

## Term Information

Effective Term Spring 2015

## General Information

Course Bulletin Listing/Subject Area Public Affairs, John Glenn Sch  
Fiscal Unit/Academic Org John Glenn Schl of Pblc Affrs - D4240  
College/Academic Group John Glenn School of Pub Aff  
Level/Career Undergraduate  
Course Number/Catalog 3110  
Course Title Education Policy in a Changing World  
Transcript Abbreviation EdPolCngWld  
Course Description This course provides an introduction to education policy for public sector leaders and an overview of the following topics: education and the economy; education and governance; teaching and learning in education; student outcomes; and career opportunities in education policy.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 44.0401  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Upon completion of this course, students will:
- Develop an understanding of the role of government in education
- Be able to apply budgeting and analytical skills to education policy.
- Be better oriented to critical issues in education policy that will influence governments' ability to respond to change.

### **Content Topic List**

- Education and the economy
- Education in a democracy
- Comparison of national systems of education
- Diversity and population change
- Governance and education
- School funding and public finance
- Collective bargaining and teachers
- Higher education and economic development

## **Attachments**

- PUBAFRS 3110.pdf: Syllabus  
*(Syllabus. Owner: Adams, Christopher John)*
- EHE concurrence.pdf  
*(Concurrence. Owner: Adams, Christopher John)*
- Poli Sci concurrence for 4000 and 3110.pdf  
*(Concurrence. Owner: Adams, Christopher John)*
- Econ Concurrence for 3110 and 4000.pdf  
*(Concurrence. Owner: Adams, Christopher John)*

## **Comments**

- Please attach requested concurrence from Dept of Economics. *(by Vankeerbergen, Bernadette Chantal on 07/23/2014 02:19 PM)*
- This course will be a required class in a proposed new public affairs specialization track, and can be used as an elective in the existing tracks. *(by Adams, Christopher John on 01/13/2014 04:00 PM)*

**COURSE REQUEST**  
3110 - Status: PENDING

Last Updated: Hallihan, Kathleen Mary  
08/08/2014

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Adams, Christopher John	01/13/2014 04:01 PM	Submitted for Approval
Approved	Baer, Jillian L	01/13/2014 05:17 PM	Unit Approval
Approved	Brown, Trevor Laurence	01/13/2014 05:21 PM	SubCollege Approval
Approved	Brown, Trevor Laurence	01/13/2014 05:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/11/2014 12:25 PM	Ad-Hoc Approval
Submitted	Brown, Trevor Laurence	03/12/2014 07:37 AM	Submitted for Approval
Approved	Adams, Christopher John	07/16/2014 09:29 AM	Unit Approval
Removed	Vankeerbergen, Bernadette Chantal	07/17/2014 10:37 AM	Ad-Hoc Approval
Approved	Hallihan, Kathleen Mary	07/17/2014 10:39 AM	SubCollege Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/23/2014 02:19 PM	Ad-Hoc Approval
Submitted	Adams, Christopher John	08/06/2014 02:40 PM	Submitted for Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	08/08/2014 02:20 PM	Ad-Hoc Approval
Approved	Hallihan, Kathleen Mary	08/08/2014 02:20 PM	Unit Approval



## JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

1. Instructor, John Glenn School of Public Affairs
2. Meeting date and time and classroom (Class meets two times a week for 80 minutes)
3. PA 3110 : Education Policy in a Changing World (3 Credits)
4. Student Learning Goals and Objectives

This course provides an introduction to education policy for public sector leaders. The course provides an overview of the following topics: Education and the Economy; Education and Governance; Teaching and Learning in Education; and Student Outcomes. Through a review of key topics in education policy students are oriented to critical issues emerging over the course of the coming decades that will influence governments' ability to respond to changes.

The objectives of the course include the following; 1) developing an understanding of the role of government in education; 2) applying core skills in PPM to education, including budget-finance and policy analysis skills; and 3) offering an opportunity to learn about careers in education policy.

### 5. Course Description

As a cursory review of any newspaper will reveal, education is consistently one of the top public policy issues that all levels of government are forced to deal with on a regular basis. Education is among the most important and expensive of government responsibilities, Elementary and secondary education requires \$500 billion annually and involves all levels of government. Post-secondary education and training requires substantial funding from the federal government.

Improving the quality of compulsory schooling is seen as a requirement for preparing entry level workers who can compete in the global labor market. Higher education writ large, including traditional four year schools as well as community, technical colleges, and workforce agencies, are the center of many state budgets in recent years as states across the country attempt to build a highly skilled technical workforce.

Understanding the education sector is therefore critical to developing skills for leaders in the public sector. Public sector managers need to have a sense of both the political and economic foundations of education policy, as well as the policy and budgetary process that supports educational practice. Moreover, without a firm grasp of some of the current educational policies, leaders will not be equipped to understand the ongoing legislative and policy issues.

## 6. Required Texts

Mike Rose (2009), *Why School? Reclaiming Education for All of Us* (New Press)

Claudia Golden & Lawrence Katz (2010) *The Race Between Education and Technology* (Harvard U. Press)

Students can access textbook information via the Barnes & Noble bookstore website:

[www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

## 7. Course assignments include the following (including grading requirements)

Required memos (5), 25% of grade (Students will be required to compose 5 memos for policy makers on an education topic in the weekly readings. Assigned topics will be based on current education policy issues in the United States. Each memo will be 2-3 pages, double spaced. Memos will be turned in using Carmen and graded according to quality of the writing and summary of the specific issue selected for writing).

Case Analyses (3), 30% of grade (The class sessions will involve discussion of cases of education policy implementation. Students will be expected to write a substantive analysis of the cases, including summarizing the problem in the case, discussing the environmental and contextual factors in the case, and describing the proposed solutions government has attempted to fix the problem. Cases will be turned into Carmen and graded according to the quality of the analysis and writing. Cases will be approximately 5 pages in length.).

Site Visit Analysis (2), 25% of grade. (Students will have the opportunity to visit at least two education organizations involved in setting policy, such as the Ohio Department of Education or the Columbus City Schools. The analysis document turned in after the visit will report on the role of the organization, legal basis for the work/structure, and provide a summary of the policy issues raised during the briefing that the agency/school district offered to the group).

Attendance, participation and discussion board work, 20% (Student attendance will be recorded and used as the basis for assigning 20% of the grade. Student discussions will be encouraged on line as part of the preparation for site visits and discussion of case studies).

## 8. Due Dates for Assignments

Memos are due the day before class is scheduled. Case analyses are due the day *after* class when the case is discussed. Site visits are due the following week (day of class) when site visits take place.

9. Grading scale

93 – 100	A	80 - 82	B-	68 – 69	D+
90 – 92	A-	78 - 79	C+	64 – 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

10. Attendance is required. If students do not attend they will lose 2 points per class for non-attendance. After missing 5 classes a student grade will be reduced a full letter grade, for instance from a B to a C or a B+ to a C+. Excused absences (for illness or job interview) are accepted and are not penalized.

11. Topical Outline of Weekly Content\*

<b>Week/Topic</b>	<b>Reading/Case Study</b>
<p><u>Week 1: Education and the economy 1</u> (Historical perspectives). This week will review the emergence of the U.S. educational system, focusing on the development of industrial economy and increasing demands that placed on production of students for the labor market).</p>	Golden & Katz (chapters)
<p><u>Week 2: Education and the economy 2</u> (Current economic issues). In the wake of the recession, the connection between education and the economy has been fundamentally shaken. The roots of the current disconnect will be discussed, as well as describing reactions by the government to reduce unemployment through education reform).</p>	Golden & Katz (chapters) Rose (Chapters)
<p><u>Week 3: Education in a democracy 1</u> (Schools perform social and democratic functions, as well as economic roles. The historical view of education as a component of the democratic and civic values will be described).</p>	<p>*Dewey (Democracy and Education); *Gutman (Democratic Education)</p> <p>*Case: DeBray, E. (2004). Richard mills and the New York state board of regents, 1995-2001 (parts a &amp; b). <i>Journal of Cases in Educational Leadership</i>, 7(2), 27-43</p>
<p><u>Week 4: Site Visit (Charter schools and Private Schools)</u> (Public Charter schools have been increasingly important to American systems of education. This week offers a visit to a local</p>	No readings

community school (Ohio's term for Charter schools).	
Week 5: <u>Education in a democracy 2</u> (Schools face major problems with raising student achievement while also providing civic training. This week will offer a review of the push beginning with reforms under President Bush and continued through President Obama, stressing improving student achievement.	*Case: Childress, S; and Merino, Maura (2008). <i>KIPP 2007: Implementing a Smart Growth Strategy</i> (Harvard Business School, University), Case # 308073-PDF-ENG
Week 6: <u>Comparison of national systems of education</u> (U.S. schools face increasing crisis because they perform poorly in comparison to East Asian and European nations on tests. We review the reasons for these disparities in achievement and discuss efforts to learn from the international examples).	Video (The Finland Phenomenon) *Hanushek, Peterson, and Woesselman (2013) (Endangering prosperity)
Week 7: <u>Diversity and population change</u> (As an increasingly diverse nation we are facing persistent gaps in achievement between immigrants and native born U.S. residents, as well as minorities and majority populations. This will become increasingly problematic, and efforts state and local government are taking to make sure this does not worsen income disparities or economic competitiveness will be reviewed this week.)	*Kotkin, Joel (2010)., <i>The changing demographics of America</i> . <u>Smithsonian</u>  Diversity in the classroom (New York Times Report) - Web
Week 8: <u>Governance and education 1</u> (U.S. education has been heavily criticized in the past 50 years. We review the key criticism that forms the basis for major changes such as Charter schools and voucher systems).	*Friedman (The Role of Government in Education) *West, Henderson, Peterson (2012) "The Education Iron Triangle."
Week 9: <u>Governance and education 2</u> (U.S. education governance is reviewed through a case of a specific school district wrestling with the issue of reform at the same time as attempting to improve school achievement).	*Case 3: Rosegrant, S. (2003). <i>Winning hearts and minds: Reforming the providence school district (a)</i> . Cambridge, MA: Kennedy School of Government, Harvard University.
Week 10: <u>School funding and public finance</u> (School funding systems in the U.S. are described with a focus on understanding the overarching revenues and expenditures).	*Leschly, S., & Childress, S. (2006a). <i>Note on U.S. Public education finance (a): Revenues</i> . Cambridge, MA: Harvard Business School.  *Leschly, S., & Childress, S. (2006b). <i>Note on U.S. Public education finance (b): Expenditures</i> . Cambridge, MA: Harvard Business School.
Week 11: <u>Collective bargaining and teachers</u> (Education labor unions are incredibly important part of the system of education in the U.S.	*Leschly, S. (2003). <i>Note on Organized Labor in U.S. Public Education</i> . Cambridge, MA: Harvard Business School. Case # 804018-PDF-ENG

although the role has declined in some view with the increasing focus on achievement).	
Week 12: <u>Higher education and economic development</u> (Improving education requires linkages between education and employers, however this is very difficult to manage. We will review historical efforts through post-secondary schooling to link what is taught with demand by employers.	Golden & Katz (Chapters)
Week 13: <u>Site Visit 2</u> We will have a visit to local career center or community college as a way to understand the role that these institutions are playing in the economy.	Rose (Chapters)  Site Visit: Community college or local career and technical education center
Week 14: <u>Career Development</u> (Students will be given an opportunity to engage in discussion with potential education employers to discuss careers for public affairs students in education organizations)	No readings.

\*Stared items are available in a reading packet to be bought.

### 13. Academic Misconduct

#### **ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

From: <http://oaa.osu.edu/coamfaq.html#academicmisconductstatement>

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>



*Ten Suggestions for Preserving Academic Integrity:* <http://oaa.osu.edu/coamtensuggestions.html>

*Eight Cardinal Rules of Academic Integrity:* [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

14. Disability services.

(ADA recommended 16 point font):

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

**From:** [Josh Hawley](#)  
**To:** [Roberts, Teresa M. \(Teri\)](#)  
**Subject:** Fwd: Request for concurrence  
**Date:** Thursday, May 08, 2014 6:46:00 PM

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FYI

J Hawley  
HAWLEY.32@[osu.edu](#)

Begin forwarded message:

**From:** Ann Allen <[annmallen@me.com](mailto:annmallen@me.com)>  
**Date:** May 6, 2014 at 9:34:26 AM EDT  
**To:** Josh Hawley <[hawley.josh@gmail.com](mailto:hawley.josh@gmail.com)>  
**Cc:** "Brown, Trevor" <[brown.2296@osu.edu](mailto:brown.2296@osu.edu)>, "Anderman, Eric" <[anderman.1@osu.edu](mailto:anderman.1@osu.edu)>  
**Subject: Re: Request for concurrence**

Hi Josh,

Thanks for your note and for considering our concerns. I have talked with the faculty in the Educational Policy specialization in the Department of Educational Studies, and we have agreed on concurrence for the JGS Educational Policy course.

Thanks also for your interest in collaboration. We look forward to collaborating with you in any way we can. While most of our courses are currently graduate courses, the Department of Educational Studies does offer a few undergraduate courses that might be useful to your students as electives in the JGS specialization, and there are likely to be additional courses that develop that may have value for your students. I am also excited about the possibility of collaborating on an MA/MPA. I will be in touch soon to discuss the possibilities.

Best wishes for the development of the course and the program.

Ann

Ann Allen, Ph.D.  
Associate Professor and Program Chair, Educational Policy  
The Department of Educational Studies  
College of Education and Human Ecology  
The Ohio State University  
[Allen.952@osu.edu](mailto:Allen.952@osu.edu)

On May 5, 2014, at 9:46 AM, Josh Hawley <[hawley.josh@gmail.com](mailto:hawley.josh@gmail.com)> wrote:

Hi Ann

Apologies for not getting back to you on this. I think time just melts away on us all. In terms of the concurrence, just to clarify, the class we are proposing is planned as a small seminar for 3 or 4 year undergraduates of about 15 people. I don't envision ever being allowed a GTA for this. However, if it does grow, the ES PHD students would be competitive for the GTA post as would the JGS students. I just have no sense how rapidly this specialization will grow. At this point I can't see more than 15-20 people total a year.

In terms of cross listing, since the ES dept has more interest in the graduate Education Policy level perhaps some collaboration around that area makes more sense? It would be odd to have a single undergraduate course in Ed Policy in the ES school, especially since you don't have students in that area (at the UG level). Since you don't have a undergraduate program in ES – and the Glenn School program is very focused on core public affairs skills such as budget and management, I think that talking about involvement between ES and JGS on the MA/MPA level makes more sense. I'm happy to engage in this discussion any time. I am working this summer so available to talk whenever you like.

Would you and Eric be able to offer concurrence on this course so we can move ahead with the official curriculum issues?

Please give a call if you have questions.

Josh

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**From:** Allen, Ann [<mailto:allen.952@osu.edu>]  
**Sent:** Wednesday, April 16, 2014 11:12 AM  
**To:** Josh Hawley  
**Cc:** Brown, Trevor; Anderman, Eric  
**Subject:** Re: Request for concurrence

Hi Josh,

We did see the new course syllabus that came with the Ed Policy specialization concurrence request. My apologies for any confusion that error has caused. Part of the confusion came from the fact that we we were discussing concurrence on the specialization and not the course.

In your note to me regarding the initial concurrence on the specialization, you mentioned that you would like the programs to come together and that you saw the specialization as benefiting both sets of students. I, too, think that this could be beneficial to EHE students, and expressed our interest in working with the John Glenn

program. We were particularly interested in figuring out ways that we could incorporate our graduate students into TA positions with the JGS specialization, and how our undergraduate courses might fit within the specialization.

Given that we have a graduate specialization in Educational Policy, we too have been looking at developing an undergraduate course that would provide TAs for our graduate students and offer some courses to undergraduate education majors. We understand that it may be difficult for us to get a course through once the JGS course is approved and too many similar courses would create a competition that might be damaging to both areas, so it is for these reasons we would like to work with the John Glenn School on its offering of an undergraduate Educational Policy course in this initial stage. Cross-listing would give us the opportunity to do that. Would you consider cross-listing the course with Educational Studies and making room for graduate students in the ES Educational Policy specialization to be part of the TA pool?

I am happy to talk this through further. Please feel free to call me at 292-0289, or on my cell, 961-9667.

Best,

Ann

Ann Allen, Ph.D.  
Associate Professor and Program Chair, Educational  
Policy  
Educational Studies  
College of Education and Human Ecology  
The Ohio State University  
301-A Ramseyer Hall  
[Allen.952@osu.edu](mailto:Allen.952@osu.edu)  
614-292-0289

On Apr 16, 2014, at 8:54 AM, "Anderman, Eric"  
<[anderman.1@osu.edu](mailto:anderman.1@osu.edu)> wrote:

Hi Josh. Ann is going to either email or call you about this, she really is more in the loop on this than I am. Feel free to include me as needed.

Thanks,  
Eric.

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**From:** Josh Hawley [mailto:hawley.josh@gmail.com]  
**Sent:** Wednesday, April 16, 2014 8:27 AM  
**To:** Anderman, Eric; Allen, Ann  
**Cc:** Brown, Trevor  
**Subject:** FW: Request for concurrence

Eric

Trevor forwarded me your question. I'd be happy to talk about this, but I'm a little confused because you formally gave concurrence for the specialization and course a few months ago – and at that time there was no mention of cross listing. We are only coming back now for an additional letter because the Arts and Science committee requested specific concurrence for the course separate from the overall specialization in education policy. However, the course itself was attached as part of the specialization on the prior request. I'm assuming you and Ann reviewed the course before when I sent it around. Please give me a ring when you want.

Josh

**From:** "Anderman, Eric" <[anderman.1@osu.edu](mailto:anderman.1@osu.edu)>  
**Date:** April 15, 2014 at 4:00:18 PM EDT  
**To:** "Brown, Trevor" <[brown.2296@osu.edu](mailto:brown.2296@osu.edu)>  
**Cc:** "Allen, Ann" <[allen.952@osu.edu](mailto:allen.952@osu.edu)>  
**Subject:** FW: Request for concurrence

Hi Trevor. It was nice to meet you the other night at Rigsby's. Ann forwarded this to me. She and I and the other faculty in the Educational Policy program would like to ask if you would consider cross-listing this course with Educational Studies. As you probably know, we have a Ph.D. Specialization in Educational Policy, and we have been discussing proposing our own undergraduate course in Educational Policy. We were unaware of the development of such a course in the Glenn School. I hope this might be possible. We would be glad to speak with you or any faculty about this as well.

Thanks for considering this,  
Eric A.

Eric M. Anderman  
Chair, Department of Educational Studies  
Professor, Educational Psychology

Editor, *Theory Into Practice*  
The Ohio State University  
121 Ramseyer Hall  
29 West Woodruff Avenue  
Columbus, OH 43210  
Phone: 614-688-5721  
Fax: 614-688-3415  
[anderman.1@osu.edu](mailto:anderman.1@osu.edu)

**From:** [Brown, Trevor](#)  
**To:** [MacGilvray, Eric](#)  
**Cc:** [Haddad, Deborah](#); [Herrmann, Richard](#); [Adams, Christopher](#); [Roberts, Teresa M. \(Teri\)](#); [Hawley, Joshua](#)  
**Subject:** RE: concurrence request  
**Date:** Thursday, May 08, 2014 11:55:39 AM  
**Attachments:** [image001.png](#)

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Hi Eric,

Thanks for getting back to me with the concurrence for PA 4000 and 3110. We're looking forward to moving ahead with those courses.

Thanks also for making us aware of duplication in the PA 3500 and 4510 courses with your existing courses. We will review the syllabi to identify areas of overlap, restructure the courses to eliminate any overlap, and then bring those back to you for concurrence. Both of these are courses that are very commonly taught in undergraduate public affairs and public administration programs (they mirror courses we offer at the graduate level in our professional degree programs). I'm confident we can structure them in such a way that they are distinctly different from Political Science offerings.

Best,

Trevor



Trevor Brown

Director

[John Glenn School of Public Affairs](#)

350C Page Hall | 1810 College Road, Columbus, OH 43210

[glenn.osu.edu](http://glenn.osu.edu)

**Recently published:** *Complex Contracting -- Government Purchasing in the Wake of the US Coast Guard's Deepwater Program* (Cambridge University Press). Pick up a copy from [Cambridge](#) or [Amazon](#).

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**From:** MacGilvray, Eric  
**Sent:** Tuesday, May 06, 2014 11:46 AM  
**To:** Brown, Trevor  
**Cc:** Haddad, Deborah; Herrmann, Richard  
**Subject:** Re: concurrence request

Dear Trevor,

The Political Science can concur in PUBAFRS 4000 and, as I said in my previous note, 3110. However we do not concur in PUBAFRS 3500 or 4510 as proposed. My colleagues are concerned, and I agree,

that these courses substantially replicate existing Political Science offerings. Specifically, PUBAFRS 3500 overlaps substantially with POLSCI 4115 (Bureaucracy and Public Policy), and PUBAFRS 4510 overlaps substantially with POLITSC 4130 (Law and Politics), 4135 (American Constitutional Law), 4136 (Civil Liberties) and 4137 (Politics of Legal Decision Making). In the latter case our concerns are “generic,” in that it seems to us that this is the kind of course that is traditionally offered in a Political Science department.

Please let me know if you have any questions.

Eric

ERIC MacGILVRAY  
Associate Professor  
Director of Undergraduate Studies  
Department of Political Science  
Ohio State University  
2140 Derby Hall  
154 North Oval Mall  
Columbus, OH 43210

tel (614) 292-3710  
fax (614) 292-1146  
email [macgilvray.2@osu.edu](mailto:macgilvray.2@osu.edu)

On Apr 21, 2014, at 2:01 PM, Brown, Trevor <[brown.2296@osu.edu](mailto:brown.2296@osu.edu)> wrote:

Eric,

The Glenn School faculty has recently approved four new courses for the specializations in our undergraduate major: PUBAFRS 3110 (education policy), PUBAFRS 3500 (Public Management), PUBAFRS 4510 (law and public affairs), and PUBAFRS 4000 (public policy evaluation). As part of the approval process, ASC has requested that we receive concurrence from Political Science for these courses. Attached are the syllabi for your review.

I am happy to answer any questions you might have about the courses. We are hoping to submit our final package to the ASC Curriculum Office by April 30, so do let us know as soon as possible if you have issues or concerns.

Thank you, Trevor

<image001.png>

Trevor Brown

Director

[John Glenn School of Public Affairs](#)



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[glenn.osu.edu](http://glenn.osu.edu)

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<PUBAFRS 3110.pdf><PUBAFRS 3500.pdf><PUBAFRS 4510.pdf><PUBAFRS 4000.pdf>

**From:** [Brown, Trevor](#)  
**To:** [Roberts, Teresa M. \(Teri\)](#); [Adams, Christopher](#); [Hawley, Joshua](#)  
**Subject:** Fwd: Request for Concurrence  
**Date:** Thursday, April 17, 2014 2:39:55 PM  
**Attachments:** [image001.png](#)

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Begin forwarded message:

**From:** "Blau, David" <[blau.12@osu.edu](mailto:blau.12@osu.edu)>  
**Date:** April 17, 2014 at 2:34:16 PM EDT  
**To:** "Brown, Trevor" <[brown.2296@osu.edu](mailto:brown.2296@osu.edu)>  
**Subject:** RE: Request for Concurrence

Hi Trevor,

I agree with Trevon that these courses will be complements rather than substitutes for our courses, so I enthusiastically concur with your proposal.

Regards,

David

David Blau  
Department of Economics  
Arps Hall, 1945 N. High St.  
The Ohio State University  
Columbus OH 43210-1158  
614-292-2009  
614-292-3906 (fax)  
[Blau.12@osu.edu](mailto:Blau.12@osu.edu)  
<http://web.econ.ohio-state.edu/~blau/>

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**From:** Roberts, Teresa M. (Teri) [<mailto:roberts.40@osu.edu>] **On Behalf Of** Brown, Trevor  
**Sent:** Thursday, April 17, 2014 1:19 PM  
**To:** Blau, David  
**Subject:** Request for Concurrence

David,

The Glenn School faculty has recently approved two new courses: PUBAFRS 3110 (education policy) and PUBAFRS 4000 (public policy evaluation). These courses will be included in the new policy analysis and evaluation specialization proposed for our undergraduate major in Public Affairs, for which you previously provided concurrence. As part of the approval process, ASC has

requested that we also receive concurrence from Economics for these courses.  
Attached are the syllabi for your review.

I am happy to answer any questions you might have about the courses. We are hoping to submit our final package to the ASC Curriculum Office by April 30, so do let us know as soon as possible if you have issues or concerns.

Thank you, Trevor

The Ohio State University



Trevor Brown

Director

John Glenn School of Public Affairs

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