renewal, urban education, law enforcement, and violence. (5 credit hours).

**SOCIOL 367.02 – Cities and Urban Life**

The place of the city in social organization; the emergence, nature, and problems of modern urbanism; projects based on census and field data. Prereq: English 110 or 111 or equiv. (5 credit hours).



May 8, 2009

Dr. Charles Wise, Director  
John Glenn School of Public Affairs  
The Ohio State University  
300 Page Hall, 1810 College Road  
Columbus OH 43210

Dear Dr. Wise,

At its April 9, 2009, Board meeting, the Ohio City/County Management Association (OCMA) voted to support the John Glenn School of Public Affairs proposal to offer an undergraduate degree program in public affairs.

The need to develop the next generation of local government leadership is great and that need will have to be met through the traditional avenues of the MPA degree, but also through new avenues including the increased professionalism of rank and file city workers through undergraduate coursework and the recruitment of individuals from other disciplines.

As the International City/County Management Association (ICMA) has documented, local government management is in the midst of a quiet crisis. Today's managers are nearing retirement, and fewer young professionals are in line and prepared to fill their shoes. Attracting and retaining qualified young and mid-career professionals is further complicated by a political culture which conveys images of government service as bureaucratic, second-rate work. Many potential candidates overlook the deep satisfaction that comes from leading a local government through times of innovation and change. At the same time, few public managers consider that they are also responsible for the critical job of developing young and mid-career talent.<sup>1</sup>

Both ICMA and OCMA have created Next Generation Initiatives to attract and develop a wide and diverse group of people into the local government management profession, including students, early and mid-career professionals, and professionals from other disciplines. This undergraduate proposal speaks to the needs of the profession and the strategies identified by ICMA to address the problem.

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<sup>1</sup> Preparing the Next Generation, ICMA, <http://icma.org>

The Associations support actions and programs which inspire young and mid-career professionals to consider local government management careers. A January 2009 survey conducted by OCMA's own Next Generation Task Force indicates the need for cultivating the next generation of local government managers with a combination of strategies that include internships, higher education, and mentoring. Members also believe that more managers will need to come from non-traditional ranks including rank and file local government employees who move up to assume city management roles and from those pursuing second careers.

The Ohio City/County Management Association supports the addition of undergraduate coursework in public affairs at The Ohio State University.

Sincerely,

A handwritten signature in cursive script that reads "Brian P. Humphress". The signature is written in dark ink and is positioned above the printed name.

Brian Humphress, President  
Ohio City/County Management Association  
City Manager, City of Willard





**Department of Political Science**

2140 Derby Hall  
154 North Oval Mall  
Columbus, OH 43210-1373

Phone (614) 292-2880  
Fax (614) 292-1146  
<http://polisci.osu.edu>

January 20, 2010

Trevor Brown  
Glenn School of Public Affairs  
CAMPUS

Dear Trevor,

I am writing in appreciation of all your efforts to accommodate the various issues that the Department of Political Science raised with respect to the proposed new Public Affairs major. The proposal has evolved considerably over the months, and I recognize and applaud the many changes that you made in the program. We had been concerned about matters of duplication and coherence, and you did a very nice job of dealing with the points that we had raised. Our perspective on undergraduate programs will inevitably be different than yours simply because of the differences between a more theory-oriented department and a more applied professional school, but I appreciate your good faith efforts to deal with the specific points of greatest importance to us.

We naturally remain concerned that Political Science will certainly lose majors and enrollments to a Public Affairs major, and we hope that the Administration will recognize the importance of continuing to support our high-quality program in this situation. We look forward to a synergy between your Public Affairs major and the SBS Public Policy minor and to our two units finding ways to work together over the years.

Best,

A handwritten signature in cursive script, reading "Herbert Weisberg", written in black ink.

Herbert Weisberg  
Professor and Chair

# Major Proposal Concurrence

Concurring Unit: Political Science

## A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

POLITSC 101

POLITSC 502

POLITSC 503

POLITSC 505

POLITSC 515

POLITSC 574

POLITSC 585

POLITSC 608

POLITSC 614

## B. Information From Academic Unit Reviewing the Request

*Academic Unit:* Political Science

Unit supports the inclusion of above listed courses in the major proposal

  x  

Unit does not support the inclusion of above listed courses in the major proposal

*Academic Unit:* Political Science

Unit support the Public Affairs major proposal

Unit does not support the Public Affairs major proposal

  x  

*Please Explain:*

We would like time to discuss the proposed major in detail with the Glenn School faculty.

*Academic Unit Suggestions:*

See the attached memo.

Department Chair/School Director:



Herb Weisberg

Date:

November 24, 2009

Dear Trevor,

Thanks for the meeting on December 2. I hope my agreeing to meet at the first time you made available shows that I'm not trying to delay the process – if I were, I could easily have claimed that we couldn't meet at either of the 2 hours you made available that week. And it was useful for Director Wise to join, though I would have invited our Dean Weary too if I had known Charlie were part of the meeting.

The session reinforced my view that there is considerable implicit overlap between a Political Science (PS) major and a Public Affairs (PA) major. We now have a list of 18 Political Science courses with "public policy" in their title or course description, and additionally the "civic engagement" topic of your 240 is similar to the political participation topic in our 101, 201, and 574, and the leadership topic of your 290 is similar to the leadership topic in our 612. Indeed, the intrinsic overlap between PS and PA was further emphasized at our 12/2/9 meeting when Charlie Wise pointed out that you (Trevor Brown) and he both have Political Science PhDs. The PA major is basically an applied Political Science major. As such, Political Science will inevitably experience a considerable drop in enrollments when your PA major comes on line, just as the enrollments of Indiana University's Department of Political Science were devastated when IU's PA major was instituted. Thus, we are the department most affected by a new PA major, and therefore our comments are broader in scope than usual for a concurrence process. We recognize that there will be a PA major at OSU, but this inevitable overlap makes us especially concerned.

You pushed me hard at our December 2 meeting that I had not been specific on how your courses duplicate ours (though the concurrence form that you sent me did not ask about concurrence with your courses), but the problem is that the PA courses are fundamentally duplicative when they include material related to government, governance, and citizenry.

You asked me to give a line-by-line indication of how the syllabus for PA 678 ("Public Affairs Decision Making") duplicates that for PS 305 ("Public Policy Process"), but it is the nature of 678 that is fundamentally duplicative. Both courses use cases to study the public policy process. The cases that happen to be on the most recent syllabi in the two courses may differ to some extent by chance, but they could as well be the same cases. For example, your course has a case study on U.S. foreign policy

on Iraq while ours has one on U.S. foreign policy on Iran, but they could just as easily both have cases on Iran or both have cases on Iraq. Indeed, both have a case on health care. Relevant weeks on your sample 678 syllabus that are explicitly public policy situations that are included in 305 include week 2 (“public policy in the U.S”), week 6 (“legislating and rulemaking”), week 7 (foreign policymaking), week 8 (health care spending and reform). Even if you attempted to remove all the specific duplication from this version of a syllabus, we all know that syllabi drift over the years so that faculty teaching PA 678 in a few years will inevitably toss in materials and cases that duplicate PS 305. The ways that I can think of to remove the duplication issue would include: 1) retitling PA 678 to exclude public sector cases entirely so that the domain of the course was public affairs decision-making outside of the public sector, or 2) requiring PS 305 instead of PA 678, or 3) requiring PS 305 as a prerequisite to PA 678, so that 678 could build on the discussion of the public policy process in 305.

As to PA 679, I cannot be specific about the duplication with our courses since I remain confused how PA 679 fits into your program. The 679 syllabus indicates that it is taught concurrently with 678. The two are necessarily concurrent when they are currently taught as part of the Washington Internship Program in Washington, but nothing in the syllabus explains why they are to be taught concurrently on the Columbus campus – unless 678 and 679 are envisioned as part of an Internship Program that you plan to submit as soon as the PA major is fully approved, so that the Columbus students could get 15 credits for a one-quarter internship including a new PA 589, PA 678, and PA 679. I understood you at our December 2 meeting to say that a Columbus-based internship through PA is not part of the currently proposed major, but the implication was that it could be added as soon as the PA major is approved. And a PA internship would be 100% duplicative of our current PS internship, in that all of the places that our students use for their internships would be perfectly appropriate for a PA internship program, and vice versa. I realize that you cannot foresee the future as to whether you will propose a PA internship in the future, but I can’t determine the duplication here unless there is another explanation given of why a 679 in Columbus would necessarily be taken concurrently with a 678, as is necessary when students are away from campus in Washington.

On the 200-level courses, we understand that they are approved courses, but the current question is whether they are appropriate for the major. When you originally brought them to me, you repeatedly stated they were for the Living-Learning Community, and we accepted that, but the duplication issue arises in a more serious fashion when they are used as part of a major. In PA 200 (“Public Affairs”), the class sessions on public policies (e.g. #2-#7 & #19) are duplicative of PS 305 (“Public Policy Process”). In PA 240 (“Public Service & Civic Engagement”), the class sessions on participation and where young people stand politically are duplicative of PS 201 (“Political Behavior”). PA 290 (“Leadership in the Public & Nonprofit Sectors”) is a light version of our PS 612 (“Political Leadership”), especially when it considers theories of leadership and leadership styles. But the real point is that, by their nature, these courses duplicate material on public policy, political participation, and political leadership that is in Political Science courses. We have no issue with the nonprofit sector portions of these courses, but they are duplicative when they deal with the public sector. Please also see my comments on these courses (200, 240, and 540, which is now 290) to the CCI Interdisciplinary

Subcommittee in February 2009 and the Interdisciplinary Subcommittee's decisions on those courses that day and June 10.

Given the amount of duplication involved, we would recommend requiring PS 101 (American Government) as a GEC course and requiring PS 305 (Public Policy) as part of the PA major.

We also continue to be concerned about the intellectual coherence and rigor of the proposed program. As stated in PS's 11/24/09 memo, 3 of the 4 proposed tracks lack sufficient coherence in that different students can take such different foundations that it becomes clear that there is no consistent foundation to these tracks. We are also concerned about the rigor given the level of adjunct faculty instruction. We hope that JGSPA will support the creation of a rigorous multidisciplinary SBS Public Policy major that builds on the success of the current SBS Public Policy minor, and that JGSPA faculty would actively participate in such a multiple disciplinary major.

As stated in PS's 11/24/09 memo, we request that the list of permitted electives for the Criminal Justice track include PS 512 ("Women and the Law") as it includes the comparable AFAMST course on Black Americans and the Legal System. Similarly, for the permitted elective list for the Civic Engagement track, we request PS 512 ("Women and Politics") be included as a permitted elective, that AFAMAST 504 be listed as AFAMAST/PS 504 and that WOMSTDS 513 be listed as WOMSTDS/PS 513 since these are cross-listed courses.

# Major Proposal Concurrence

Concurring Unit: Economics

## A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

ECON 200  
ECON 348  
ECON 479  
ECON 530  
ECON 532  
ECON 550  
ECON 592  
ECON 597.01

## B. Information From Academic Unit Reviewing the Request

*Academic Unit:* Economics

Unit support the Public Affairs major proposal ☒ Yes

Unit does not support the Public Affairs major proposal ☐

*Please Explain:*

*Academic Unit Suggestions:*

Economics concurs with the proposed Public Affairs major, contingent on the cross-listing of PA490 with Economics. This cross-listing has been offered by Trevor Brown of the Glenn School and is critical to our concurrence.

We offer the following suggestions, which have been communicated to the Glenn separately:

(1) We suggest that disciplinary minors be made available as an option for students to take instead of one of the tracks or in addition to the tracks (along the lines of the Journalism major). These changes would provide a valuable disciplinary focus for students.

(2) The current proposal includes no data analysis beyond that required by the General Education Curriculum, but data analysis is important for both the effective analysis and communication of policy. The inclusion of a quantitative course is consistent with programs at comparable schools. We suggest that a course on data analysis be included to provide both rigor and valuable substantive material. There are a number of existing data analysis courses that would serve this purpose, including Economics 444, thus another course need not be created.

(3) Including an introductory course in Macroeconomics is typical in policy programs at comparable institutions. Macroeconomics has an important policy component and defines the environment in which governments operate. Economics 201 would serve this purpose and could be listed as a pre-major course.

(4) To facilitate students completing second majors and/or minors, it would be valuable to allow courses taken as part of the tracks to count toward other majors or minors to the extent permitted.

(5) We note that there are no pre-major courses listed.



*Department Chair/School Director:*

Donald R. Haurin  
Chair, Department of Economics

Date:

December 7, 2009

# Major Proposal Concurrence

Concurring Unit: Communication

## A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

COMM 325

COMM 502

COMM 653

COMM 656

COMM 665

## B. Information From Academic Unit Reviewing the Request

*Academic Unit:* Communication

Unit support the Public Affairs major proposal

☒

Unit does not support the Public Affairs major proposal

*Please Explain:*

*Academic Unit Suggestions:*

*Department Chair/School Director:* Carroll Glynn

*Date:*

11-3-09



# Major Proposal Concurrence

Concurring Unit: Statistics

## A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

STAT 135  
STAT 145

## B. Information From Academic Unit Reviewing the Request

*Academic Unit:* Statistics

Unit support the Public Affairs major proposal ☒

Unit does not support the Public Affairs major proposal ☐

*Please Explain:*

*Academic Unit Suggestions:* Stat 135 and 145 is reasonable for the non-calculus majors. We recommend that you replace this requirement by Stat 245 for those who have calculus.

For the future tracks (environmental, health, and education) there might be more of our courses that are relevant. We encourage you to approach us again at that time.

*Department Chair/School Director:* Douglas Wolfe

*Date:* 6 November 2009

Professor Trevor Brown  
John Glenn School of Public Affairs  
The Ohio State University  
110 Page Hall  
Campus

Dear Professor Brown,

We appreciate your sending us for review your proposals for creating the new public policy undergraduate degree.

We are supportive of this proposal. We believe that city and regional planning will be able to contribute to this degree, particularly in the area of community organization and citizen engagement, environmental policy and management, international policy and management, and health policy and management.

We support the inclusion of CRP 210, CRP 330, and CRP 597 in the curriculum. CRP 210 would be appropriate in the urban policy and management track.

As part of our new undergraduate program and the semester conversion process, we intend to add additional courses to our curriculum. The following are working titles of courses that we believe would be appropriate in your proposed tracks.

Urban Policy: Creating Innovative Cities and Regions, Reading the City through History and Law, The Socially Just City, Sex and the City, and Metropolitan and Regional Planning  
Criminal Justice: Murder by Design  
Civic Engagement: Planning for and with People  
Environmental Policy: Planning Resilient Environments, Energy Planning, Sustainable Urbanism  
International Policy: The Global Environment in Planning, Comparative Studies in Planning  
Health Policy: Planning Places with People in Mind

Sincerely,

Jennifer Evans-Cowley, PhD, AICP  
Section Head City and Regional Planning

# Major Proposal Concurrence

Concurring Unit: African American and African Studies

## A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

AFA MAST 218

AFA MAST 326

AFA MAST 495

AFA MAST 504

## B. Information From Academic Unit Reviewing the Request

*Academic Unit:* African American and African Studies

Unit support the Public Affairs major proposal ☒ Yes

Unit does not support the Public Affairs major proposal ☐

*Please Explain:*

*Academic Unit Suggestions:*

*Department Chair/School Director:* Anthonia Kalu

*Date:* November 16, 2009

## Major Proposal Concurrence

Concurring Unit: Comparative Studies

### A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

COMPSTD 531

### B. Information From Academic Unit Reviewing the Request

*Academic Unit:* Comparative Studies

Unit supports the Public Affairs major proposal ☒

Unit does not support the Public Affairs major proposal ☐

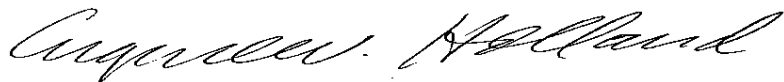
*Please Explain:*

The Department of Comparative Studies concurs with the inclusion of CS 531 in the Urban Policy and Management track of the new Public Affairs major, and with the major itself.

*Academic Unit Suggestions:*

None

*Department Chair/School Director:*



*Date:*

10/29/09

English:

Dear Dr Brown,

I am happy to say that the department has no objections to allowing concurrence for your undergraduate major. There is, however, one point to be made:

- 567S is a course which is only offered by a single adjunct member of the faculty and we cannot undertake always to run it.

Best, Richard Dutton  
Humanities Distinguished Professor and Chair,  
Department of English

## Major Proposal Concurrence

Concurring Unit: Environment and Natural Resources

### A. Initiating Unit Information

*Initiating Unit:* John Glenn School of Public Affairs

*Date:* October 27, 2009

*Type of Request:* New interdisciplinary major in Public Affairs

*Courses Listed in Major:*

ENR 448

### B. Information From Academic Unit Reviewing the Request

*Academic Unit:* Environment and Natural Resources

Unit support the Public Affairs major proposal



Unit does not support the Public Affairs major proposal



*Please Explain:*

*Academic Unit Suggestions:*

*Department Chair/School Director:*

*Date:* 11-25-09

Academic Affairs Committee Chair

# Major Proposal Concurrence

Concurring Unit: History

## A. Initiating Unit Information

Initiating Unit: John Glenn School of Public Affairs

**Date:** October 27, 2009

Type of Request: New interdisciplinary major in Public Affairs

Courses Listed in Major:

His 151

His 152

His 375

## B. Information From Academic Unit Reviewing the Request

Academic Unit: History

Unit supports the Public Affairs major proposal: x

Unit does not support the Public Affairs major proposal

Please Explain:

The History Dept.'s Undergraduate Teaching Committee voted to authorize concurrence. We feel that the courses listed above fit well with the proposed major, with the qualification noted below.

Academic Unit Suggestions:

Overall proposal:

p. 8 - The list of "Ohio State peer institutions" is curious, to say the least. It includes Cleveland State, Grand Valley State, USC, Princeton, and Duke. These seem like strange bedfellows.

p. 11 - The Arts and Sciences Federation no longer exists. The proposal should speak of the College of Arts and Sciences.

Criminal Justice Public Affairs track : We feel that History 375, "History of Crime and Criminal Justice in the United States," should definitely be included in this track and note that Prof. Randy Roth ordinarily offers it every year.

Department Chair/School Director:

Jane Hathaway, Professor and Chair, Undergraduate Teaching Committee

TRANSMITTAL HISTORY  
NEW MAJOR IN JGS PUBLIC AFFAIRS

CCI Interdisciplinary Initiatives Subcommittee  
UNAPPROVED Minutes

Thursday, January 28, 2010  
9:00-10:30 AM

4187 Smith Laboratory

1. Major proposal for Bachelor of Arts in Public Affairs--John Glenn School of Public Affairs - return
  - T. Brown: most important changes to proposal
    - Political Science 305 is now included in the major. Minor advisor needs to find adequate substitute for PS 305 if students in the Public Affairs Major also want to get the SBS Public Policy Minor.
    - Free elective reduced by 5 credit hours.
  - Comment: JGS is not technically part of ASC. In the proposal, there is a reference to “dual major.” Since there will only be one major in JGS, what is really meant is “dual degree.” (“Dual major” would be within the same college.)
    - Follow-up comment by T. Gustafson: Since GE in this major is the ASC GE, we might be able to negotiate a situation that would allow a double major between 2 colleges (not intra-college). This may be possible with shift to new GE under semesters.
  - Q: Could you clarify the question of internships? A: T. Brown: Except for DC, JGS has no intention to offer internships. However, nobody knows what the future might bring.
  - Detail issues:
    - P. 23: Change “four foundational courses” to “five foundational courses.”
    - 490 must become 590 everywhere in the proposal.
    - P. 25: Remove reference to 8 tracks.
    - Q: P. 25: Is “Campaign and Elections” really a minor? A: T. Brown: Yes, it is an interdisciplinary minor in ASC.
    - P. 26: Adjust following sentence that refers to 678 and 679 offerings: “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.” Passage should specify that offerings are simultaneous for .02 versions in DC but sequenced for the .01 versions in Columbus. The two options will be clarified.
    - P. 27: Reference to survey course. The survey course does not have to be taken in ASC. Eventually, JGS plans to develop its own survey course.
    - PP. 28-29: Choose U or G for PA 490 (now 590) and for PA 730. Under SIS, classes can no longer be both U and G.
    - P. 29: Regarding 0 credit hours for diversity: anything that counts for Diversity in ASC counts for Diversity for JGS.
    - In GEC requirements for the major, one data analysis course has to be taken. Shouldn’t students in Public Affairs take a more rigorous data analysis course? A: T.



Brown: Requirement is pretty standard. One solution: advisors might like to push toward minors with more data analysis.

- Follow-up comment: Data analysis can be in the major right now. This might be something to think about for in the future.
- P. 30: 678.01 & 679.01 cannot be taken same quarter (only .02 version would work this way).
- P. 31: Point 27: The number of 96 credit hours will increase (with PS 305 being added, for example).
- P. 31: Point 28: change “20 hours of public affairs track courses” to “25 hours of public affairs track courses (or a minor)”;
- change “25 hours of free electives (or a minor)” to “15 hours of free electives”.
- In Urban policy track: How often is PS 505 taught? A: Traditionally, twice a year.
- All three tracks: p. 1: Last sentence of overview should say “fifteen credit hours” (not ten).
- Non-profit track: Some of the course titles indicate that some courses are not specifically about non-profit. Why? A: T. Brown: Because some business sector techniques may need to be used by non-profits.
- In this major, students can take several 200-level courses. It might be good to start thinking about using higher numbers & sequencing. (e.g., add sentence like: at the most, you can take two 200-level courses). This may be good to keep in mind as we are shifting to semesters.
  - T. Gustafson will share some information next week about what numbers mean in new system (including, what numbers are being set aside for special courses like internships etc.)
- Vote (T. Brown recuses himself; guests leave); T. Gustafson recognizes JGS improvements to the proposal (& creative solutions) and the work done by Political Science

Shabad, 2<sup>nd</sup> Huffman, **unanimously approved** (by secret and confidential vote)

\*\*\*\*\*JGS Responses to Previous Meeting(s)\*\*\*\*\*

**Date:** January 20, 2010

**To:** CCI Subcommittee on Interdisciplinary Initiatives

**From:** John Glenn School of Public Affairs

**Re:** BA in Public Affairs Proposal

In response to the constructive feedback from the Subcommittee, the Department of Political Science, and Associate SBS Curricular Dean Mummy, several changes have been made to the proposal. These changes are listed below.

1. PUBAFRS 490 State and Local Government Finance syllabus has been relabeled as PUBAFRS 590 (the Department of Economics, which will cross list this course, has been notified as well). The syllabus has also been edited.

2. The syllabi for PUBAFRS 678 and 679 have been modified to indicate that they are offered in separate quarters rather than simultaneously.
3. After a meeting with the Chair of Political Science, Herb Weisberg, on Wednesday, January 20, an agreement has been reached to include PS 305 Introduction to Public Policy in the proposed major in an effort to limit the course enrollment impacts on Political Science.
4. The proposal has been reduced from four to three initial public affairs tracks. The Glenn School is waiting on formal concurrences from Allied Medicine and Public Health for inclusion of courses in a planned Healthcare Policy and Management track. Once those concurrences are received, the Glenn School will come back with a separate request to include this track in the major.

This memo provides clarification given to the Glenn School about the review process for the proposed BA in Public Affairs, as well details of changes that have been made to the proposal since the last review by the subcommittee in November of 2009.

### **Clarification on Review Process**

Since the last subcommittee meeting in November, a group consisting of Arts and Sciences Dean Joe Steinmetz, Vice Provosts Randy Smith and Michael Sherman, SBS Dean Giff Weary, Associate Executive Dean Terry Gustafson, and Glenn School Director Charles Wise met to discuss the review of the Glenn School proposal. That meeting clarified that courses that have been reviewed and approved for delivery on the Columbus campus do not need a separate course review as part of the major review (i.e. PUB AFRS 200, 240, 290, and 522). Courses that are new or changed submissions require independent review and approval as part of the major (i.e. PUB AFRS 490, 678 and 679).

In addition, the Glenn School has been informed that concurrence review by units around campus is a consultative process rather than an approval process. When concurrence is solicited it is in the spirit of offering constructive guidance on how to improve the proposal, as well as to specifically identify areas of duplication with existing courses and degree programs. It is not a process through which units can veto proposals.

In the November CCI SII meeting, the Chair indicated that the Glenn School proposal could not move forward without concurrence responses from the Department of Political Science and the Department of Economics. Since that time the Glenn School has received responses from both departments and has had a series of conversations and meetings with both units. The Glenn School proposal now incorporates constructive guidance offered by the Department of Economics on ways that the proposal could be improved (e.g. the formal inclusion of public affairs related minors in the degree requirements). As a result, Economics has provided its concurrence.

The Department of Political Science has not. In the attached concurrence response, Political Science acknowledges that there will be a Public Affairs major at OSU, but is concerned that the Department will suffer declines in course enrollment because of perceived overlap between the

two degrees. Throughout the development of the proposed major and the review process, the Glenn School has been clear about the curricular differences between the proposed public affairs major and the Political Science degree offered at OSU. The Glenn School has requested specific guidance from the Department of Political Science about where in the degree and the coursework there is overlap. Of the courses that remain subject to review and approval (PUB AFRS 490, 678 and 679), the concern is with duplication between PS 305 and PUB AFRS 678. PS 305 focuses on the political dynamics of the American public policy process. The Glenn School has now changed PUB AFRS 678 to focus on applied analysis of policy and management issues in a professional context rather than cover policy processes.

The Department of Political Science also requests that PS 305 be included as a course in the major. The Glenn School has opted not to include PS 305 in the major because it does not want to undermine the SBS Public Policy Minor: Social and Behavioral Science Perspectives, of which PS 305 is a core course. As the major is currently constructed students can pursue both. In fact, the revised proposal includes this minor as one of the possible public affairs minors students can pursue. In this way, students can pursue the major, the SBS minor and take PS 305.

All other units that have responded to the request for concurrence have concurred.

The remainder of this memo highlights changes made to the proposal in response to the concurrence review process as well as requests from CC SSI members during the two meetings in the fall of 2009 when the proposal was discussed.

### **Proposal Changes**

1. In response to requests by CCI SSI, the proposal now describes the intellectual and professional boundaries of the field of public affairs.
2. The proposal now includes extensive description of the Glenn School, its multidisciplinary offerings, and its multidisciplinary faculty
3. The proposal now includes extensive discussion of the governing body for the field of public affairs, the National Association of Schools of Public Affairs and Administration, and its guidelines for baccalaureate degrees in public affairs (a primary source for the original creation of the major).
4. In response to the request by CCI SSI, the proposal clarifies the core skills and knowledge required for employment in the public affairs field and how the proposed course of study provides students these skills and knowledge.
5. In response to concurrence response from Political Science the proposal adds new discussion throughout that again differentiates the proposed degree from coursework offered by Political Science.
6. In response to constructive suggestions from the Department of Economics and other units, and in response to concerns from PS and CCI SSI about the coherency of some of the tracks, the proposal now includes the option for students to pursue a public affairs related minor as an alternative to the tracks. In addition, to mirror the requirements of basic minor requirements, each proposed track now requires 25 hours of credit, with a reduced set of core courses.

7. In response to concerns from PS that the proposed major will be staffed with adjuncts, the proposal describes the training and experience of the Glenn School's full time faculty and planned hires, and then specifies which full-time faculty member will be teaching each class.

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CCI Interdisciplinary Initiatives Subcommittee  
Approved Minutes

Thursday, January 14, 2010  
9:00-10:30 AM

4187 Smith Laboratory

1. Major proposal for Bachelor of Arts in Public Affairs--John Glenn School of Public Affairs - return
  - L. Krissek, chair of subcommittee, suggests how to best proceed with the discussion: (A) Listen to summary of proposal, (B) summary of comments from Political Science, (C) questions from subcommittee, (D) excuse guests & have discussion without guests, (E) vote: some members will recuse themselves; vote will be secret and confidential
  - T. Gustafson, chair of CCI: Regardless of what the vote is, the proposal will proceed to CCI. (Then it will proceed to CAA whatever the recommendation from CCI is.) Vote from this subcommittee is expected today or at the very next meeting.
  - Comment from member: Proposal has changed (e.g., possibility of a minor was added) and has been improved. Perhaps we do not need to rush to a vote today.
  - L. Krissek: The recommendation to CCI can contain exceptions to the support. (We do not have to support everything or reject everything.)

A. Summary of proposal (presented by T. Brown)

Three major concerns emerged in prior reviews of the proposal:

- 1) Foundations questions and difference with other programs (e.g., Political Science)
- 2) Rigor of tracks
- 3) Where in degree program is the professional preparation

In response to those concerns, the proposal was changed the following way:

- 1) More language was added clarifying the pillars of the field (as practice and scholarship).
- 2) Economics, Communication, and Sociology made the excellent suggestions to incorporate a public affairs related minor in the proposal. To mirror the requirements of basic minor requirements, each proposed track now has 25 hours of credit, with a reduced set of two core courses.
- 3) Point number three is a clarification rather than a change.

In addition, the revised proposal contains an increased focus on explaining the John Glenn School of Public Affairs (e.g., how faculty are hired).

B. Summary of comments from Political Science (presented by Herb Weisberg)

- Substantial changes have been made to the proposal. Political Science views these changes as positives, with the result that the proposal is stronger.
- Political Science will obviously be affected by the creation of the major.

- 2 points are left: Public Affairs 678 and 679 & Political Science 305

1) PA 678 and 679:

- How do these courses relate to an internship program? These courses were originally part of the Washington Program (originally managed by Political Science and then JGS). Now that these courses are going to be transposed to Columbus, Political Science would feel more comfortable if they knew that these courses would not be tied to an internship in Columbus in the future. (This point was discussed at December 2 meeting between Political Science and JGS.)
- Political Science offers many internships; if JGS were to offer those too, there would be a lot of duplication.
- According to the major proposal (p. 38), these 2 courses will not be offered simultaneously. However, the syllabi still point out that students need to be enrolled simultaneously in both courses (first page, under “Course Overview”). A: The major proposal is correct.
- Political Science would like assurance that these 2 courses will not be linked to an internship program/requirement in Columbus right after approval of major.
- T. Gustafson: Could internships in Columbus be cross listed?
- H. Weisberg: So far JGS has not said they would offer internships in Columbus.
- T. Brown: There is no plan to offer a Columbus-based internship. However, we can’t foresee the future. E.g., If NASPAA starts accrediting undergraduate degrees and requires an internship, JGS would need to do so. In that case, JGS might approach Political Science to cross list those opportunities. In the absence of that, JGS does not feel the need to start its own internship program. (At Master’s level, there is no internship requirement.) In a nutshell, internship may be encouraged, but there is no need for an additional internship program in Columbus now.
- Q: Will Washington internship program still be offered? A: Yes, undergraduates could potentially participate in it. PA 678 and 679 would be offered in Columbus with no internship for students who don’t go to DC.
- The aim is to offer two decimalized versions of the course: PA 678.01 for Columbus and PA 678.02 for DC.

2) Political Science 305: Introduction to Public Policy.

- Political Science would like this course to be required in the JGS major. However, if it were part of the Public Affairs major, could it also count for a student taking the SBS Public Policy minor? H. Weisberg understands you can’t double-count a course. Is there a way around this? He’s been given different advice. One possibility: students in minor could take an additional course.
- T. Brown: JGS thinks Political Science 305 is an excellent course. Adding the course to the Public Affairs major would be undermining the Public Policy minor. PS 305 is the core course for that minor. Since one cannot double-count courses, JGS has not included 305 in its program. The solution is to

have students be able to take the SBS Public Policy minor inside the major. PS 305 would count toward the degree in that way.

- G. Mumy: He is the chair of the oversight committee for minors. It is possible to work out the double-counting. Advisors and directors of minors do this all the time.
- T. Brown suggests meeting separately with H. Weisberg to discuss what the possibilities are to include PS 305 more fully in the major.
- Q: Would PS 305 then be added as another foundational course? A: Not sure at this point.
- T. Gustafson wants to make sure that Political Science is comfortable with uncertainty of PA 678 and 679 (cf. possibility that future Columbus-based internships would be cross listed with Political Science).
- C. Wise: Reiterates that presently there is no accreditation of B.A. programs, nor any plan from NASPAA to begin such accreditation, so there is no specific proposal/motivation to add an internship program in Columbus soon.

C. Questions from subcommittee

- Q: Proposal still mentions 4 tracks on p. 26; what about “Healthcare Policy and Management”? A: JGS has been advised to hold off on submitting documents outlining this track until the general way to propose tracks has been approved. JGS could have that to the subcommittee by next meeting.
- T. Brown: Nonprofit interdisciplinary minor that is being developed will be very close to Nonprofit Management track in Public Affairs major.
- Comment from member: In the “Community Organization and Civic Engagement” track, PS 574 “Political Participation and Voting Behavior” might be more appropriate as a core course than PS 503 “Public Opinion.” A: PS 574 has not been offered often; that’s why it is listed as an “other course,” not a foundational course. PS 503 is offered more frequently and that’s why it’s a core course.
- L. Krissek: If committee is now comfortable with general shape of proposal, we should pay closer attention to courses in the major next meeting.
- Q: How frequent is it to offer a minor in a major? A: Communication and FAES do it.
- 10:24 meeting adjourned.

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CCI Interdisciplinary Initiatives Subcommittee  
Approved Minutes

Tuesday, November 17, 2009  
9:00-10:30 AM

4187 Smith Laboratory

1. Major proposal for Bachelor of Arts in Public Affairs--John Glenn School of Public Affairs
  - A. Background:
    - Trevor Brown goes over changes made upon recommendation of this subcommittee (see memo to subcommittee [CCI IIS Memo 11 9 09.doc](#) posted on CRMT webpage ):

- Clarifications as to whether public affairs programs elsewhere are offered in a specific department or in a unit
  - Health Policy and Management track now replaces Criminal Justice Policy and Management Track
  - 10-hr social science & 597 requirement (for B.A.) now replaces 15-hr social science requirement (for B.S.)
  - “Public affairs education” language and typos have been removed
  - Clarification of applied public policy in Public Affairs major compared to other uses of policy in other degrees
  - Some concurrence letters have been received as well as a letter of support from the Ohio City/County Management Association
  - 490 (State and Local Government Finance) new course request has been introduced
  - 678 & 679 will need to be changed to 678.02 and 679.02 (D.C. courses) and new courses 678.01 and 679.01 will need to be introduced to offer the courses in Columbus
- B. Krissek remembers that 200, 240, and 290 were approved earlier this year with stipulation that they could only be applied with certain clientele. Similar problem with 678 and 679. Concurrences with Political Science for those 5 courses were for specific clientele. ASC Curriculum and Assessment Office will follow up on this (done 11-18-09 bv).
- C. Questions from JGS for subcommittee (see memo to subcommittee [CCI IIS Memo 11 9 09.doc](#) posted on CRMT webpage ):
1. Through the concurrence process, a handful of units have asked about why the School elected not to include courses from other Departments that are part of majors and minors offered by those units. The Glenn School’s reasoning is that if those courses are included as part of the proposed BA they will not be able to count towards those units’ majors and minors. Is that the correct interpretation of the rules?
    - A: A course cannot be in 2 majors. Subcommittee believes that students should take 30 independent hours and after that hours can overlap. For minors, there can be no overlap. That is, courses in a minor cannot count for major. Mary Ellen Jenkins would be able to answer all those types of questions.
    - Follow-up exchanges:
      - Q: Is that an ASC rule or a university rule? A: It’s an ASC rule.
      - Brown: some minors outside of ASC could be of use to JGS.
      - Q: Where is major going to be housed? Discussions ongoing in ASC.
  2. Will the Public Affairs tracks appear on advising reports and transcripts?
    - A: Probably not (it’s internal).
- D. General discussion:
- Concurrences:
    - Concurrence form uses following language “Unit supports the Public Affairs major proposal.” School of Communication wants to restate concurrence. They are happy to include courses in proposal, but no answer yet on approval

of major. Haddad: Communication has not really read the proposal yet. When they first gave concurrence, they had not read the form attentively. Brown: JGS is willing to rephrase language of the form so that the distinction is made between concurrence re: courses and re: major. There is no ECA form for concurrences since majors do not go through ECA. This form was developed by JGS based on OAA documentation.

- Q: Who are the major people you need to talk to? A: Departments whose courses are in the 4 tracks were asked for concurrences. Some units have responded and approved (Statistics, History, English, Comparative Studies); some units are having discussions with JGS at this point; some units have not responded yet (e.g., Political Science). The 4 tracks are: Urban Policy and Management; Health Policy and Management; Community Organization and Civic Engagement; Nonprofit Management.
- Nonprofit Management track:
  - Concern: track has many Business courses. Sometimes non-Business students have a hard time getting into Business courses. A: These are courses that Business has presented to JGS. Fisher is often willing to have sections for non-Business students.
  - Q: There are several courses labeled as “Foundations of” among the elective courses. Would it be valuable to have those courses mandatory for the track students? A: These courses are not necessarily foundational for this particular area of study (that is, nonprofit management).
  - ASC 337, PUB AFRS 330: Part of interdisciplinary minor in nonprofit that is being developed.
- Community Organization and Civic Engagement:
  - Concern: There are 4 foundational courses. For the “other courses,” you can select from untaken foundational courses. In Urban Policy and Management track, JGS does not have this rule. A: That’s a mistake; same rule should apply for all tracks.
- Health Policy and Management track will be presented next time.
- Tracks:
  - Q: Do other programs at other institutions have tracks? A: Not all. Some programs are interdisciplinary in nature (like JGS), others are wholly (or mostly) contained in their school. It varies.
  - NAASPA has not identified specific tracks that they advise as critical. Programs often leave it up to advisors to develop tracks for their students.
  - Concern: 4 tracks is a lot at one time. A: Yes. However, 4 is less than the 8 tracks that were originally proposed. All courses already exist. 678 & 679 can be easily taught here. Different instructors (faculty) would be teaching courses here. Faculty in DC and on Columbus campus regularly travel between both cities. Ken Kolson (instructor of record for D.C.) comes to Columbus more than once a quarter. (There are 2 full-time faculty in D.C.) Staff here goes to D.C. frequently.
- Class offerings:
  - Q: Projection of student enrollment is 40ish for each year’s co-cohort. What is optimal enrollment for 678 and 679? A: About 30. Follow-up comment: So



678 and 679 would have to be offered twice a year--at least one section in Columbus.

- Q: How does program plan to accommodate students who start in the middle of their sophomore year, for example (with all the prerequisites etc.)?  
Especially when we go to semesters, this may be difficult to fit in needs of students. A: An additional 1.5 faculty member is needed. This year, 3 new faculty are hired. Next year, 3 more faculty will be hired. In other words, JGS has the necessary faculty to teach additional classes.
- Krissek: JGS is not “newest” school on campus. “Earth Sciences” is!
- Questions from T. Brown:
  - How do we review the proposal going forward?  
A: Krissek: Concurrences with major actors need to be dealt with first: i.e. Political Science, Economics. The subcommittee can deal with tracks, but the core needs to be dealt with first.
  - How do we move discussion forward with Political Science?  
A: Shabad: Provide substantial intellectual justification for this major. Why do most Big 10 not have a Public Affairs undergraduate major? Explain why we should be innovative. Provide a justification. (Concern: By proliferating specializations, students can come out of OSU without core knowledge.)  
Davidson agrees that the rationale for this major and tracks has not been satisfactorily presented and that is why some units may not have responded yet. Krissek concurs that so far the explanation for the major has been professional, not intellectual.

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CCI Interdisciplinary Initiatives Subcommittee  
Approved Minutes

Tuesday, November 3, 2009  
9:00-10:30 AM

4187 Smith Laboratory

1. Major proposal for Bachelor of Arts in Public Affairs--John Glenn School of Public Affairs
  - A. Background: JGS was created a few years ago. It is a school (not a college). JGS reports directly to OAA.
    - JGS also offers co-curricular activities: e.g., Washington Academic Internship Program, Glenn School’s Learning Community.
    - Last year: new courses were introduced. Late last spring, prospectus for major was introduced. Originally, JGS was leaning toward offering a BS. A summer subcommittee offered feedback and JGS switched to a BA.
    - Missing elements from major proposal so far: part B (financial component) and letters of support/concurrences will come soon.

- Some changes that have already occurred: as a BA: only 10 hours of social science credit are now required (instead of 15 hours under a BS) and a capstone course (597) has been added.
- JGS will need to file ECA forms. For example, Public Policy and Management 633 (State and Local Government Finance) is now UG (3-credit hours). JGS will want to offer an Undergraduate only version: new number 490 (5-credit hours).
- The Washington academic program: JGS will not require internship for major. The two Washington courses, PPM 678 and 679, will have a Columbus variation (i.e., content will be offered in Columbus). JGS will file ECA course requests for that.
- The tracks: JGS wants to remove “criminal justice” and add “health care track.”
- JGS also has a High School Internship Program. The courses have temporary numbers; JGS will submit paperwork to obtain definite numbers. The High School program is not part of this minor.
- There is also a non-profit minor in the works.
- Finally, JGS will work with the leadership minor run from the College of Agriculture.

#### B. Discussion:

- Q: Term “public affairs education” comes up several times (pp. 3, 4). JGS is not talking about creating “educators,” is it? A: No.
- Q: p. 13: last sentence: “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.” Is the GPA requirement acceptable? A: This is a high expectation but reasonable. ASC requires 2.0 to graduate. (In ASC, the default is that you can’t get below C- for major course. [Some faculty set a higher expectation. For example, you can say that nothing below a C counts.])
- Q: Elaborate on distinction btw public affairs and public policy. A: Public Affairs is inclusive of *applied* public policy [to a variety of domains (broadly within the public sector)] and addresses the management of a variety of different organizations (public and non-profit) that tackle public problems.
- Other universities that have Public Affairs majors (p. 8). Q: Is Princeton program similar to JGS proposal? A: It overlaps. Comment: Princeton & Washington State are the only two universities that have “Public Affairs” in their name. A: Except for name, those concepts are included in the other programs.
- Q: What will BA do for employment in public sector? In actuality, it’s not a good entry. A: In certain arenas there are credentials, but many state and local governments cannot afford to hire the level of people they would like. Many people are hired with BAs. Definitely, the federal government will need to recruit candidates with undergraduate degrees. There is also a move toward accrediting undergraduate

degrees by NASPAA (National Association of Schools of Public Affairs and Administration).

- Q: Does Public Affairs as an undergraduate degree lead students to think that they can get jobs in public policy at federal level? Proposal suggests that students may be able to move in public policy position. A: Analytical skills as well as managerial skills will be taught.
- Comment: The majority of benchmark institutions only offer Public Affairs at graduate level (master's). Other than Michigan State, there are no universities that offer Public Affairs undergraduate degrees. A: 70% of NASPAA institutions have Public Affairs at the undergraduate level.
- Q: Are our students going to be aware of difference btw Public Affairs and Public Policy? A: JGS degree will include both.
- Q: What is the difference btw Public Affairs and Public Administration? A: Name does not include as much as the fact that JGS degree will combine both elements.
- Q: p. 6: Different labels are used: "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 Policy." Do those different labels matter? A: No. "Administration" sounds dry these days; "Management" is perceived as more dynamic; "Public Affairs" is OK too (more inclusive). Some people insist on terminology but in fact interdisciplinarity is the norm these days.
- Q: What will be the impact on other Ohio programs? A: Cleveland State and U of Cincinnati are supportive of notion because they want field to prosper.
- Columbus State is putting together a proposal. It may serve as a feeder into Ohio State.