

Fiscal Unit/Academic Org John Glenn Schl of Pblc Affrs - D4240
Administering College/Academic Group John Glenn School of Pub Aff
Co-administering College/Academic Group
Semester Conversion Designation Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name Public Affairs
Proposed Program/Plan Name Public Affairs -PUBAFFBA
Program/Plan Code Abbreviation PUBAFF-BA
Current Degree Title Bachelor of Arts

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				45	
Required credit hours offered by the unit	Minimum			27	
	Maximum			33	
Required credit hours offered outside of the unit	Minimum			12	
	Maximum			12	
Required prerequisite credit hours not included above	Minimum			3	
	Maximum			9	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals • This is a proposal to add three new specialization tracks to the Public Affairs degree. The credit hours listed above reflect the major in general along with specializations. Track details are in attached proposal.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Program Specialization/Sub-Plan Name Education Policy (New)

Program Specialization/Sub-Plan Goals

- Upon completion of this specialization track, students will:
- Gain a comprehensive overview of education policy issues in public affairs.
- Become well versed in program evaluation, data mining, and public finance, as those skill areas relate to education
- Increase knowledge of public policy problems and social issues facing education.

Program Specialization/Sub-Plan Name

Public Management (New)

Program Specialization/Sub-Plan Goals

- Upon completion of this specialization track, students will:
- Have an advanced conceptual understanding of the structure and operation of public organizations
- Gain proficiency in the skills and competencies needed to succeed in a managerial role
- Be able to demonstrate knowledge of the legal environment in which public organizations operate

Program Specialization/Sub-Plan Name

Policy Analysis and Evaluation

Program Specialization/Sub-Plan Goals

- Upon completion of this specialization track, students will:
- Be equipped with the conceptual knowledge and applied techniques necessary to collect and analyze data for the purpose of identifying the impact of public policies.
- Gain a greater understanding of quantitative and qualitative research methods.
- Be able to apply statistical analysis to one or more public policy area.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- New Track proposal updated.docx: Proposal
(Program Proposal. Owner: Adams,Christopher John)
- Combined Concurrence Document.pdf: Concurrence requests
(Support/Concurrence Letters. Owner: Adams,Christopher John)
- Director Letter Final.docx: Letter from School Director
(Letter from the College to OAA. Owner: Hallihan,Kathleen Mary)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hallihan,Kathleen Mary	02/27/2014 03:21 PM	Submitted for Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	02/27/2014 03:22 PM	Ad-Hoc Approval
Approved	Hallihan,Kathleen Mary	02/27/2014 03:22 PM	Unit Approval



Trevor L. Brown
Director and Associate Professor

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February 18, 2014

Rebecca Harvey, Chair
ASC Curriculum Committee

Dear Professor Harvey,

Please find enclosed a proposal for a change to the major in Public Affairs, which requests the addition of three specialization tracks within the Bachelor of Arts degree at the John Glenn School of Public Affairs. While separate from the request for permanent course numbers for eight new courses we hope to offer at the Glenn School, this request references four of those eight courses as required classes in the new specialization tracks.

Since the inception of the Bachelor of Arts in Public Affairs degree in May of 2010, the major has grown to just over 300 students this past autumn. While our three existing tracks, Nonprofit Management, Urban Policy and Management, and Community Organization and Civic Engagement, remain popular among our majors, the developing needs of our students, as well as increases in Glenn School faculty have prompted us to enhance curricular opportunities. Taking into consideration student demand, faculty expertise, and existing curricular gaps at the University, we have decided to come forward with a proposal for three additional tracks: Education Policy; Policy Analysis and Evaluation; and Public Management.

Like our existing tracks, these new offerings are interdisciplinary in nature. Each track requires two foundational courses, plus three additional courses that students choose from a menu of offerings encompassing numerous disciplines at Ohio State. To this end, we have sought and received concurrence from the Fisher College of Business, the department of Educational Studies within the College of Education and Human Ecology, and the department of Economics, within the College of Arts and Sciences.



These tracks will serve an important function for Public Affairs graduates, as they provide focused preparation in public management and public affairs issues centered around some of the most important and enduring areas of study and application that affect the public sector. In closing, we thank the committee for their investment of time to review this request and welcome any feedback.

Sincerely,

Trevor L. Brown, Associate Professor and Director
John Glenn School of Public Affairs
350 Page Hall, 1810 College Road
Columbus, OH 43210



Proposal to Add Undergraduate Specializations B.A. in Public Affairs

Executive Summary

The John Glenn School of Public Affairs has grown substantially in recent years. In response to student demand, we are requesting the establishment of five new student specialization areas for the undergraduate major in Public Affairs. These specializations serve an important function for B.A. graduates, as a way to provide focused preparation in public management and public affairs issues. The three new specialization areas will be added to the existing three specializations, offering the Glenn school students opportunities to study some of the most important public policy topics.

Introduction

The John Glenn School of Public Affairs (JGS) is proposing three new undergraduate specializations to the B.A. in Public Affairs. These new specializations include the following:

- Education Policy
- Policy Analysis and Evaluation
- Public Management

Background

The JGS B.A. degree currently has an undergraduate enrollment of over 300 students in Fall 2013. We have graduated 75 students since being established in 2010. The current students enroll in one of three specializations (Non Profit Management, Urban Policy and Management, and Community Organization and Civic Engagement). Students may also fulfill the specialization requirement by completing an approved minor or an individualized specialization track, designed in consultation with an advisor and approved by the Glenn School undergraduate curriculum committee.

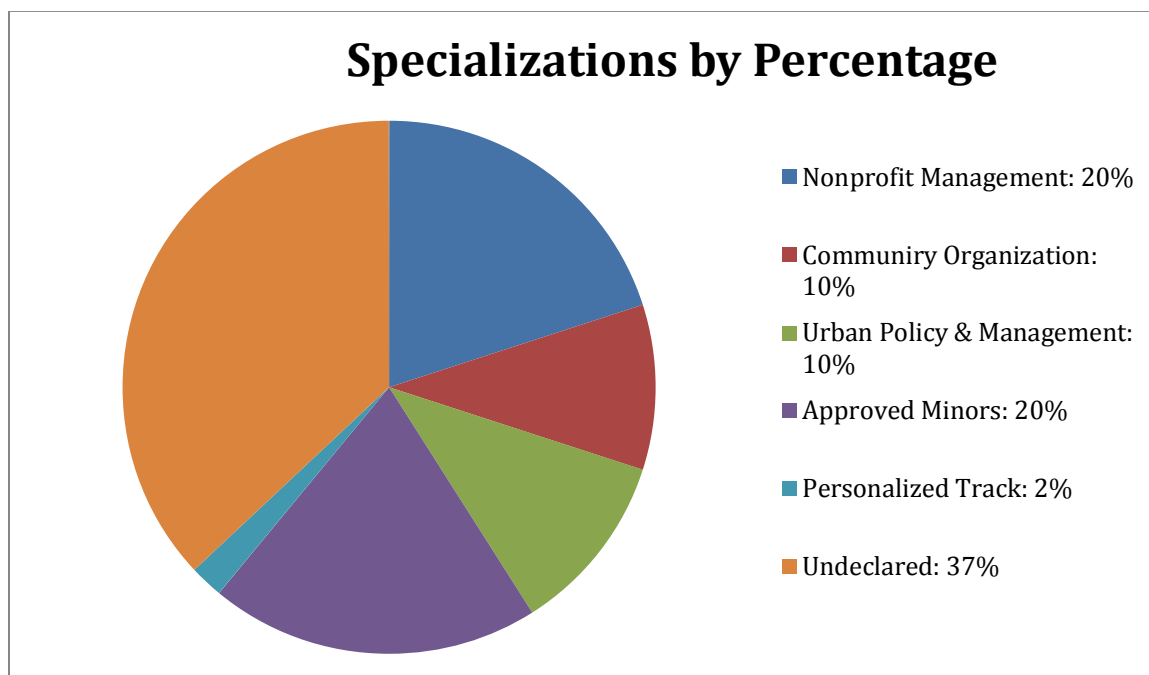
The proposed new specializations will add areas in demand by our growing student body for high quality specializations that give Public Affairs majors new learning and employment opportunities. The proposed specializations are possible because of two primary factors, 1) the JGS now has 21 full-time tenured and tenure track faculty, a dramatic increase since the major was approved and 2) students have requested additional formalized specialization opportunities.

Specifically, in the past 3 years the JGS have added ten new faculty with a range of policy foci, including experts on Education Policy, Public Management, and Policy Analysis and Evaluation. These new faculty join an established pool of faculty. Additionally, the JGS makes wide use of lecturer and professional faculty in the Public Affairs community both locally and in Washington. In short, the degree has grown immensely since it was developed in 2010 and adding these specializations meets a growing need for additional curriculum options among students.

Specialization Descriptions

Currently, Public Affairs students are divided fairly evenly across the existing specialization tracks and approved minors. However, as the chart below indicates, 37% of Public Affairs majors are currently undecided in regards to a specialization area—far and away the largest number of students. In a survey of Glenn School students, individuals expressed a strong interest in the Education Policy, Policy Evaluation, and Public Management areas. Fully 43% of all respondents stated they were “very interested” in Education Policy, while 35% were very interested in Public Management and 32% were very interested in Policy Analysis and Evaluation.

The proposed specialization tracks provide public affairs majors with additional options without undercutting the existing tracks. The current student breakdown suggests this will be possible. Student feedback supports demand for education policy and public management, and faculty expertise in the areas of science and technology policy and program evaluation and analysis make it likely that all four proposed tracks will be populated early on.



Specializations were chosen both by reviewing applications from students who wanted to create new customized specializations; and by looking for gaps in the existing curriculum. There has been particular interest in the Education Policy area in recent years, and the school has added additional faculty depth in this area. Several students have pursued personalized tracks in the area of education policy, and have expressed an interest in this area through the completion of surveys and interaction with advisors. Additionally, the Glenn School regularly has students intern with the U.S. Department of Education through the Washington Academic Internship Program, and at numerous nonprofits focusing on education issues in Columbus. As no existing undergraduate program at Ohio State specifically focuses on education policy, this new track will address a curricular gap.

Moreover, faculty review of existing courses and interests produced a demand for the Public Management and Policy Analysis and Evaluation areas. Both are curriculum areas that are core offerings at the Masters and PhD levels, and will expose undergraduates to higher-level skills that Public Affairs professionals utilize both in careers and in scholarship. The three existing specialization tracks, along with the proposed tracks in Education Policy, focus on a particular policy area. Conversely, the proposed Public Management and Policy Analysis tracks concentrate on a skill set that can be applied to a number of different policy areas. Some students in are drawn to a functional area rather than a policy one, and these two proposed tracks will allow the Glenn School to better serve this population. Other students have expressed a desire for more advanced courses focusing on general management and data analysis, and this track will provide that.

Comparative Data

An analysis of thirty Public Affairs/Administration/Policy programs nationwide revealed that only eleven programs have formalized specialization tracks. The other programs allow students to choose elective courses focusing on policy areas of interest, but do not require completion of a pre-determined set of courses. The Nine of the eleven schools data that do have formalized specialization tracks are summarized in the following table. As the table below indicates, the specialization tracks being proposed by the Glenn School, Public Management, Policy Analysis and Evaluation, and Education Policy are consistent with specialization track offerings at peer institutions.

Comparative School Level Data

Institution	Public Affairs School	Degree	Specialization options
George Mason University	College of Humanities and Social Sciences	BS in Public Administration	Administration and Management; Public Policy; Nonprofit Management; US

Institution	Public Affairs School	Degree	Specialization options
			Governmental Institutions; Administration Economics
Stanford University	Institute for Economic Policy Research	BA in Public Policy	Advanced Policy Analysis; Design of Public Institutions; Development and Growth Policies; Discrimination, Crime, and Poverty Policy; Education Policy; Health Care Policy; International and National Security Policy; Law and Legal System; Political and Moral Philosophy; Resources, Environment, and Energy Policy; Science and Technology Policy; Urban and Regional Policy
James Madison University	Department of Political Science	BS in Public Policy and Administration	Criminal Justice; Environmental Information Systems; Environmental Management; Family Studies; Nonprofit Studies; Health Information Systems; Urban and Regional Studies; Public Health; Science and Technology
Georgia Tech	School of Public Policy	BS in Public Policy	Environment and Energy Policy; Science and Technology Policy; Social and Urban Policy; Philosophy; Politics and Policy
Indiana University	School of Public and Environmental Affairs	BS in Public Affairs	Environmental Management; Law and Public Policy; Legal Studies; Management; Policy Analysis; Public Financial Management; Nonprofit Management
Univ. Southern Cal	Sol Price School of Public Policy	BS in Policy, Planning, and Development	Health Policy Management; Nonprofits and Social Innovation; Public Policy and Law; Real Estate

Institution	Public Affairs School	Degree	Specialization options
			Development; Sustainable Planning
Georgia State University	Andrew Young School	BS in Public Policy	Nonprofit Leadership; Planning and Economic Development; Public Management and Governance; Public and Nonprofit Governance
Arizona State	School of Public Affairs	BS in Public Policy,	Public Policy, Urban and Metropolitan Studies
University of Delaware	School of Public Policy and Administration	BA in Public Policy	Public Policy; Organizational and Community Leadership

Impact on John Glenn School

Faculty Changes

Currently, the Glenn School has 21 core faculty members. This number represents a 200% increase since 2008. As the student population and undergraduate program in particular has grown, the Glenn School has hired new faculty members with expertise in the areas of public management, policy analysis, and education policy. These policy topics were settled on for the proposed specialization tracks in part because of the strengths of Glenn School faculty in these areas. As the table below indicates, over half of the Glenn School core faculty has research expertise in one or more of the proposed policy specialization areas. The new specialization tracks will require the development of several new courses, and the Glenn School will have adequate faculty to design and teach these classes.

Faculty Member (* means person is new since 2011)	Research Specialization
Jeff Bielicki*	Energy and Technology

Craig Boardman	Public Organization Theory and Management, Science and Technology Policy
Trevor Brown	Public Management and Organizational Theory, Strategic Management
Jill Clark*	Food Policy
Anand Desai	Efficiency and Effectiveness, Methodology, Policy Analysis
Noah Dormady*	Environmental & Energy Policy
Amanda Girth	Public and Nonprofit Management, Government Contracting
Rob Greenbaum	Urban and Regional Economics
Russell Hassan	Organizational Behavior
Neal Hooker*	Food Policy and Sustainability
Charlotte Kirschner	Public Budgeting
Josh Hawley*	Workforce and Education Policy, Data Analytics
David Landsbergen	Information Technology Policy, Law and Public Administration
Stephane Lavertu	Education Policy, Policy Analysis and Evaluation
Beth-Anne Schuelke-Leech	Public Budgeting and Finance; Technological Innovation
Stephanie Moulton	Housing and Consumer Finance, Program Implementation and Evaluation
Jos Raadschelders*	Comparative Government, Organizational Theory
Jason Seligman	Public Budgeting and Finance
Caroline Wagner*	Science and Technology Policy
Mary Tschirhart*	Nonprofit Management and Governance
Hongtao Yi*	Energy Policy

Programmatic Changes

The addition of the new specialization tracks will not result in major programmatic changes to the curriculum. Given the interdisciplinary nature of the existing tracks, the addition of new curricular options will not draw students away from any one particular existing track or course. Students will continue to take the same 10 required core courses and general education options.

Impact on Students, Faculty, Staff

Students will be better served by the Glenn School, as they will be able to pursue new curricular options. The new specialization tracks will allow students to increase their knowledge in designated subject areas. Existing programs at the university do not allow for Public Affairs students to gain training and experience in these topics, so the new tracks will help to fill-in existing curricular gaps.

Committee Approval

This proposal was prepared by the JGS Undergraduate Studies Committee. It was approved by a vote of the full JGS faculty, and presented to the Council on Academic Affairs.

Resources

The JGS is able to offer these new specializations because of the addition of 4 new courses, all of which will be taught by existing faculty. Therefore, the specializations utilize the existing resources in the unit.

Additionally, the specializations will direct students to courses in other units as part of elective offerings required to earn the specialization. These are detailed in the proposed curriculum change forms for the specializations.

Proposed Additional Specialization Descriptions

1. Education Policy Specialization

Designed for individuals that want to obtain positions in education or community organizations with an emphasis on education, the Education and Public Affairs track is a great option for work in the government, nonprofit, and development sectors. Education organizations, public and private, manage schools, provide consulting services to government, and work internationally to advance education in developing nations. Many of the agencies working in education require skilled professionals with expertise in Public Affairs, such as evaluation, data mining and modeling, and budget or finance.

Foundational Courses

PUBAFRS	3110*	Education Policy in a Changing World	3
ESCFE	3206	School and Society	3

Elective Courses

ESWDE	5624	Foundations of Workforce Development and Education	3
ESCFS	5260	Children, Families, and Communities in Conflict	3

ESCFE	4280	History of Modern Education	3
SOCIOL	2202	Social Problems and Public Policy	3
SOCIOL	2320	Sociology of Education	3
SOCIOL	3315	Sociology of Poverty	3
SOCIOL	3464	Work, Employment and Society	3

*Proposed new course

2. Policy Analysis and Evaluation

Public sector employers increasingly demand that employees possess the technical skills necessary to evaluate the impact of public policies and programs. The purpose of the Policy Analysis & Evaluation track is to provide students with these skills. After completing this track, students will be equipped with the conceptual knowledge and applied techniques necessary to collect and analyze data for the purpose of identifying the impact of public policies.

Foundational Courses

PUBAFRS	3010*	Policy Evaluation	3
ECON	4400	Elementary Econometrics	3

Elective Classes

			Credits
AEDEC	4002.02	Operations Research in Agribusiness and Applied Economics	2
AEDEC	4003	Economics of Public Policy Analysis	3
AEDEC	5330	Benefit-Cost Analysis	3
BUSMG	2320	Decision sciences: Statistical techniques	3
COMM	2171	Qualitative Research	4
COMM	3149	Foundations of Survey Research	4
COMM	3160	Communication Research Methods	4
CSE 2	111	Modeling and problem solving with spreadsheets and databases	3
ECON	4001.01/.02 .03	Intermediate Microeconomic Theory	3
ECON	5410	Econometrics I	3

ECON	5420	Econometrics II	3
GEOG	5100	Quantitative Geographical Methods	3
GEOG	5220	Fundamentals of Geographic Information Systems	3
GEOG	5221	Spatial Simulation and Modeling in GIS	3
GEOG	5222	GIS Applications in Social Science and Business	3
GEOG	5223	Design and Implementation of GIS	3
POLIT	4781	Techniques of Political Analysis	3
SOCIO	3487	Research Methods in Sociology	3
PUBAFRS	3020	Data Analytics in the Public Sector	3

*Proposed new course

3. Public Management

The Public Management track prepares students to serve in managerial roles in public organizations at the local, state or national levels. The track requires two foundational courses – one in public management and one in law and public affairs. The Public Management core course provides students a conceptual understanding of the structure and operation of public organizations and the required skills and competencies to succeed in a managerial role. The Law and Public Affairs course provides students an understanding of the legal environment in which public organizations operate. Beyond the two required courses, students must select three additional courses to complete the track. These courses come from the Fisher College of Business, the College of Engineering, the Departments of Communications and Psychology within the College of Arts and Sciences, and the Glenn School.

Core Classes

PUBAFRS	3500*	Public Management	3
PUBAFRS	3510*	Law and Public Affairs	3

Elective Classes

PUBAFRS	3140	Nonprofit Management and Governance	3
PUBAFRS	5750	Public Policy: The Business-Government Relationship	3
PUBAFRS	5800	Marketing for Public	3

		and Nonprofit Organizations	
ACCTMIS	2000	Foundations of Accounting	3
BUSMHR	3665	Personal Creativity and Innovation	4
BUSMGT	2320	Decision Sciences: Statistical techniques	3
BUSMGT	2321	Business Analytics	1.5
CSE	2111	Modeling and Problem Solving with Spreadsheets and Databases	3
COMM	3325	Introduction to Organizational Communication	3
COMM	4556	Information Technology and Organizational Communication	3
PSYCH	4522	Organizational Psychology	3

*Proposed new course

Detailed Proposals

Letters of Support

1. Economics (For the Policy Evaluation Specialization), Trevon Logan, UG Chair
2. Education (for the Education Policy Specialization), Ann Allen, Head, Education Policy
3. Business (for Public Management Specialization), Patricia West, Associate Dean of Undergraduate Programs



THE OHIO STATE UNIVERSITY

FISHER COLLEGE OF BUSINESS

Associate Dean of Undergraduate Programs

544 Fisher Hall
2100 Neil Avenue
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January 30, 2014

Joshua Hawley
Director, Ohio Education Research Center
The Ohio State University
John Glen School of Public Affairs
250R Page Hall
1810 College Road
Columbus, OH 43210

Dear Josh,

The Fisher College of Business is pleased to participate in the Public Management track you are proposing by offering students the opportunity to take the following classes in our program:

- ACCTMIS 2000: Foundations of Accounting
- BUSMHR 3100: Fundamentals of Management and Human Resources
- BUSMHR 3300: Managing Human Resources
- BUSMHR 4221: Concepts and Competencies for Managing People
- BUSMGT 2320: Decision Sciences: Statistical techniques
- BUSMGT 2321: Business Analytics

In the future we will begin to offer undergraduate courses in innovation that might fit what you are looking for as well. We will keep you posted when these courses become available.

Sincerely,

Patricia M. West, Ph.D.
Associate Dean of Undergraduate Programs
Associate Professor of Marketing

BUT FOR OHIO STATE

From: [Hawley, Joshua](#)
To: [Roberts, Teresa M. \(Teri\)](#)
Subject: FW: concurrence for new Ed Specialization for Undergrads in Glenn School
Date: Wednesday, February 05, 2014 12:59:30 PM

From: Ann Allen [<mailto:annmallen@mac.com>]
Sent: Wednesday, February 05, 2014 12:52 PM
To: Hawley, Joshua
Cc: Anderman, Eric
Subject: Re: concurrence for new Ed Specialization for Undergrads in Glenn School

Dear Dr. Hawley:

As Program Chair of the Educational Policy program in Educational studies, I have reviewed the proposal for a B.A. Degree in Educational Policy and find it to be in concurrence with our program.

Best wishes for a successful program.

Sincerely,
Ann Allen, Ph.D.
Associate Professor and Program Chair, Educational Policy
301 Ramseyer Hall
Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
614-292-0289

Sent from my iPad

On Feb 5, 2014, at 6:09 AM, "Hawley, Joshua" <hawley.32@osu.edu> wrote:

Ann

Thanks for your comments. Can you - -or Eric – send a letter or formal email, stating concurrence. I just need it for the files. If there are specific courses that are currently offered for undergraduates that you wish to include in the electives do let us know. I'm always happy to expand the list. Best

Josh

From: Ann Allen [<mailto:annmallen@me.com>]
Sent: Tuesday, February 04, 2014 6:31 PM
To: Hawley, Joshua
Cc: Anderman, Eric
Subject: Re: concurrence for new Ed Specialization for Undergrads in Glenn School

Hi Josh,

Thank you for sending this for my review. I shared it with some ed policy faculty. We see this as a potential opportunity for the graduate programs in Educational Policy and would like to work with you to help bridge those programs.

Some faculty suggested a few courses that might be included as electives, including History of Ed policy, School and Society, and Children, Families and Communities in Conflict. I have been thinking for years of developing an undergraduate Politics of Education course, but I could also make the current Politics of Ed course an UG/G course. We would like to be able to offer these courses in a way that possibly provide GTA opportunities for our educational policy graduate students.

Please let me know how I can help.

Best,

Ann

Sent from my iPad

On Jan 27, 2014, at 9:39 AM, "Hawley, Joshua" <hawley.32@osu.edu> wrote:

Eric/Ann

I put together the attached ed policy specialization for Glenn School undergrads. You will note there are a list of a few classes that students can choose to select from for the required number of credits, including several education classes in EHE. Therefore, you may see additional enrollments in these classes from Glenn School undergrads.

I am now applying to put this specialization as an option for our majors in the B.A. degree, and would like to ask for concurrence from ES and specifically the Education Policy program that Ann runs. I think concurrence can simply be given with a return email, or a formal letter, but if you have questions please let me know.

I would also note that the proposed class (see syllabus at the end of the document) is for undergraduates and may be useful for ES programs as well. I would welcome additional opportunities to connect the programs up in EHE and JGS as we go forward.

Thanks

Josh

Joshua D. Hawley

Associate Professor

Director, Ohio Education Research Center

The Ohio State University

John Glenn School of Public Affairs

250R Page Hall , 1810 College Road, Columbus, OH 43210

614-247-8140 Office / 614-247-6226 Office

hawley.32@osu.edu glenn.osu.edu

<Education and Public Affairs Track v3.docx>

Date: January 27, 2014 at 10:28:29 AM EST

To: "Hawley, Joshua" <hawley.32@osu.edu>

Cc: "Blau, David" <blau.12@osu.edu>, "Ramirez, Ana" <Ramirez.159@osu.edu>

Subject: RE: Econ Concurrence for proposals

Josh,

This looks good. Some things to note:

- 1) We're revising the curriculum to reduce the chances that students can get credit for duplicate work. As such, a student cannot enroll in Econ 5140 after taking Econ 4400. These courses cover more or less the same material (with 5410 using linear regression as a build up to more advanced topics and 4400 with linear regression as the end in and of itself). It might be a good idea for you to allow Econ 5140 to substitute for Econ 4400, and then students could take Econ 5420 for their degree program. In general, however, students should **not** be allowed credit for both Econ 4400 and Econ 5410 as they are very similar.
- 2) One thing I would like you to keep in mind is that we are currently working on revising our econometrics sequence. The prerequisites for 4400 will remain the same, but we may teach the equivalent of Stat 1450 in house (we have yet to work through the system to do this). One issue we've found (and this would be pertinent to Glenn students) is that many students struggle in 4400 because they have not mastered the basics. It is harder to get them to see the difference between statistics and econometrics as a result. We are planning (although nothing is set in stone and we will likely need statistics to sign off on it) to repurpose our 3400 course as one potential prerequisite for 4400. If we are successful in doing so it might make good practical sense for students to be allowed to take Econ 3400 instead of Stat 1450 as either would be a prerequisite for Econ 4400.

Also, is it possible to add 4001.02 and 4001.03 to the list as elective courses for the degree? The document is not clear on this point. Students with sufficient math background should be encouraged to take these courses, and given the focus of this degree program you're likely to attract students with stronger quantitative skills.

FYI: I will not be able to attend the meeting on 2/7 as it conflicts with PPLI training. But please use the information above as you see fit to design the course sequence for that degree. My long term goal is to develop two clearly defined tracks with the econometric sequence, and for the data analytics major students would be well served by taking Econ 5410 and 5420 for that major, and also requiring 4001.02 or 4001.03 (these are the calculus based version of intermediate micro) for the same reason. Increasingly, we can ask policy questions with (very large) administrative datasets, but students without an economics and econometrics background would be less prepared to handle those tasks.

Please let me know if you have any questions on the above.



Trevon D. Logan, Ph.D. Associate Professor
College of Arts and Sciences Department of Economics
410 Arps Hall | 1945 N. High Street Columbus, OH 43210
614-292-0762 Office | 614-292-3906 Fax
logan.155@osu.edu osu.edu

From: Hawley, Joshua [<mailto:hawley.32@osu.edu>]
Sent: Monday, January 27, 2014 9:44 AM
To: Logan, Trevon
Subject: Econ Concurrance for proposals

Trevon

The Glenn School is applying to establish a new specialization for our B.A. Degree program in Policy Analysis & Evaluation. For this specialization we will be requiring one of Econ courses as a requirement (4400 – Econometrics). I am attaching the full proposal and would like to request that Economics supply a letter or an email response by February 7. I'd be happy to talk with you or your chair if needed about this proposal, although I don't yet know how many additional students this would represent on an annual basis.

Hope all is well.

Josh

Joshua D. Hawley
Associate Professor
Director, Ohio Education Research Center
The Ohio State University
John Glenn School of Public Affairs
250R Page Hall , 1810 College Road, Columbus, OH 43210
614-247-8140 Office / 614-247-6226 Office
hawley.32@osu.edu glenn.osu.edu