

Term Information

Effective Term Autumn 2019

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5950
Course Title Evidence-Based Practice in Criminal Justice
Transcript Abbreviation Ev-Bsd Prac in CJ
Course Description This course examines the history and principles of effective evidence-based programs in criminal justice setting. Students will develop an evidence-based solution to a real world problem, in a criminal justice agency of their choosing.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Jr. standing or above, or permission of instructor or department and completion of a 3000 level or above Sociology course.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

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

- Students will have a familiarity with the history of evidence-based practice in criminal justice settings.
- Students will have a working knowledge of the principles of evidence-based practice.
- Students will be able to identify and understand the organizational requisites for implementing evidence-based practice.
- Students will be capable of researching literature and developing an evidence based solution to a problem in a criminal justice organization of the student's choosing (i.e., employer, internship).
- Students will design a rudimentary experiment to assess the outcome of a program.

Content Topic List

- History of what works in corrections
- Principles of evidence based practice and models for selection of evidence-based practices
- Identifying the evidence base for what works
- Organizational change
- Strategies to Adopt, Implement, and Sustain Effective Practices and current state of practice
- Idiosyncrasies of correctional and treatment environments
- Interagency implementation
- Evaluating Outcomes
- Experimental Criminology

Sought Concurrence

No

Attachments

- Masters in Public Administration and Leadership Proposal 1-15-18.docx: Degree Program Proposal
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- Letter of Support from Glenn College.pdf: Letter of Support
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- kowalski_bellair SOC 5950 online syllabus template 03.06.19 (003).docx: Syllabus
(Syllabus. Owner: VanPelt,Susan J)
- Sociology 5950 Belair.pdf: Distance Review Checklist
(Other Supporting Documentation. Owner: VanPelt,Susan J)

Comments

- ASCTech Distance Review Checklist and updated course syllabus added *(by VanPelt,Susan J on 03/19/2019 06:28 PM)*
- - The online version of this course will need to be vetted by ASCTech & then the SBS Panel. See instructions for online courses here <https://asccas.osu.edu/distance-learning-courses> Please start by contacting Mike Kaylor. *(by Vankeerbergen,Bernadette Chantal on 04/18/2018 01:04 PM)*

COURSE REQUEST
5950 - Status: PENDING

Last Updated: Haddad,Deborah Moore
03/19/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt,Susan J	04/17/2018 09:45 AM	Submitted for Approval
Approved	Martin,Andrew William	04/17/2018 09:46 AM	Unit Approval
Approved	Haddad,Deborah Moore	04/17/2018 11:49 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/18/2018 01:05 PM	ASCCAO Approval
Submitted	VanPelt,Susan J	03/19/2019 06:28 PM	Submitted for Approval
Approved	Martin,Andrew William	03/19/2019 06:29 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/19/2019 07:49 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/19/2019 07:49 PM	ASCCAO Approval



Sociology 5950

Evidence-Based Practice in Criminal Justice
Spring 2019 – Online

COURSE OVERVIEW

Instructor

Instructors: Brian Kowalski / Paul Bellair

Email address: kowalski.46@osu.edu / bellair.1@osu.edu

Phone number: 614-688-4326 / 614-292-5831

Office hours: Monday to Friday 8:00 to 9:00 a.m. and 3:00 to 4:00 p.m.

Course description

As the number of individuals entering the criminal justice system continues to grow, community agencies and policymakers seek evidence-based practice (EBP) to reduce increasing fiscal demands while maintaining public safety. There is an extensive scholarly literature describing programs and practices that are proven to reduce offender risk, and some of these models of evidenced-based policy have been developed in various criminal justice settings. However, broad awareness and knowledge of evidence-based practice does not necessarily mean that an agency can effectively implement and sustain these programs and services. This course will focus on some of these agency challenges, and students will gain practical experience by developing a proposal to implement a particular evidence-based practice within a particular criminal justice-related organization. Students will also be exposed to the perspective of EBP subject matter experts in a variety of criminal justice settings.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Describe the history and foundational principles of evidence-based practice in criminal justice settings.

- Review the scholarly research literature to help support and develop an EBP solution in a specific criminal justice setting.
- Design a randomized control trial that assesses the effectiveness of an evidence-based program in a specific criminal justice setting.
- Identify and develop strategies for complying with organizational requisites for executing research in criminal justice settings, addressing ethical considerations for research in criminal justice settings, and mitigating different possible sources of contamination in randomized control trials.
- Prepare a competitive proposal to submit to a community agency or funding source.
- Communicate the details of the experiment effectively to agency leaders.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Required Reading

Required course readings including media articles, scholarly articles, government publications, and book chapters are available on Carmen under the Files tab in the Course Readings folder.

Recommended/Optional Reading

Patterson, George T. and Warren K. Graham. 2018. *Clinical Interventions in Criminal Justice Settings*. London: Elsevier.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Three Short Descriptive EBP Scenario Papers (5 points each)	15
Final EBP Proposal and Four Sub-Components (10 points each)	
1) Statement of Problem	10
2) Literature Review	10
3) Variable Construction	10

4) Design, Analysis, and Expected Outcomes	10
5) Final Proposal	10
Two Video Assignments (10 points each)	20
Class Participation	10
Mock Presentations	5
Total	100

See course schedule below for due dates.

Late assignments

Late submissions will only be accepted at the discretion of the instructor based on a prior discussion of the circumstances. Please refer to Carmen for due dates.

Grading scale

93–100: A; 90–92.9: A-; 87–89.9: B+; 83–86.9: B; 80–82.9: B-; 77–79.9: C+; 73–76.9: C;

70 –72.9: C-; 67 –69.9: D+; 60 –66.9: D; Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. You should always be respectful of your colleagues in the class.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link).
- **Backing up your work:** Compose your online posts in a word processor (I recommend google docs), where you can save your work, and then copying it into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the midterm and final yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA or APA]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or

assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

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

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

COURSE SCHEDULE

WEEK 1 -- January 7 to January 11

- Course Introduction
- History of the “what works” literature
- Contemporary EBP literature within CJ settings

Assigned Course Readings:

Martinson, Robert. 1975. “What Works? Questions and Answers about Prison Reform.” *The Public Interest* 35:22-54.

Palmer, Ted. 1975. “Martinson Revisited.” *Journal of Research in Crime and Delinquency* 12:133-152.

Palmer, Ted, Patricia Van Voorhis, Faye Taxman, and Doris Mackenzie. 2012. “Insights from Ted Palmer: Experimental Criminology in a Different Era.” *Journal of Experimental Criminology* 8:103-115.

Orchowsky, Stan. 2014. *An Introduction to Evidence-Based Practices*. Washington, DC: Office of Justice Programs, U.S. Department of Justice.

ASSIGNMENT DUE:

Student Introduction (video assignment)

WEEK 2 -- January 14 to January 18

- Principles of effective intervention

- Risk-need-responsivity (RNR) model

Assigned Course Readings:

Andrews, D.A. and James Bonta. 2010. *The Psychology of Criminal Conduct*. New Providence, NJ: Anderson. [will include various chapters]

Latessa, Edward. 2011. "Why the Risk and Needs Principles are Relevant to Correctional Programs (Even to Employment Programs)." *Criminology and Public Policy* 10:973-977.

ASSIGNMENT DUE:

Offender Program Assignment Descriptive Scenario Paper

WEEK 3 -- January 21 to January 25

- Principles of effective intervention (continued)
- Program fidelity
- An introduction to agency barriers to effective implementation of EBPs

Assigned Course Readings:

Duriez, Stephanie A., Carrie Sullivan, Edward J. Latessa, and Lori Brusman Lovins. 2018. "The Evolution of Correctional Program Assessment in the Age of Evidence-Based Practices." *Corrections: Policy, Practice and Research* 3:119-136.

Taxman, Faye S. and Peter D. Friedmann. "Fidelity and Adherence at the Transition Point: Theoretically Driven Experiments." *Journal of Experimental Criminology* 5:219-226.

Lowenkamp, Christopher, Edward J. Latessa, and Paula Smith. 2006. "Does Correctional Program Quality Really Matter? The Impact of Adhering to the Principles of Effective Intervention." *Criminology and Public Policy* 5:575-594.

WEEK 4 -- January 28 to February 1

- Introduction to course project program evaluation
- The logic and promise behind the proposed program

Assigned Course Readings:

Hawken, A., and M. Kleiman. 2009. *Managing Drug-Involved Probationers with Swift and Certain Sanctions: Evaluating Hawaii's HOPE*. Washington, DC: Office of Justice Programs, U.S. Department of Justice.

Hawken, A., Kulick, J., Smith, K., & Vial, T. 2016. *Hope II: A Follow-up Evaluation of Hawaii's HOPE Probation*. Washington, DC: Office of Justice Programs, U.S. Department of Justice.

ASSIGNMENT DUE:

EBP Literature Review

WEEK 5 -- February 4 to February 8

- Introduction to course project program evaluation (continued)
- The potential to apply the proposed program in a different criminal justice setting/site

Assigned Course Readings:

[will include various scholarly articles related to particular criminal justice setting]

ASSIGNMENT DUE:

EBP Statement of Problem

WEEK 6 -- February 11 to February 15

- Theoretical foundation of course project program evaluation
- Cognitive behavioral approaches, social learning theory, and deterrence theory

Assigned Course Readings:

Lipsey, M.W. and F.T. Cullen. 2007. "The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews." *Annual Review of Law and Social Science* 3:297-320.

Smith, Paula, Paul Gendreau, and Kristin Swartz. 2009. "Validating the Principles of Effective Intervention: A Systematic Review of the Contributions of Meta-Analysis in the Field of Corrections." *Victims and Offenders* 4:148-169.

Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. 2015. *Vold's Theoretical Criminology*. Oxford: Oxford University Press. **[will include various chapters]**

WEEK 7 -- February 18 to February 22

- Overview of randomized control trial (RCT) methodology

Assigned Course Readings:

Boruch, Robert, Brooke Snyder and Dorothy DeMoya. 2000. "The Importance of Randomized Field Trials." *Crime and Delinquency* 46:156-180.

Farrington, David and Brandon Welsh. 2005. "Randomized Experiments in Criminology: What Have We Learned in the Past 2 Decades?" *Journal of Experimental Criminology* 1:9- 28.

Sampson, Robert J. 2010. "Gold Standard Myths: Observations on the Experimental Turn in Quantitative Criminology." *Journal of Quantitative Criminology* 26:489-500.

ASSIGNMENT DUE:

RCT Program Descriptive Scenario Paper

WEEK 8 -- February 25 to March 1

- Sample selection and variable construction for course project program evaluation

Assigned Course Readings:

Petersilia, Joan. 1989. "Implementing Randomized Experiments: Lessons from BJA's Intensive Supervision Project." *Evaluation Review* 13: 435-458.

Lattimore, P., D. MacKenzie, G. Zajac, D. Dawes, E. Arsenault, and S. Tueller. 2016. "Outcome Findings from the HOPE Demonstration Field Experiment: Is Swift, Certain, and Fair an Effective Supervision Strategy?" *Criminology & Public Policy* 15:1103–1141.

ASSIGNMENT DUE:

EBP Variable Construction

WEEK 9 -- March 4 to March 8

- The application of random assignment in RCT methodology

Assigned Course Readings:

Apel, Robert J. and Gary Sweeten. 2010. "Propensity Score Matching in Criminology and Criminal Justice." In Alex R. Piquero and David Weisburd (eds.), *Handbook of Quantitative Criminology*. Springer: New York, NY.

Angrist, Joshua D. 2006. "Instrumental Variables Methods in Experimental Criminological Research: What, Why and How." *Journal of Experimental Criminology* 2:23-44.

ASSIGNMENT DUE:

EBP Design, Analysis, and Expected Outcomes

SPRING BREAK -- March 11 to March 15

WEEK 10 -- March 18 to March 22

- Possible source of data contamination
- A more focused look at agency barriers to effective implementation of EBPs

Assigned Course Readings:

Belenko, Steven, Ingrid D. Johnson, Faye S. Taxman, and Traci Rieckmann. 2018. "Probation Staff Attitudes Toward Substance Abuse Treatment and Evidence-Based Practices." *International Journal of Offender Therapy and Comparative Criminology* 62:313-333.

Viglione, Jill. 2018. "A Multi-Level Examination of Organizational Context on Adult Probation Officer Attitudes Toward Evidence-Based Practice." *International Journal of Offender Therapy and Comparative Criminology* 62:1331-1356.

ASSIGNMENT DUE:

Identifying Agency Barriers to EBPs (video assignment)

WEEK 11 -- March 25 to March 29

- Possible source of data contamination (continued)
- The similarities and differences between treatment and control modalities

Assigned Course Readings:

Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton, Mifflin and Company. [**will include various chapters**]

MacKenzie, Doris Layton. 2012. "Challenges of Conducting Field Experiments in Correctional Settings: Boot Camp Prison Study as an Example." *Journal of Experimental Criminology* 8:289-306.

ASSIGNMENT DUE:

Data Contamination Descriptive Scenario Paper

WEEK 12 -- April 1 to April 5

- Ethical considerations in EBP research

Assigned Course Readings:

Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Boston, MA: Houghton, Mifflin and Company. [will include various chapters]

ASSIGNMENT DUE:

EBP Final Proposal

WEEK 13 -- April 8 to April 12

- Mock IRB Panels

ASSIGNMENT DUE:

Assigned Presentations on the Final Proposal from the perspective of the IRB

WEEK 14 -- April 15 to April 19

- Mock Agency Director's Office Panels

ASSIGNMENT DUE:

Assigned Presentations on the Final Proposal from the perspective of an agency director



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

“Master of Public Administration and Leadership”

Proposal for a New Degree Program:

Table of Contents

1. Rationale for Program, Description of Disciplinary Purpose and Significance
2. Description of the Proposed Curriculum
3. Administrative and Computational Arrangements for the Proposed Program
4. Evidence of Need for New Degree Program (Including Opportunities for Employment of Graduates and State/Regional Duplication Statement)
5. Prospective Enrollment
6. Special Efforts to Enroll and Retain Underrepresented Groups
7. Faculty and Facilities Available for the New Degree Program
8. Need for Additional Facilities and Staff and Plans to Meet these Needs
9. Projected Additional Costs and Capacity
10. Admissions Standards and Procedures
11. Accreditation
12. Appendices

“Master of Public Administration and Leadership” (MPAL)

A Proposal for a New Degree Program

1. Rationale for Program, Description of Disciplinary Purpose and Significance

The goals of the proposed degree are to offer a working professional degree that: 1) meets the needs of mid-career professionals by tailoring the curriculum to this population; 2) realizes the Glenn College vision to “become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels”; and 3) increases enrollments. Our target timeframe for implementation of this degree, if approved, is Autumn 2019.

Currently students in both our pre-professional Master of Public Administration (MPA) and In-Career Master of Arts in Public Policy and Management (MA) students take the same core courses. Having MPA and MA students in the same class benefits the MPA students because they gain from hearing the experiences and insights from working professionals. However, working professionals possess different experiences and strengths, have less scheduling flexibility, and are at a different stage their careers. The proposed addition of the Master of Public Administration and Leadership (MPAL) degree addresses this by developing a new online integrated core curriculum targeted at advancing the management and leadership skills of working professionals.

Higher education has a responsibility to increase the accessibility of education to working professionals. As stated in our mission, the College is committed to

“Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, the nation, and the international community.”

Working professionals have different scheduling constraints than the pre-professional population. The current MA program addresses this by scheduling evening and hybrid classes, but this still limits the population of potential students seeking to advance their careers to those who both have the flexibility to attend in-person classes and are able to travel to the Columbus campus once or twice a week by 5:45 pm. While the MPAL degree still requires a significant time commitment from its students, the online nature of the program delivery allows the program to be accessible to a much larger population of public and nonprofit professionals beyond central Ohio and beyond Ohio’s borders.

The College continues to face greater competition within central Ohio. Emerging leaders who do not have the flexibility or proximity to take our current residential degrees are obtaining their education elsewhere (in many cases via online programs offered by out-of-state institutions) or are simply not enrolling in any degree program and thus not reaching their full potential. While enrollments in our professional master’s degree programs have remained stable, our goal is to increase the degree enrollments from 84 to 100. We plan to increase enrollments by offering a

curriculum that is more accessible, more relevant for this group of potential students, and has better value.¹

2. Description of the Proposed Curriculum

Overview

The proposed degree program provides a better balance of academic tradition and professional development for those who are familiar with working in the public and non-profit sectors and now need additional skills and knowledge to advance in their workplace or career. The program can also attract professionals who are contemplating a career change to a new field and need the skills and knowledge to make a successful transition. The intended audience is working professionals who have a minimum of three years of post-baccalaureate significant managerial (managing people or budgets) or analytic (analysis supporting organizational decision-making) experience. It complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis.

While the program is designed to enhance students' management and leadership skills, it also builds on one of the strengths that helps to distinguish the Glenn College from its peers. Our curriculum design is based upon the belief that public managers need to understand both public management and public policy. Thus, while the focus is on developing effective public and nonprofit managers and leaders, the curriculum still offers a basic understanding of policy.

As a result of our scan of current programs around the country, both online and traditional classroom, the College has identified many distinguishing features that set this degree apart.

1). More emphasis on skills and the application of theoretical knowledge to real problems and actual workplace challenges. Using an experiential learning approach, learning occurs through working with specific problems drawing upon relevant skills and theories to understand and address the problem. We do not teach theory with the hope that students will eventually see its application in the future. We do not teach “first principles” in theory without showing how that theory is immediately useful in a workplace situation.

As a degree for working professionals, the MPAL will have a stronger emphasis on developing important workplace skills but within the larger context of useful theory. This will help students learn how theoretical and conceptual lenses can be applied to better understand and solve real

¹ The residential In-Career MA currently costs \$31,800 for in-state students and \$81,600 for non-residents (5 terms = normal time to degree). The total resident cost for the MPAL (5 terms = normal time to degree) is \$23,120. All online students pay in-state rates. The significantly reduced cost is due to lower required credit hours and how that lower credit hour requirement interacts with our fee structure.

world challenges. Throughout the program, student will apply skills and theories to their own real work situations or suitably applied problems.

Relating coursework and work experience together with theory is also a more effective teaching approach with adult learners (andragogy versus pedagogy).

2). An **integrated curriculum** that is purposefully designed to identify the student's needs and interests early to maximize the relevance of the curriculum. This begins as early as when they first apply to the program; it formally begins with an orientation program that identifies workplace projects or problems that may apply to the assignments and projects through their academic career, proceeds through the accumulation of their own portfolio of projects up until their final capstone where they are asked to reflect on the work that they have accomplished and are asked to identify future learning goals.

The details of the process leading up to the capstone course are as follows:

- A. As part of the **application stage**, students identify projects and skills that professionally interest them. This statement of interest is not a contract but a way for students to take ownership of their education by ensuring that the online degree program is a good fit for the student, and will benefit the student and their employer from start to finish. The application process will also include a diagnostic for applicants so that they can assess their readiness and clarify their expectations of what is required to complete an online degree.
- B. Students begin to identify projects and interests during the **orientation** and then bring that project with them throughout the curriculum. In particular, they are asked to begin identifying the final professional project that will rigorously analyze a work place problem that results in a set of managerial or policy recommendations based upon analysis and application of coursework. The goal is to have products that can actually be utilized by a client. Again, this is not a contract, as a student's interests vary and the feasibility of the project will vary as the coursework proceeds. It is, however, a device to get students to think about projects early. This is to avoid late decisions about projects from which they may not recover if the project ideas are not feasible. The goal is to have students already thinking about a project they will be working on well before they enroll in a particular course.
- C. Students synthesize and apply knowledge, skills and values **throughout the curriculum** that address management or policy problems. The analysis will result in recommendations to be used in their organization. It must include implementation details that deal with management, budget, law and policy concerns.
- D. Students are also required to repeatedly practice and demonstrate their **professional oral and written presentation skills** within the courses.

- E. For their final deliverable, students will assemble a **portfolio** of their work in the program. This will include their original plans in beginning the program, accumulated work done over their academic career, and a short reflection paper on what they have learned and what their next lifelong learning goals are. The portfolio not only makes it clear what they have learned, but it is a useful device to make sure that beginning students are looking forward across all of the courses that they will be taking and making sure that they are making sufficient progress toward their career goals. This portfolio will also be used for student learning outcomes assessment. This practice reflects a growing trend in Public Administration and Management education.²

- F. A **new capstone course** will integrate the skills and concepts tailored to this population by writing a short professional brief rather than a long research paper. The professional brief requires students to develop managerial recommendations or policy suggestions that result from analysis done in a homework or project covered in an earlier class. Students will also communicate the results of their professional brief via various delivery modes such as policy briefs, oral presentations and testimony, visual and graphic display of information, social media, or press releases). See the capstone course description below.

3). The MPAL is a **cohort-based** program. Cohort programs are easier to manage and plan for both administrators and students. Efforts will be made to provide opportunities for students who can travel to central Ohio to meet in person at the orientation and at several other points during the program. Cohorts support the development of relationships, which is an important goal for students in working professional programs. The new core MPAL courses will generally not be open to MPA or MA students.

4). The MPAL is **more convenient and accessible for working professionals**. The MPAL is an online degree program. Online programs will increase access to individuals who do not have the flexibility and capacity to attend classes on campus. While some specialization classes may still be residential during the development phases for the new degree, the core, and at least one specialization path will be available fully online when the degree begins. Over time, paths to complete all specializations completely online will become available.

5). This new cohort-based curriculum will have **an orientation program** where students begin developing their professional relationships with their classmates and instructors. It will also ask

² Kapucu, N. and Koliba, C. "Using Competency-based Portfolios as a Pedagogical Tool and Assessment Strategy in MPA Programs." *Journal of Public Affairs Education* (23:4) 2017.
http://www.naspaa.org/JPAEMessenger/Article/VOL23-4/JPAE%2023_04_20170921_05_Kapacu.pdf

students to do an assessment of their current skills and knowledge. Orientation will also build upon the application process by asking students to reflect again about ways that the curriculum can directly meet their needs. Students will be strongly encouraged to attend the orientation in person to meet their classmates and instructors in person. Students for whom this is impossible will be able to attend virtually.

6). Important learning objectives, aligned with our accreditation learning goals, are designed and integrated across the core curriculum to address today's management and leadership challenges. Continuous program assessment will ensure that the curriculum remains relevant. A curricular map was used in course development to make sure the following objectives were included during the course design process, that the objectives are integrated across the curriculum, and that they are introduced and reinforced in the appropriate classes (see Appendix 1).

- A. *Writing and Oral skills* are repeatedly identified by faculty and alumni as an important skill that needs constant refinement. A 2016 survey of alumni ranked written and oral communications as the most useful skill for their careers. By explicitly designing these skills into the curriculum, most notably in the capstone class, the completion of the degree assures that students are working on the variety of communications skills necessary and that there have been repeated opportunities across the curriculum to practice and refine these skills.

- B. In an era where distrust of government is at its highest level, improving trust will depend on how well managers deal with the many ethical dilemmas they will encounter. Rather than having a course on ethics, modules on *ethics* will be infused into many of the courses where appropriate.

- C. *Civic Engagement and Civil Discourse* – Civil discourse in government, and institutions in general, is at an all-time low. Government needs respectful and productive communication in order to operate effectively and to thus regain the trust of the public. The mission of the Glenn College is to remedy this gap and

“Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance.”

Emphasis on civic engagement and civil discourse will be included in the coursework throughout the curriculum rather than as a free-standing course to reinforce that this is a concept and skill that is widely applicable.

- D. *Diversity* will be incorporated throughout the program by seeking a diverse student body taught by a diverse set of instructors, choosing readings from diverse authors, and via a curriculum that utilizes course modules, examples, and case studies that highlight inclusion and underserved populations. Discussions and analysis of such material, taught in the model of civil discourse, will better prepare students for managing in an increasingly diverse workforce.

- E. As a degree within a public affairs college, the new degree should utilize a *governance* perspective. This is necessary not only to prepare some of our students for management positions in the nonprofit sector but it also reflects the reality that public, private, and nonprofit sectors are integrated. As such, public sector leaders also need a good understanding of the challenges in the nonprofit sector.

Student Learning Goals

The MPAL will conform to the student learning goals (i.e. “Standards”) given to us by our accreditation agency (National Association of Schools of Public Affairs and Administration – NASPAA).

1. The ability to lead and manage in public governance [Standard 5.1.1]
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]

Core Courses, Electives, and Specializations

The curriculum will consist of 32-33 credits of coursework. Within that, 20 credits will be core courses and 12-13 credit hours will be for a specialization. (See Appendix 2 for Advising Sheet)

1. Core Courses (and credit hours)

Autumn Spring	Spring Summer	Summer Autumn	Autumn Spring	Spring Summer
PA 6051: Intro to Public Affairs and Orientation to the Program (4)	PA 6060: Managing Human Resources in Public Orgs. (4)	PA 6045: Fundamentals of Budgeting & Financial Admin. (2) (1 st 7 weeks)	PA 6075: Data, Models & Evaluation (4)	PA 7990: Capstone (3)
Specialization/ Elective 1 (3)	Specialization/ Elective 2 (3)	PA 6055: Judgment in Managerial Decision-Making (2) (2 nd 7 weeks)	Specialization/ Elective 4 (3)	PA 6530: Negotiation (1) (1 st 7 weeks)
		Specialization/ Elective 3 (3)		
7 credits	7 credits	7 credits	7 credits	4 credits

The first column represents the first semester of the program. Longer term, the MPAL sequence could begin in Autumn with a second sequence beginning Spring. These sequences would be offset to allow students to catch up if they fall out of sequence. Students sometimes experience life events that require them to reduce their course load or skip a semester. By offering two cohorts each year, students will be able to easily rejoin the program sequence if they need to take a semester off.

There are certain courses where students will strongly benefit by taking the sequence displayed above. Therefore, we will institute pre-requisites for certain courses, such as the Capstone course (see Advising Sheet, Appendix 2). The Capstone must be taken at the end of their academic career.

2. Electives and Specializations

Students choose a minimum of 12 credits of electives. They are required to define a program of study that advances their career goals.

As an alternative, students can choose a more focused degree specialization. Initial specializations will be offered in Public Management, Criminal Justice Administration and Public Policy. The College also may develop a Nonprofit specialization and an Education specialization. Short descriptions of those specializations are provided below. Finally, there is the possibility of developing a Local Government specialization. Whether and when these specializations are developed depend on how quickly the College can build the capacity for the online program and how quickly enrollments increase. For the first cohort, there will be at least one path available for students to move through in a completely online manner. Prospective and incoming students will be carefully advised of which courses are initially offered online and which will be offered residentially. As new courses and specializations come online, prospective, incoming, and current students will be informed in a timely manner.

Beyond providing a specialized set of courses, well-defined specializations allow us to define a course offering pattern that students can count on to complete the program with the specialization in five semesters.

The **Public Management** specialization is designed for students who would like to focus even more on the managerial and leadership skills. Students completing the specialization will be prepared to effectively apply management theory to practical management challenges; will be prepared to diagnose complex situations and resolve them in ways that enhance organizational performance; will engage in fundamental strategic management techniques; will be suited to set organizational priorities, use performance data to manage operations and use performance information to develop more effective employees and make financial decisions; and will be prepared to effectively manage projects. This specialization will be offered when the online program begins.

The **Criminal Justice Administration and Policy** specialization, developed in conjunction with the Department of Sociology, is designed for students who would like to develop their managerial skills in the field of criminal justice. Students completing the specialization will understand the criminal justice system generally as well as specifically in Ohio; will understand the role of administrators in a criminal justice system; will understand the crime and society's responses to crime based on public policy and the criminal justice system; will be able to make evidence-based recommendations regarding key correctional populations (arrestees, probationers, prisoners, parolees, drug abusers, and others); will be able to articulate best practices related to prisons and jails; and will develop an understanding of criminal careers and recidivism. Coursework for this specialization will be offered by the Department of Sociology in addition to the Glenn College.

The **Public Policy** specialization is designed for students who would prefer to develop their public policy knowledge and policy analysis skills. Students completing the specialization will understand the public policy process; will be able to apply the concepts from economics to policy problems; will be able to set up basic program evaluations and evaluate the evaluations conducted

by others; and will have the opportunity to further develop their analytic tools or knowledge of a specific policy area.

3. Tentative Specializations

The following tentative specializations are also included to further illustrate the nature and direction of the proposed MPAL program.

The **Nonprofit Management** specialization is designed for students who would like to focus even more on the management skills unique to nonprofit organizations. Students completing the specialization will be prepared to assess and manage nonprofit capacity to achieve organizational performance and system impact; will learn the fundamentals of nonprofit budgeting, accounting, and financial management; will be prepared to engage in development and fundraising strategies, process and systems; and will grow their expertise in marketing for nonprofit and public sector organizations.

The **Education Policy** specialization will train students interested in careers for the education sector, broadly envisioned, including both traditional public schools as well as the charter and private school sectors. Students will receive broad based public policy training in K12 education, higher education, and workforce training. The focus on the course work will be on applying public policy theory and practice – leadership and policy analysis – to education practice. What this means is an explicit emphasis on, strategic planning, and evaluation – not on curriculum, foundations, or administration.

MPAL Specializations and Electives

Public Management	Public Policy	Criminal Justice Admin. & Policy	Nonprofit Management [^]
* PA 7557: Strategic management (3)	* PA 6000: Policy Formulation and Implementation (4)	* PA 5506: Administration of Criminal Justice Policy (3)	* PA 7553: Nonprofit Mgt. and Governance (3)
PA 7550: Contract Management (3)	PA 6030: Public Sector Economics (4)	SOC 7XXX Evidence Based Practice (3)	PA 7533: Nonprofit Financial Management (3)
PA 7554: Performance Management (3)	PA 6080: Program Evaluation (4)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PA 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PA 7555: Project Management (3)	PA 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PA 7507 CJ Policy (3) (and/or) PA 7508 Juvenile Justice System Policy (3)	PA 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12-13 credits	12 credits	12 credits

[^] The nonprofit management specialization is still under development but is included as an illustration of the nature and direction of this proposed degree.

* Each specialization requires this first course. Students can choose from the remaining courses, or other electives with approval, to complete the specialization. A sample of some of the electives available to students for each specialization are included in this table. We will develop online versions of different electives as the program grows and develops.

Please see Appendix 2 for the advising sheet and Appendix 5 for Course Syllabi.

3. Administrative and Computational Arrangements for the Proposed Program

Like our other programs (Ph.D., M.A., M.P.A., B.S., B.A.), the program will be administratively housed within the College as opposed to within a separate department. The College's standing Graduate Studies and Curriculum Committee will be responsible for the administration of this new program, including admissions. Student services staff members will be responsible for recruitment and student support services such as advising and career services. The Glenn College

IT department will be responsible for the technological needs of maintaining the program. In addition, the College plans to hire a new Program Manager to manage recruitment, admissions assistance, and advising specifically for this program.

Students will need to have access to a computer with specifications that allow them to participate in the program. Students taking residential classes within the degree will have access to our computer lab in Page Hall, Room 030, and to classroom computers in Page Hall, Room 040. Students will also have access to the OSU Library System.

4. Evidence of Need for the New Degree Program, including Opportunities for Employment of Graduates, and Other Programs in the State and Region that are Potentially Duplicative.

The Graduate Studies Committee reviewed several data sources to determine whether there is a need for the program. The Graduate Studies Committee collected EDUVENTURES market snapshot research and labor market demand research, conducted its own environmental scan of programs that are competing within Central Ohio, and conducted its own survey and focus group sessions of our alumni.

The labor demand research revealed that positive growth is forecasted in leadership and management positions both nationally and within Central Ohio. Median hourly wages for managers in Columbus are expected to be paying \$44 / hr. as compared to \$21 / hr. for all occupations.

At the same time, there is an increase in national academic programs serving this population. “National programs” are those operating across many states. Most of these “national programs” offer an online option. Competition within central Ohio reflects these national trends with many new providers coming from out of state and providing an online delivery option within Ohio. This is reflected by both the EDUVENTURES research and corroborated by the College’s own environmental scan. Additional highlights of the scan revealed that tuition ranged between \$19k (ASU), \$25k (OSU) and \$29k (OU online). Programs require approximately the same amount of credits to be completed with a range of 33 credits (ASU), 38 credits (OSU) and 48 credits (Akron).

The survey and focus group revealed that many of the alumni saw online and hybrid courses as a growing reality for working professionals within their organizations. Many of them had taken online courses themselves after graduating from Ohio State. Based on their own experiences and the experiences of their colleagues, they generally concluded that the growth in online education was a reality, that it is more convenient than returning to a classroom, and that they have experienced both very good and bad online courses. This opinion was not uniformly held as a minority of individuals volunteered that they would never take an online course. For such students, our residential In-Career MA degree remains an option. The alumni focus groups and the survey results had specific suggestions for creating hybrid and online classes.

In terms of employment, most students in the new degree program will be currently employed but likely seeking a promotion or a career change. Our Career Services Advisor currently serves our residential In-Career MA population in this capacity. Last year, this population had a 96% rate of employment (one person dropped out of the workforce to stay home), and we are confident that we will be able assist our new degree graduates in a similar fashion. Within the next 10 years, over 40% of the state government workforce in Ohio will be of retirement age.³ Other sectors of public service will be similarly affected. It is imperative that the up and coming workforce be trained to take the places of these retirees. This will open up a great deal of opportunity for our graduates to succeed in future careers.

5. Prospective Enrollment

With this degree, we plan to increase overall master's enrollments by offering a curriculum that is more accessible, more relevant and has better value for working professionals throughout the state, the region, and potentially the nation. We plan to begin with a cohort of around 20 students. We will run two cohorts through the program and predict that enrollments will eventually grow to 30-40 students per cohort, amounting to an annual enrollment of 80 students in the program.

We do anticipate that the new online degree will take enrollments away from our residential In-Career Master of Arts in Public Policy and Management degree, but not fully. Some students in the area still prefer the residential delivery mode and/or a more policy-centered focus, and we are leaving that degree in place to serve that population. While we anticipate that the new degree will draw some students away from the residential degree, we also believe that, on balance, it will draw many new students from areas outside central Ohio. As the residential In-Career MA degree shares a common core courses with our MPA population, there will be no extra staffing needed to keep the residential program going.

³ <http://ohiolmi.com/research/publications/2016Graying.pdf>

6. Special Efforts to Enroll and Retain Underrepresented Groups

As with all our programs, we make concerted efforts to attract and retain underrepresented groups. For recruitment purposes, we plan to market the new degree through associations such as the National Forum for Black Public Administrators, with whom we have alumni contacts in the central Ohio. Another example is a group located within one of our disciplinary associations, the American Society for Public Administration's Conference of Minority Public Administrators (COMPA). Through targeted marketing to these and other associations and groups, we look forward to reaching prospective students from various underrepresented backgrounds, broadly defined. The more flexible nature of an online program will also allow us to reach a population that we cannot currently service.

Our retention efforts will continue to be characterized by professional competence with a personal touch. Our advisors regularly reach out to underrepresented students (a typically "at risk" group for attrition) to check in and make sure their needs are being met. We also have a standing College Diversity Committee and a student organization that serves those interested in multicultural affairs (the Public Affairs Student Multicultural Organization – PAMSO). Through these institutional supports, we look forward to developing programming accessible to our on-line populations so that they can participate and be supported. In addition, all students will have access to our Career Services Office, which conducts resume reviews and other services on-line and already provides specialized services such as Skype appointments and mock-interviews.

For information on current College and University enrollment, and degree recipients, from underrepresented groups please see Appendix 4.

7. Faculty and Facilities Available for the New Degree Program and their Adequacy

The Glenn College currently has 22 tenured or tenure-track faculty, is conducting two faculty searches for tenure-track positions, and has one full-time clinical faculty position. We also have eight affiliated faculty, a visiting assistant professor, and a list of over 50 professional practitioner instructors (adjuncts). Approximately one-third of our courses are taught by these professional practitioners in a given year. See Appendix 10 the Curriculum Vitae of those core faculty members who will be taking the lead in this new program.

The Department of Sociology has committed to offering two to three courses each year as part of the criminal justice administration and policy specialization.

The anticipated decrease in residential In-Career Master's students will free up faculty and instructors to teach online core courses for the new degree. We predict a reduction of sections by one-third, enabling at least eight sections per term to be offered without adding new instructors. Also, we will add online offerings of many of the elective courses currently offered in our MPA

and MA degree programs, thus making them accessible to new students. In addition, for some of our specializations, where the program has residential elective options, students will be able to take existing electives with existing instructors. Finally, the College will continue to hire “professional practitioner” instructors as adjuncts as needed for our programs; this is a requirement for our accreditation.

8. Need for Additional Facilities and Staff and the Plans to Meet these Needs

Due to the online nature of the bulk of this program, there will be little to no need for additional facilities. Any students in the new degree program who have residential aspects to their degree plan will be given permissions to use our existing study and computer lab facilities. Because all the new students will need staff support, the College will hire an additional full time Program Manager whose job it will be not only to recruit but to advise our new students.

9. Projected Additional Costs and Evidence of Institutional Commitment and Capacity to Meet these Costs

As stated above, to develop and administer this new degree program, we anticipate the hire of one full-time, regular staff member to serve as the MPAL Program Manager, as well as the use of supplemental compensation to faculty members for the transition and refresh of courses for online delivery. Online courses will be instructed by a combination of core and associated faculty within the college, as well as qualified professional practitioners (adjuncts). No additional cost is expected for online course instruction as sections of traditional course offerings will be reduced when online course sections are deployed. Instructional costs are expected to shift evenly from residential courses to online courses. Grading assistance will be provided to online course instructors in the form of hourly student employees. We anticipate the hire of three (3) student employees at a 50% FTE for this work. Marketing of the degree program will be managed by the Office of Distance Education and eLearning at no cost to the college. Existing general fund balances will be used to cover these expenses for the first three (3) years of the program. As revenue is generated in the MPAL through enrollments, operational costs will be covered by those new revenues.

Anticipated five-year costs for the development and delivery of the MPAL as described above are expected to be approximately \$475,000. The College’s general funds carry-forward balance is sufficient to cover these costs until revenue generated from the MPAL is allocated to the College.

Based on the College’s strategic plan goals for its undergraduate and graduate programs, the addition of 20 MPAL students in cohort 1, 30 MPAL students in cohort 2, and 40 MPAL students in cohorts 3, 4, and 5 will result in an increase of approximately \$625,000 in general fund allocations by Fiscal Year 2023. If enrollments in the MA program decrease at a rate of 5% annually after Fiscal Year 2018 while MPAL enrollments generate as stated above, general fund

allocations will increase by approximately \$415,000 by Fiscal Year 2023. If MA enrollments decrease by 10% annually after Fiscal Year 2018, general fund allocations will increase by approximately \$325,000 by Fiscal Year 2023.

The MPAL program is not expected to affect the undergraduate, MPA, or PhD enrollments for the college.

10. Admissions Standards and Procedures

Our admissions standards will ensure the competency of the students in the new degree program. Students will need to have a minimum 3.0 undergraduate GPA and a minimum of three or more years of significant managerial and/or analytical post-baccalaureate work experience to qualify to apply for the program. Personal statements will require identification of the kind of work products applicants seek to develop given the courses we offer and will include an on-line learner readiness prompt. International students are recommended to score at least a 100 in the TOEFL iBT. Resumes, transcripts, and letters of recommendation will also be required from all applicants. All applications will be reviewed by faculty members on the Graduate Studies Curriculum Committee.

11. Accreditation

If approved, this program will be proposed for formal accreditation to our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). The Learning Goals for the program are taken directly from NASPAA's Standards for Accreditation. NASPAA's requirements for accreditation are comprehensive, requiring proof of Strategic Management and Mission for the program (Standard 1); Administrative Capacity and Faculty Governance (Standard 2); Faculty Qualifications, Faculty Diversity, and Research, Scholarship and Service Output (Standard 3); Mechanisms in place for successful Student Recruitment, Student Admissions, Advising and Career Counseling for Students, and Student Diversity (Standard 4); Universal, Mission-Specific, and Professional Competencies (Standard 5); Resource Adequacy needed to launch and maintain the program fiscally (Standard 6); and Appropriate Communication of current information regarding a program's "mission, policies, practices, and accomplishments including student learning outcomes" (Standard 7). For a full listing and explanation of NASPAA's Standards please see:

<https://naspaaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf>

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Appendix 1: Curriculum Map

(see next page)

	PA 6051: Intro to PA, Leadership, & MPAL Program (4 cr.)	PA 6060: Managing Human Resources in Public Orgs. (4 cr.)	PA 6045: Fundamentals of Budgeting & Financial Admin. (2 cr.)	PA 6055: Judgment in Managerial Decision- Making (2 cr.)	PA 6075: Data, Models, & Evaluation (4 cr.)	PA 6530: Negotiation (1 cr.)	PA 7990: Capstone (3 cr.)
1. The ability to lead and manage in public governance [Standard 5.1.1.]	F	I	I	I	I		A
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]	F	I	I		I	A	A
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]	F	I	A	A	I	A	A
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]	F	F		I		A	A
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]	F	I		I		A	A
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]	F			I	I		A
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]	F	I	I	I	I	A	A

F = Meets goals at a foundational level

I = meets goals at an intermediate level

A = meets goals at an advanced level

Appendix 2: Advising Sheet

Date:

Advisor:



THE OHIO STATE UNIVERSITY
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Name:

E-mail address:

Specialization Track:

Required Foundation Courses (20 hours)

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

Glenn College Specialization Track Options:

- Management & Leadership
- Criminal Justice Administration & Policy
- Policy

Specialization Track courses:

Course	Hours	Grade	Term/Year taken

Public Management	Criminal Justice Admin. & Policy	Public Policy
* PA 7557: Strategic Management (3)	*PA 5056: Administration of Criminal Justice Policy (3)	*PA 6000: Policy Formulation and Implementation (4)
PA 7500 Contract Management (3)	SOC 7### Evidence Based Practice (3)	PA 6030: Public Sector Economics (4)
PA 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PA 6080: Program Evaluation (4)
PA 7555: Project Management (3)	PA 7507: CJ Policy (3) (and/or) PA 7508: Juvenile Justice System Policy (3)	PA 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]
Other course(s) as approved by advisor		
12 credits	12 credits	12-13 credits

* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.

Appendix 3: Assessment Plan

The assessment plan for the MPAL begins with the learning goals, or “Standards,” established by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). These learning goals are then mapped to the learning objectives through a curriculum map to insure each is met with sufficient coverage and depth. (See Appendix 1, above).

The purpose of our assessment plan is to

- know how well we are meeting our student learning goals. Are students learning what we feel they need to learn in order to earn the degree and be successful afterwards?
- help with curriculum design in the future. For example, are skills and concepts in earlier courses providing an adequate foundation for later courses? Is there unwanted duplication of material in classes?
- identify ways to improve the program for students in terms of relevance and usefulness.
- meet NASPAA and OSU reporting requirements.

There are several values informing the design of our assessment plan. The first value is the consideration of whether assessment efforts yield recommendations for continuous program improvement in terms of student learning outcomes. Another value is that the process is sufficiently rigorous, yielding regular recommendations for action. Also important is that the plan is reasonably easy for faculty and staff to implement and sustain. Finally, we want to ensure that the data, lessons learned, and actions taken are shared among faculty to increase knowledge and support of assessment, and to support ongoing accreditation.

Timeline

The seven curricular goals will be assessed over a continuous two-year cycle. This two year planning horizon is designed to meet OSU’s assessment reporting requirements. In the terms labeled “execute,” this is where assessment will be conducted in courses and/or with portfolio products that line up to the student learning objectives associated with the stated learning goals. In terms labeled, “report,” findings from those assessment efforts will be shared with the Graduate Studies and Curriculum Committee. At least once per year, assessment efforts will be reported through the University’s system, TracDat, to our accreditation body, and to Glenn College faculty and staff. These reports will highlight progress made as a result of assessment, as well as future plans to continue assessment efforts.

	Au 19	Sp 20	Su 20	Au 20	Sp 21	Su 21	Au 21	Sp 22	Su 22
Goal 1	execute	report					execute	report	Cont.
Goal 3	execute	report					execute	report	Cont.
Goal 6			execute	report					
Goal 2			execute	report					
Goal 7					execute	report			
Goal 5					execute	report			
Goal 4					execute	report			

Data Collection and Analysis

Specifically, in the “execute” phase, data will be collected by faculty and instructors through in-course assessment tools, and at times through a survey of graduates and employers. This data will be reviewed and analyzed by a Subcommittee of the Graduate Studies and Curriculum Committee. Findings will then be presented to the larger committee and recommendations will be made and shared with faculty as appropriate each semester, and to the University and NASPAA annually. Data will be archived by Student Services.

Data Collection Instruments

Faculty will be provided an Excel template that contains the learning objectives for the course along with cells for them to enter the methods, criteria, results, and analysis for their individual assessments. That template will be completed and returned to the Student Services and will be collated for sharing and reporting purposes.

We will use Qualtrics to administer our surveys of students, alumni, and employers.

Measures Utilized

Both direct and indirect measures will be used for assessment. The focus will be on developing direct in-classroom measures of student learning that can be used as part of a course’s normal assessment process. Periodically, indirect measures will be used to complement the direct measures.

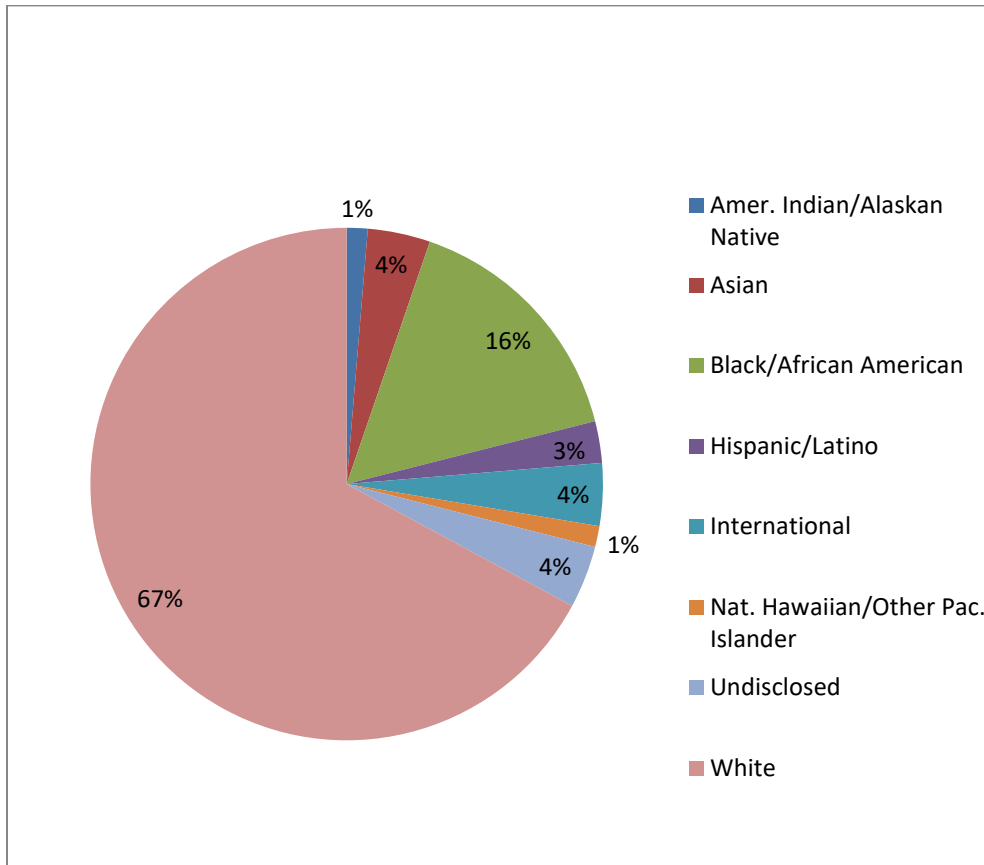
A key assessment tool is the student portfolio. Students will accumulate their assignments and projects during their academic program and then include a short, written reflection paper on what they have

learned during their enrollment in the program and their next life-long learning goals are. The portfolio will then be reviewed by a committee of faculty to make sure that the program is both relevant and rigorous. Ongoing development of the program is dependent on this important source of information. Elements of the portfolios can be assessed before a student completes the program to ensure that students are achieving required competencies as they move through the program, rather than just as they exit.

<u><i>Direct Measures</i></u>	<u><i>Indirect Measures</i></u>
Student portfolio	Student survey
Capstone course reports, papers, or presentations	Alumni survey
Other classroom assessment methods	Employer feedback or survey
	Student interviews or focus groups
	Career Outcomes
	External program review
	Curriculum or syllabus review
	Comparison or benchmarking

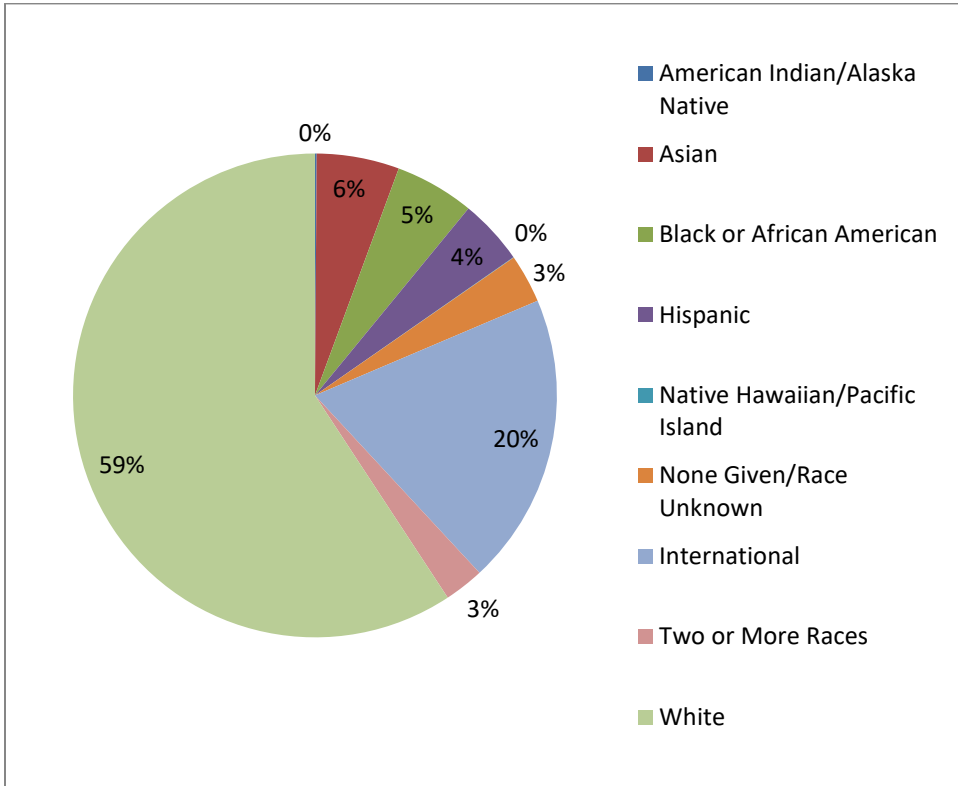
Appendix 4: Underrepresented Groups Enrollment Profiles

Autumn 2017 Enrolled In-Career MA students



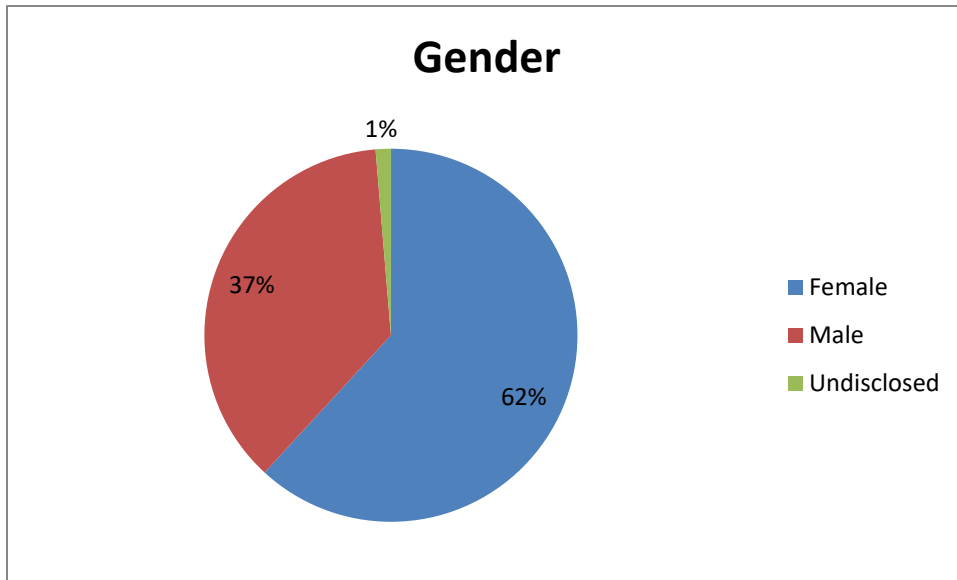
This chart represents the self-reported ethnic/racial makeup of our current In-Career Masters enrolled student body as of Autumn of 2017. Because it is anticipated that the MPAL degree audience will be similar to the In-Career MA audience, this chart represents the potential diversity of the MPAL students. It is our hope that the MPAL student body (as with all our degrees) will reflect University, regional, and national population percentages.

Autumn 2017 University Graduate and Graduate Professional Population



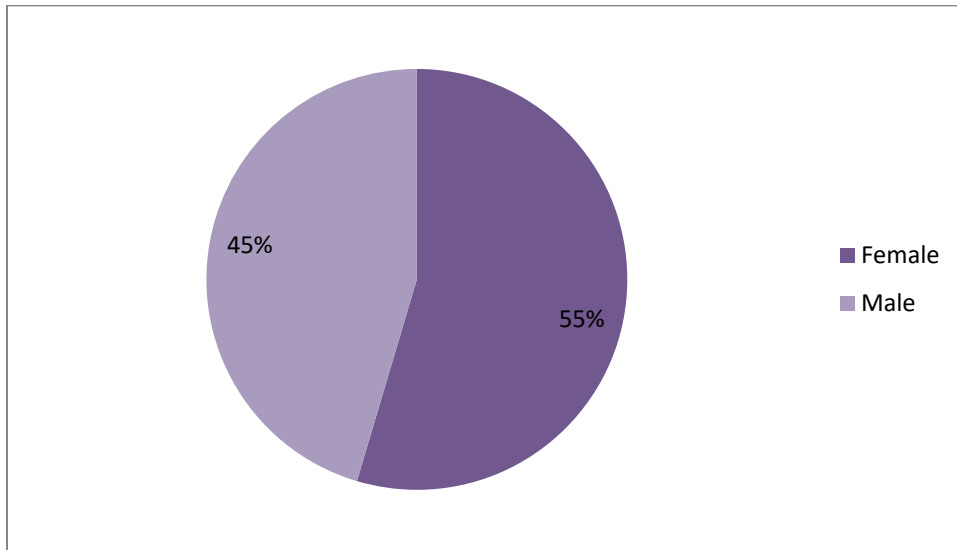
As a comparison to the preceding chart, this is the University's demographic breakdown for all students in Graduate and Graduate Professional programs as of Autumn 2017. Compared to the University, our programs tend to have a higher percentage of domestic students, which is understandable given the domestic focus of our degrees.

Autumn 2017 In-Career MA Gender Breakdown



The above chart shows that women make up the majority of the In-Career MA degree program currently. Women are traditionally underrepresented in the field of Public Service and as such, represent a minority group at many institutions. We hope that the MPAL will continue to offer women a pathway into public service.

Autumn 2017 Ohio State University Graduate & Graduate Professional Student Gender Breakdown



The University gender breakdown also favors women, although this is less informative than looking discipline by discipline to determine unique gender equity situations. While Public Affairs would like to increase the number of women in the field, in Nursing, for example, the focus is on increasing the male population.

Appendix 5: Core Course & New Elective Course Syllabi



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 6051:

Introduction to Public Administration, Leadership, and the MPAL Program

Semester 20XX Syllabus

Online Delivery via Carmen

Credit hours: X

Professor:

Contact Info:

Office Hours:

COURSE OVERVIEW

Managing and leading in the public sector takes place within a context of public policy, public law, and public administration. The public policy process establishes the goals and performance expectations public managers and leaders pursue and the resources available to carry out directives. Public law establishes what managerial actions are permissible and what steps are prohibited. Public administration determines the processes and procedures that govern the implementation of policies and laws. Taken together, public policy, public law, and public administration are the source of a diverse set of public sector values – efficiency, effectiveness, fairness, justice, accountability, equality – that guide public management and leadership.

Within this context public managers and leaders have to act. This course prepares students for their roles as action-oriented administrators, managers and leaders within a democratic system of governance. Through class online readings, videos, and exercises students will explore the context of public sector management and leadership. Within this context, students will uncover their own professional ethics, engage in civil discourse, and prepare to manage and lead in an increasingly diverse decision making context.

As the class in the Master of Public Administration and Leadership, this course will also expose students to the full curriculum and provide a roadmap through the degree. Students will solidify the work-based project that will span the degree program and culminate in the final capstone course.

The format for this course is online. All activities required in the course will occur through Ohio State's online learning management system, Carmen.

COURSE LEARNING GOALS

Upon successful completion of the course, students should have a strong understanding of:

- The legal, policy and governance context of administration, management and leadership in the public and nonprofit sectors
- Their roles and responsibilities as administrators, managers and leaders in the public and nonprofit sectors
- The learning objectives and the curriculum of the MPAL program

Upon successful completion of the course, student should be able to

- Identify the authorities and constraints public managers and leaders face as they implement public policies and laws
- Engage in debate about public policy and public management issues in a civil manner
- Plan their course of study through the MPAL program

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an introductory level:

- Students can lead and manage in public governance.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions.
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

COURSE MATERIAL

There is no required textbook for the course. There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Carmen.

GRADING AND COURSE REQUIREMENTS

Assessment	Points
Introduce Yourself Video	2.5
Organization Selection	2.5
Group Case Study Responses (3 * 5 points)	15
Class Contribution	10
Knowledge Checks	10
Stakeholder Analysis	25
Stakeholder Analysis Presentation	5
SWOT Analysis	25
SWOT Analysis Presentation	5
TOTAL POINTS	100

Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

Due Dates

Assessment	Due Date
Introduce Yourself Video	
Organization Selection	
Hurricane Katrina Practice Case	
Group Case Study Responses (only 3 of 7 required)	
Michelle Rhee and DC Public Schools	
Managing a Press Feeding Frenzy	
Missouri v. Jenkins	
Cambridge Hospital	
Last Flight of Space Shuttle Challenger	
Deepwater	
Mid-Ohio Food Bank	
Stakeholder Analysis Presentation	
Stakeholder Analysis	
SWOT Analysis Presentation	
SWOT Analysis	

All assignments are due to Carmen by 11:59 PM on the day they are due. Aside from the final assignment, all due dates are on a Sunday at midnight. You are more than welcome to turn in assignments before the day that they are due. I hold virtual/in-person office hours from 12:00-1:00 PM on Fridays to answer any assignment questions. I am also more than happy to set up a different time to meet virtually with an individual or group during the week.

Introduce Yourself Video (2.5 points)

By XXXXXX, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

Here's what I'd like you to include in the video:

- Your name, professional and educational background
- Your current and prior management experience, if any – whether you currently work in the field or you're new to it
- Your goals for what you currently plan to do when you complete the degree

You will post the video to a Carmen Dropbox.

Organization Selection Post (2.5 points)

By XXXXXX, identify a “public” organization that is of interest to you, ideally the organization that you work for. It does not have to be a traditional public agency or organization. It could be a nonprofit organization or a private sector organization that is involved in “public” work. In identifying your organization, explain why and what you are specifically interested to learn about how it operates. Again, the most desirable choice is the organization you work for. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Carmen site in the designated Dropbox.

Group Case Study Responses (5 points * 3 cases = 15 points)

The class relies heavily on cases to provide insight into real-world challenges faced by managers and leaders in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

A significant part of your job will be to determine and define the management and leadership problem. The aim of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Each case study response should include the following elements:

- Summary of important details of the case
- Identification of the key decision maker/makers and the basic decision she/he has to make
- Identification of the fundamental management challenge the decision maker faces
- Answers to the specific case study response questions for that week

For the weeks in which a case study is assigned, a set of case study response questions is posted on Carmen to guide your reading. The questions are designed to reinforce key concepts from the reading materials and videos, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking. There is no one right answer, but there are insufficient and incorrect responses.

Early in the semester you will be assigned to a group consisting of four to five students. You will do the group case studies together. That means you will need to collectively agree on which three of the seven case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due. Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are seven cases scheduled plus an additional practice case. The practice case – Hurricane Katrina on week 3 – is required for every group. Use this case as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining cases.

Your case study responses should be no longer than 2 pages, single spaced, 12 point Times New Roman font. You are welcome and encouraged to include tables or figures.

The Case Study Response is your opportunity to apply each week's course materials, and demonstrate your critical thinking and grasp of concepts - **not only** to summarize the case study.

Your responses will be evaluated based on the following criteria:

- Understanding of course materials, as indicated by the accuracy of your response from assigned course readings *for that week*
- Critical thinking, as demonstrated by your own evolving assessment of the particular issue presented in the case study
- Writing quality and organization, logic, etc.

Each group member will receive the same grade for the assignment. Each case response is due at 11:59 PM on the Sunday of the week the case is assigned.

Class Contribution (10 points)

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public sector situations. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Your opportunity to contribute to class will be through weekly online discussions with other classmates. In those weeks in which you elect not to complete a written case assignment, you are still expected to discuss the case with your classmates. There will be a discussion board for each case with the required case questions. Each group will be expected to discuss the case questions through online written responses (and potentially additional questions that group members pose to each to continue and deepen the discussion).

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling”. Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Discussion boards for each week will be open all week long. You do not have to conduct your discussion synchronously with all group members at one time (although it is not a bad strategy to schedule a time each week when each group member can be present to engage in discussion online). The online format provides flexibility to participate at different times during the week. However, if you wait until the end of the week (e.g. Saturday night), the likelihood that you will be able to actively participate in the discussion is low.

The expectation is that you will engage in online discussion with your groupmates each week – the weeks in which your group elects to turn in a formal written case assignment and the other weeks.

Contribution represents 10% of your final grade.

Knowledge Checks (10 points)

For ten of the weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material. Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.

Stakeholder Analysis (25 points)

In the stakeholder analysis assignment, you will first describe the **context of the selected organization or unit/department**, including brief background about your organization (incorporating statutes or authority, public purpose, and key activities), and a brief description. You will also make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. This section should be about one page (single spaced, 12-point font).

Second, you will **identify and categorize organizational stakeholders** for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Identification of the stakeholders will likely be relatively straightforward – stakeholders are any organization, individual or group who are either impacted by or impact the organization. The more challenging activity will be to categorize stakeholders based on the *degree* to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Your task will be to sort through the list of stakeholders you have identified and determine which are more important than the others (and provide explanations as to why). In class, we will examine a particular framework for categorizing stakeholders in order to assist you in this process.

In addition to identifying and categorizing stakeholders, you will also be expected to identify the preferences or expectations that key stakeholders have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization's performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6-page limit for this assignment. You are welcome and encouraged to include tables or figures.

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and

- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The assignment is due by 11:59 PM on XXXX in the assignment Dropbox on Carmen.

Stakeholder Analysis Presentation (5 Points)

On the week before the Stakeholder Analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Brief description of the organization
- Brief identification of the criteria used to sort stakeholders (e.g. power and interest)
- Categorization of stakeholders
- Identification of the preferences key stakeholders

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXX in the assignment Dropbox on Carmen.

SWOT Analysis (25 points)

The second major assignment tied to your organization or unit/department is to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). A SWOT analysis consists of an environmental scan and internal assessment to identify opportunities and threats, and organizational strengths and weaknesses. This tool is designed to assist managers in making decisions about how to position their organization to meet the demands of targeted stakeholders, capitalize on external conditions, and harness organizational capabilities.

SWOT is a generic framework with few protocols. As such there is no standard form for presentation. While you want to be comprehensive in the analysis you conduct, you also want to be succinct in the material that you present. In a management context, concise documents are far more likely to get consumed than extensive ones. However you decide to present the results of your analysis, your SWOT assignment should include the following elements.

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

SWOT Analysis Presentation (5 points)

The week before the SWOT analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct From:

<http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>. Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. If you have any questions about the policy or what constitutes academic misconduct in this course, please contact me.

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.

All work is to be submitted through Carmen, as a Word or PDF document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to me through some other means (email a Microsoft Word attachment to brown.2296@osu.edu.) Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).**

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <http://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite#overview>. OriginalityCheck is a service provided that scans your entire submission and then compares

your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite-students>
Accommodation Policy

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Social Support Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via:

- The Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building.
- 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone

by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

COURSE CALENDAR

This calendar provides the dates for the beginning of each week of the course. The calendar also provides the **required** dates for when assignments are due.

Week 1 (XXXXXX) – Introduction, Course and Degree Overview, and Managing and Leading Public Organizations

Readings

- Course Syllabus
- Wilson, James. 1989. “Chapter 1: Armies, Prisons, and Schools” and “Chapter 2: Organization Matters” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books), pp. 3-28.

Videos

- Overview – Week 1
- Course and MPAL Degree Overview
- Managing and Leading Public Organizations

Activities

- Post “Introduce Yourself” video to Carmen Dropbox (due XXXXXX)

Week 2 (XXXXXX) – Mission, Goals and Objectives

Readings

- Moore, Mark. 1995. “Chapter 2: Defining Public Value: The Aim of Managerial Work” in *Creating Public Value: Strategic Management in Government* (Boston, MA: Harvard University Press), pp. 27-56.
- Collins, James and Jerry Porras. 1996. “Building Your Company’s Vision”, *Harvard Business Review* 65-77.

Videos

- Overview – Week 2
- Learning by the Case Method
- Mission, Goals and Objectives

Activities

- Knowledge Check #1
- Post Organization Selection to assignment Dropbox on Carmen (due XXXXXX)

Week 3 (XXXXXX) – Public vs. Nonprofit vs. Private Organizations

Readings

- Rainey, Hal. 2010. “Chapter 3: What Makes Public Organizations Distinctive” in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 53-85.
- Weisbrod, Burton. 2000. “The nonprofit mission and its financing: Growing links between nonprofits and the rest of the economy” in *To Profit or Not To Profit: The Commercial Transformation of the Nonprofit Sector* (Cambridge, UK: Cambridge University Press), pp. 1-24.
- Hurricane Katrina case material

Videos

- Overview – Week 3
- Public vs. Nonprofit vs. Private Organizations
- Hurricane Katrina Aftermath: In the Shadow

Activities

- Knowledge Check #2
- Required group case analysis of Hurricane Katrina case [Questions on Carmen] (due on XXXXXX)

Week 4 (XXXXXX) – Stakeholder Identification, Prioritization, and Engagement

Readings

- Bryson, John. 2011. “Stakeholder Analyses” Chapter 4 pgs 132-137 & “Resource A,” pages 405-427, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Michelle Rhee and DC Public Schools

Videos

- Overview – Week 4
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment
- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

Activities

- Knowledge Check #3
- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due XXXXXX)

Week 5 (XXXXXX) – Organizational Environment: Political

Readings

- The U.S. Constitution and Amendments
- Meier, Kenneth. 2000. “Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions”, in *Politics in the Bureaucracy*. 4th Edition.
- Managing a Press ‘Feeding Frenzy’ case material

Videos

- Overview – Week 5
- Organizational Environment: Political

Activities

- Knowledge Check #4
- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due XXXXX)

Week 6 (xxxxxx) – Organizational Environment: Legal

Readings

- Wilson, James Q. 1989. “Courts” and “Rules” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books): 277-294 & 333-345.
- Missouri v. Jenkins case material

Videos

- Overview – Week 6
- Organizational Environment: Legal

Activities

- Knowledge Check #5
- Written analysis of Missouri v. Jenkins case [Questions on Carmen] (due XXXX)

Week 7 (xxxxxxx) – Organizational Environment: Market

Readings

- Milward, Brinton and Keith Provan. 2000. “Governing the Hollow State,” *Journal of Public Administration Research and Theory* 10(2): 359-379.
- Michael E. Porter. 2008. “The Five Competitive Forces That Shape Strategy”, *Harvard Business Review* 86(1): 78-93.
- A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital case material

Videos

- Overview – Week 7
- Organizational Environment: Market

Activities

- Knowledge Check #6
- Analysis of Cambridge Hospital case [Questions on Carmen] (due on June 18, 2017)

Week 8 (XXXXXX) – Organizational Alignment and Strategy

Readings

- Bryson, John. (2011). “Why Strategic Planning is More Important Than Ever”, Chapter 1, pgs 3- 40, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Mintzberg, Henry (1994). “Rethinking Strategic Planning Part 1: Pitfalls and Fallacies,” *Long Range Planning* 27(3): 12-21.

Videos

- Overview – Week 8
- Organizational Alignment and Strategy
- SWOT Analysis

Activities

- Knowledge Check #7
- Post stakeholder presentation video to Carmen (due XXXXXX)

Week 9 (xxxxxxx) – Organizational Design

Readings

- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. (Washington, DC: IBM Center for the Business of Government).

Videos

- Overview – Week 9
- Organizational Design

Activities

- Post stakeholder assignment to Carmen (due XXXXXX)

Week 10 (XXXXXX) – Organizational Design: Hierarchy

Readings

- Charles Goodsell. 2004. “Chapter 1: Bureaucracy Despised, Disparaged, and Defended” and “Chapter 3: More Bureaucracy Myths to Delete” in *The Case for Bureaucracy* (Washington DC: CQ Press): 1-23 and 42-58.
- Last Flight of the Space Shuttle Challenger case material

Videos

- Overview – Week 10
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

Activities

- Knowledge Check #8
- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due XXXXXX)

Week 11 (XXXXXX) – Organizational Design: Contracts

Readings

- Brown, Trevor, Matt Potoski, and David Van Slyke. 2006. “Managing Public Service Contracts: Aligning Values, Institutions, and Markets.” *Public Administration Review* 66 (3): 323-331.
- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

Videos

- Overview – Week 11
- Organizational Design: Contracts
- The Troubled Waters of “Deepwater”

Activities

- Knowledge Check #9
- Analysis of Deepwater case [Questions on Carmen] (due XXXXX)

Week 12 (XXXXXXXX) – Organizational Design: Networks and Partnerships

Readings

- H. Brinton Milward and Keith Provan. 2006. *A Manager’s Guide to Choosing and Using Collaborative Networks* (Washington, DC: IBM Business of Government)
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

Videos

- Overview – Week 12
- Organizational Design: Networks and Partnerships

Activities

- Knowledge Check #10

- Analysis of Integrating Housing and Social Services case [Questions on Carmen] (due XXXXXX)

Week 13 (XXXXXX) – Course Evaluations + SWOT Presentation Due

Videos

- Overview – Week 13

Activities

- Conduct Course and Group Evaluations
- Post SWOT presentation to Carmen (due XXXXXX)

Week 14 (XXXXXX) –SWOT Analysis Due

Videos

- Overview – Week 14
- Course Summary and Next Steps in the MPAL Degree

Activities

- Post SWOT analysis to Carmen (due XXXX)



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**Public Affairs 6060:
Managing Human Resources in Public Organizations
Semester 20XX Syllabus
Mendenhall Lab 0191
Wednesday 5:45-8:15pm
Credit hours: 3**

Professor: Russell S. Hassan, Ph.D.

Contact: 614-292-7423, hassan.125@osu.edu

Office hours: 310A Page Hall, W 4:00-5:30pm/or by appointment

COURSE OVERVIEW

Public organizations are designed to solve complex problems. Those who are responsible for managing such organizations need to assemble talented and committed individuals and lead them towards achieving the organization's public service mission. Furthermore, public managers often need to make things happen with limited resources and not under ideal conditions or time frames. The attainment of the organization's goals requires a manager to be able to understand how people from various backgrounds, interests, and skill sets can work together and contribute towards the organization's mission, influence people both inside and outside of the organization, optimize the structure and culture of their organization, make effective decisions, resolve conflicts, and drive change for higher organizational performance. Public Affairs 6060 will help you to achieve these objectives by providing you with the analytical tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors. The goal of this course is to help you to develop and enhance your supervisory and leadership skills so that you can manage and lead a high-performing, successful public organization.

The course has two separate but related segments. In the first part of the course (weeks 1-8), you will learn how to recruit, motivate, and retain talents in public organizations. The main purpose of these sessions is to help you to learn about the best practices for supervising and managing people in organizations. Each week, we will focus on a particular human resource management challenge and learn how to address it effectively. In the second part of the course (Weeks 8-15), you will learn about the leadership skills and practices needed to lead high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group exercises and film/video analysis in addition to reading about the best practices from the existing organizational research.

COURSE LEARNING GOALS

Upon successful completion of the course, students should be able to:

- Manage and lead public organizations towards policy goals.
- Understand public organizations as a unit of analysis
- Identify and manage external/environmental challenges to organizational performance.
- Identify what constitutes feasible performance outputs for public organizations.
- Engage in strategic planning for public organizations.
- Identify and manage internal challenges to organization performance.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to Glenn College learning goals and objectives related to foundational knowledge in public affairs; and intermediate competencies in management, leadership, and policy analysis; In particular, the course focuses on the following objectives at a foundational or intermediate level:

- Students can lead and manage in public governance. (intermediate)
- Students can participate in and contribute to the policy process. (intermediate)
- Students can analyze, synthesize, think critically, solve problems and make decisions. (intermediate)
- Students can articulate and apply a public service perspective. (foundational)
- Students can communicate and interact productively with a diverse and changing workforce and citizenry. (intermediate)
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (intermediate)

Grading

Group case analysis and presentation (10 percent)

Throughout the semester, case studies will be presented in class by students to help reinforce the course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion on any given week. I will assign you to a group at the beginning of the semester that you will serve as the facilitator for a case with 3-4 other classmates. You will receive a group grade for your analyses and facilitation of class discussion. To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week (20 points);

- Application of concepts, tools or insights from course materials/readings to the identified management challenge in the case (20 points);
- Discussion of different solutions available to the decision-maker(s) (20 points);
- Assessment of the lessons learned from the case as they relate to the course materials for the week (20 points); and
- Effectiveness of the presentation style (20 points).

Case Analysis Memos (4 x15 = 60 percent)

You will write a total of four case analysis memos (two memos for each part of the course). The memos are designed to assess your ability:

- to diagnose key management problems/challenges evident in the case (30 points),
- apply the course readings and discussions to solve the management challenges/problems in the case (30 points),
- suggest of specific and viable course of actions to address the challenges (30 points), and
- communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing) (10 points).

For these assignments, you can choose any 2 of the four cases assigned in each part of course (there are a total of 8 cases). However, you CANNOT choose the case for which your group is the designated facilitator. The length of each memo should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Memos substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit the memos electronically using Canvas by the end of the week (Friday midnight) in which the case will be discussed in the class.

Weekly Film/Video Analysis and Class Participation (14 + 6 = 20 percent)

Each week, starting from week 2, you will watch a video or a film relevant to that week's class topic and discussion. You will need to prepare a short summary (no more than 300 words, double-spaced, 1-inch margin, 12-point Times New Roman font) of the key issues and ideas presented in the video/film. In your summary, you also need to discuss what you have learned after watching the video/film and ideas/thoughts that you found intriguing. The analysis should synthesize or be informed by the week's readings. Some of these videos are available in local public libraries. The videos that are NOT publicly available, you will need to rent them using Netflix, Amazon, Hulu, etc. The usual cost for renting a movie is 0-3 dollars. The summaries need to be posted by Sunday Midnight. In addition to preparing the summaries, you are expected to attend all class sessions and participate in discussions.

Public Sector Manager Interview Paper (10 percent)

The purpose of this assignment is for you to explore a public sector organization's human resource management system. All senior public managers need to deal with strategic human resource management issues in a variety of ways. Your goal for this paper will be to acquire as

much knowledge as possible about how the organization (formal and informal practices) recruits, develops and retains its human resources. Develop a paper articulating the results of an in-depth interview with a public sector manager (e.g., city manager, a county administrator, HR director of state agency, or director of a nonprofit organization who is/has been involved in the organization's human resources planning, recruitment, and development along with a thorough review of publicly available documents that describe the organization's HRM system.

At a minimum, include the following information in your paper:

1. Name and location of the organization you select, brief history of the organization and basic overview of their mission, and name, title, and role of the individual interviewed.
2. Priorities related to their current human resources strategies.
3. Alignment of the organization's operations to recruitment, selection, training, and development concepts discussed in class through weeks 1 to 7.
4. Plans about new and innovative talent acquisition and management strategies.

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. Please submit a business card or a copy of your email exchange to set up a time to meet with the human resource officer when you turn in your paper. The length of the paper should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Papers substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit this paper in hard copy. The paper will be due on **March 8, 2017**.

COURSE MATERIALS

There is NO textbook for this course. Instead, each week you will be reading few short articles published in practitioner-oriented management journals such as the Harvard Business Review/Sloan Management Review/California Management Review. All of the articles and some of the case studies will be posted on Canvas. The cases that are not posted on Canvas need to be purchased directly from the Harvard Business Review's site designed for the course. Click on the following link to purchase the HBR case studies: <http://cb.hbsp.harvard.edu/cbmp/access/58296746>.

Grading scale

Your final grade will be comprised of your scores on the group project, case analysis memos, weekly summaries, HR paper, and your class participation. I will use the following grading scale: 93% – 100% = A, 90% – 92.9% = A-, 87% – 89.9% = B+, 83% – 86.9% = B, 80% – 82.9% = B-, 77% – 79.9% = C+, 73% – 76.9% = C, 70% – 72.9% = C-, 67% – 69.9% = D+, 60% – 66.9% = D, <60%= E.

Academic Misconduct

Misconduct

Academic and personal misconduct will be dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Late assignments

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (e.g., email a Microsoft Word document [no other file types, please] to hassan.125@osu.edu). Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a **five-point** penalty for each day that it is late.

Grade appeals

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Class preparation

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) and presentations (e.g., if your group is leading a case study) completed before the class session under which they are listed.

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on 1640 Neil Ave, Columbus, OH 43201. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1 800-273-TALK or atsucidepreventionlifeline.org

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Course Outline/Schedule

PART A: Effective Managerial Practices in Public Organizations

Week 1: Recruitment and Retention

Building Sustainable Organizations: The Human Factor (Pfeffer)

ABCs of Job Interviewing (Jenks & Zevnik)

How to Avoid Hiring a Toxic Employee (Porath)

Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)

Week 2: Rewards and Motivation

On the folly of rewarding A while hoping for B (Kerr)

150 Ways to Encourage the Heart, Ch 2. (Kouzes & Posner)

Pay for Performance in Georgia State Government (Kellough & Nigro)

Video: <https://www.youtube.com/watch?v=hmWD2HdoZ7k>

Week 3: Work Design and Engagement

The meaning of work (Cartwright & Holmes)

The Road to Empowerment (Quinn & Spreitzer)

Motivating creativity at work (Grant)

Case Study: Improving Decision Making in the King County Library System (Canvas)
Video: TED's video "Dan Ariely on What makes us feel good about our work?"

Week 4: Performance Appraisal and Feedback

The Performance Management Revolution (Cappeili & Davis)
Emotions and Leadership: The Role of Emotional Intelligence (George)
Coaching and the Art of Management (Evered & Selman)
Case Study: James Cranston Colonial Food Services
Video: James Cranston Colonial Food Services (Canvas)

Weeks 5: Negotiation and Conflict Resolution

Are You Giving Away the Store? (Neale)
Their Gain is Our Loss (Bazerman, Baron & Shonk)
How to Make the Other Side Play Fair (Bazerman & Kahenaman)
The Evolution of Public Policy Dispute Resolution (Susskind & McKernan).
Video: 12 Angry Man
Case Study: Negotiating from the Margins (HBS)

Week 6: Stress and Work Life Balance

Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)
Managing the High Intensity Workplace (Reid & Ramarajan)
What to Do for a Struggling Colleague (Quelch, Knoop & Gallo)
Videos: Nigel Marsh on Work-Life Balance, Four-way Win: How to Integrate Work, Home, Community and Self (<http://knowledge.wharton.upenn.edu/article/four-way-win-how-to-integrate-work-home-community-and-self/>)
Case Study: Paragon Legal (HBS)

Week 7: Diversity and Inclusion in the Workplace

Power, Status, and Abuse at Work (Lopez, Hodson, & Roscigno)
Making Differences Matter (Thomas & Ely).
Why diversity programs (Dobbins & Kalef)
Video: Remember the Titans

PART B: Effective Leadership Practices in Public Organizations

Week 8: Designing High Performing Teams

Why teams don't work (Hackman)
Managing your team (Hill)
Speeding up team learning (Edmondson et al.)
Videos: Leading Teams by Hackman (<https://www.media.mit.edu/video/view/hackman-2005-02-25>), Bolero (in class)
Case Study: Taran Swan at Nickelodeon Latin America (HBS)

Week 9: Building High Quality Relationships

Dutton, J. & Healthy, E. (2003). The power of high quality connections at work
Cuddy, A.J.C., Kohut, M. & Neffinger, J. (2013). Connect, then Lead

Cross, R., Baker, W. & Parker, A. (2003). What creates energy in organizations?
Video: Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)
Case Study: Ramesh and Gargi (HBS)

Week 10: Spring Break

Week 11: Exercising Power and Authority

Understanding Power in Organizations (Pfeffer)
Diagnose the Political Landscape (Heifetz)
Act Politically (Heifetz)
Video: 12 O' Clock High

Week 12: Unlocking the Subtle Forces of Change

Creative Deviance on the Frontline (Heifetz)
Modulating the Provocation (Heifetz)
Tempered Radicals: How Everyday Leaders Inspire Change at Work (Meyerson 2004)
Video: Norma Rae
Case Study: Bobbie D'Alessandro (Canvas)

Week 13: Making Decisions under Uncertainty

Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In Judgment in Managerial Decision Making (6th ed.), pp. 6-9, 13-40. New York: Wiley & Sons. [CP].
Bazerman, M. H. (2006). Decisions without Blinders.
Rundall, T. G. et al. (2007). The Informed Decisions Toolbox: Tools for Knowledge Transfer and Performance Improvement.
Video: Dan Arieli TED Talk: [Are we in control of our own decisions?](#)

Week 14: Resilience in Times of Crisis

Trauma Loss and human resilience (Bonanno)
How Resilience Works (Coutu)
Leading in traumatic times (Dutton et al.)
Video: King's Speech
Case Study: The Heart of Reuters (Canvas)

Week 15: Promoting Public Values, Fairness, and Social Justice

Ethical Breakdowns (Bazerman & Tenbrunsel)
How (Un)Ethical Are You? (Banaji et al.)
Moral Manager and Moral Person (Trevino et al.)
Video: (Dis)Honesty - The Truth About Lies
Group Exercise: Kidney Allocation Exercise



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 6045: Fundamentals of Budgeting and Financial Administration

Semester 20XX Syllabus

Online Delivery

Credit hours: 2

Professor:

Contact Info:

Office Hours:

COURSE OVERVIEW

This course focuses on planning and financial decision-making in public and nonprofit organizations. It provides a higher-level understanding of government and nonprofit budgeting processes. Students learn the fundamentals of budgeting, accounting, and financial management through assigned readings, real-world examples, and lectures. The goal of this course is to prepare students for leadership roles within their organizations so they can understand, communicate, and participate in the budgetary process.

COURSE LEARNING OBJECTIVES

Upon completion of the course, students should understand

- The components of a budget and the different types of budget formats
- The benefits and implications of each type of budget format
- The political budgeting process and its impact on policy
- How leaders can use budgets to manage resources and accomplish goals

Upon completion of the course, students will be able to

- Use spreadsheets effectively for budgeting
- Create a budget from the ground up and analyze impacts of prospective changes to a budget.
- Identify the key components an administrator should look for in a budget in order to diagnose a government's or organization's financial strengths and weaknesses
- Conduct a simple Cost Benefit Analysis to evaluate the impacts of both quantified and unquantified costs and benefits.
- Understand the politics and budgeting cycles well enough to know when they can effect change in the process.
- Perform basic analyses of financial information, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.
- Communicate basic financial information to leadership, a legislative body, and community stakeholders.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives:

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
2. Students can participate in and contribute to the policy process. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
7. Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

CATALOG BLURB

Provides a high-level understanding of budgeting processes at all levels of government and in the nonprofit sector, as well as the fundamentals of public budgeting from the perspective of a manager. Reviews basic methods for public sector budgeting and analysis.

Prerequisite: 6055 Introduction to Public Affairs

COURSE MATERIALS

Carmen

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen (carmen.osu.edu).

Textbook

Greg G. Chen, Lynne A. Weikart, Daniel W. Williams, *Budget Tools: Financial Methods in the Public Sector*, 2nd edition, ISBN 978-1-4833-0770-1.

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

COURSE FORMAT

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles in

the budgeting process. This online class is designed for students to learn the basic budgeting tools and processes they will need to succeed in their jobs. Self-paced competency-based modules are designed in a way such that, early in the term, students with little to no background in budgeting will be able to learn the necessary skills to complete assignments later in the term, and students who have more extensive budgeting experience will be able to quickly move through the material. In addition to the skill-building exercises, students have a number of homework assignments based around the budgets of their own organizations (or one provided to them as necessary), and students will be required to participate in weekly discussion board forums designed in a way that students can learn from their classmates.

DELIVERABLES

The course grade is based upon discussion board participation and five assignments that help students to apply course materials to their own organization’s budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Excel Assignment	15
Performance Measures Assignment	20
Budget Process Assignment	20
Cost Benefit Analysis Assignment	15
Budget Analysis Assignment	20

Weekly Discussion Board

Students are expected to actively participate in each week’s discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or “gut feeling.” Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week’s discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks two and three will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 12 classes. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

Excel Assignment

This assignment requires students to work with both numeric and text data in Excel, reference other Excel cells, perform basic math functions, and create formulas and graphics in Excel. This assignment will constitute 15% of the overall course grade.

Performance Measures Assignment

This assignment requires students to develop performance measures for a public or nonprofit program and write a memorandum explaining the performance measures. The student will develop all of the following for the program: (1) program objectives; (2) program inputs; (3) program outputs; (4) program outcomes; (5) cost efficiency measures; and (6) cost effectiveness measures.

Budget Process Assignment

This assignment requires students to draw on the class readings and discussion to outline the entire budget process for their own organization (or suitable other agency or organization), identifying key stakeholders and their roles, friction points, and strategies for successfully negotiating the process.

Cost Benefit Assignment

This assignment requires students to perform some basic cost benefit analysis for a case provided to the class.

Budget Analysis Assignment

This assignment requires students to select a budgetary document from their own organization or one relevant to their job/career, analyze the budget using the criteria discussed in class, and prepare a memo presenting that analysis to a supervisor. This memo will be part of students' program portfolios.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

Weekly Schedule

Week	Topic	Materials	Assignments	Deliverables
1	Course Introduction, Overview of Budgeting, Basic Concepts	<ul style="list-style-type: none"> • Week 1 Video • BT: Module 1 (Craft of budgeting) • BT: Module 2 (Organizing Budget Data) • BT: Module 3 (Fixed and Variable Costs) • BT: Module 4 (Breakeven Analysis) • BT: Module 5 (Cost Allocation) 	<ul style="list-style-type: none"> • Excel Assignment • BT: Appendix B (Spreadsheet Basics) 	
2	Role of time	<ul style="list-style-type: none"> • Week 2 Video • BT: Module 6 (Time Value of Money) • BT: Module 7 (Inflation) • BT: Module 8 (Sensitivity Analysis) 		<ul style="list-style-type: none"> • Discussion Board Postings
3	Performance Budgeting	<ul style="list-style-type: none"> • Week 3 Video • BT Module 9 (Performance Budgeting) • New Mexico Department of Finance and Administration. Guidelines to performance-based budgeting. Santa Fe, NM: Department of Finance and Administration. http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx 	<ul style="list-style-type: none"> • Performance Measures Assignment 	<ul style="list-style-type: none"> • Excel Assignment • Discussion Board Postings
4	The Budget Process (1)	<ul style="list-style-type: none"> • Week 4 Video • BT Module 10 (Process Overview) • BT: Module 11 (Baseline Budget) • BT Module 12 (Baseline Budget) 		<ul style="list-style-type: none"> • Discussion Board Postings
5	The Budget Process (2)	<ul style="list-style-type: none"> • Week 5 Video • BT Module 13 (Cost Estimates) • BT Module 14 (Budget Justification) • BT Module 15 (Budget Cutbacks) 	<ul style="list-style-type: none"> • Budget Process Assignment 	<ul style="list-style-type: none"> • Performance Measures Assignment • Discussion Board Postings

6	The Budget Process (3): State and Local	<ul style="list-style-type: none"> • Week 6 Video • BT Module 16 (Legislative Budget Tools) • Rubin, <i>The Politics of Public Budgeting</i>, Chapter 1 • Ebdon, C., and A. L. Franklin. (2006). Citizen participation in budgeting theory. <i>Public Administration Review</i> 66(3), 437-447. • Franklin, A. L., Ho, A. T., & Ebdon, C. (2009). Participatory budgeting in Midwestern states: Democratic connection or citizen disconnection?. <i>Public Budgeting & Finance</i>, 29(3), 52-73. 		<ul style="list-style-type: none"> • Discussion Board Postings
7	The Budget Process (4): Federal	<ul style="list-style-type: none"> • Week 7 Video • Congressional Budget Office (2017), The Budget and Economic Outlook: 2017 to 2027 (https://www.cbo.gov/publication/52370) (Read the summary and skim the report) 		<ul style="list-style-type: none"> • Discussion Board Postings
8	The Political Budget Process (5): Organizational	<ul style="list-style-type: none"> • Week 8 Video • Financial Sustainability for Nonprofit Organizations, Rand (2012) https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf 		<ul style="list-style-type: none"> • Discussion Board Postings
9	Cost Benefit Analysis	<ul style="list-style-type: none"> • Week 9 Video • BT Module 17 (Cost Benefit Analysis) 	<ul style="list-style-type: none"> • Cost Benefit Assignment 	<ul style="list-style-type: none"> • Budget Process Assignment • Discussion Board Postings
10	Capital Budgeting	<ul style="list-style-type: none"> • Week 10 Video • BT Module 18 (Life Cycle Costing) • BT Module 19 (Capitalization and Depreciation) • BT Module 20 (Long-Term Financing) • BT Module 21 (Investment Strategies) 		<ul style="list-style-type: none"> • Discussion Board Postings
11	Implementation	<ul style="list-style-type: none"> • Week 11 Video • BT Module 22 (Operating Plan and Variance Analysis) 	<ul style="list-style-type: none"> • Budget Analysis Assignment 	<ul style="list-style-type: none"> • Cost Benefit Assignment

		<ul style="list-style-type: none"> • BT Module 23 (Cash Management and Internal Controls) • BT Module 24 (Forecasting and Managing Cash Flow) • Anthony R. & Young, D. (1984). <i>Cost Accounting In Management Control in Nonprofit Organizations</i>. McGraw-Hill Companies. (Carmen) 	<ul style="list-style-type: none"> • Discussion Board Postings
12	Accounting	<ul style="list-style-type: none"> • Week 12 Video • BT Module 25 (Government and Nonprofit Accounting) 	<ul style="list-style-type: none"> • Discussion Board Postings
13	Financial Statement Analysis	<ul style="list-style-type: none"> • Week 13 Video • BT Module 26 (Financial Statement Analysis) 	<ul style="list-style-type: none"> • Discussion Board Postings
14	Payroll	<ul style="list-style-type: none"> • Week 14 Video • BT Module 27 (online chapter) (Calculating Payroll) 	<ul style="list-style-type: none"> • Discussion Board Postings
15	Forecasting	<ul style="list-style-type: none"> • Week 15 Video • BT Modules 28-30 (online chapters) (Forecasting) 	<ul style="list-style-type: none"> • Budget Analysis Assignmen • Discussion Board Postings

BT = Budget Tools: Financial Methods in the Public Sector

Academic Misconduct

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

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**Public Affairs 6055:
Judgment in Managerial Decision-Making
Semester 20XX Syllabus
Online Delivery
Credit Hours: 2**

**Professor:
Contact Info:
Office Hours:**

COURSE OVERVIEW

Decision making is fundamental to good management. Every day, every hour, managers make decisions that have large and small consequences. If decision makers can improve just a small percentage of those decisions, they could realize significant time and costs savings, and improved outcomes.

Public affairs decisions are made in the context of imperfect information; uncertain events, conditions, and outcomes; and conflicts over values. Yet despite these challenges, decisions must be made in order to meet a wide range of societal objectives. A diverse set of models and skills are available to analyze and guide decisions in operational and managerial settings.

In addition to reviewing the rational ideal of decision-making, this course draws on scholarship from economics, psychology, sociology, political science, and management that examines how and why human beings so often deviate from this classic model of “economic man.” People often make irrational decisions in predictable ways. The course will offer opportunities for managers to practice learning how to identify these common biases and logical fallacies and employ skills and techniques to compensate for them.

Finally, the course will offer opportunities to apply skills to improve group decision-making.

COURSE LEARNING GOALS

Upon completion of the course, students will

- Possess a portfolio of decision making skills that are applicable to a wide variety of managerial problems and contexts
- Have tools that can incorporate data, evidence and values into decisions about complex problems in the public and non-profit sectors

Upon completion of the course, students should understand:

- The nature of decision-making in public affairs from both a theoretical and practical perspective
- The theoretical assumptions about human decision-making underlying public policy and management practices

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management and leadership and developing an appreciation for multiple perspectives in public affairs. In particular, the course attends to the following Glenn College program goals and objectives.

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
4. The ability to articulate and apply a public service perspective. (Intermediate)
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry. (Intermediate)
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context. (Intermediate)
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

PREREQUISITE

Admission to the MPAL Degree Program

BASIS FOR ASSESSMENT

Your grades will be based on the following activities (detailed rubrics and prompts can be found on Carmen):

Final Paper (20%)

This assignment provides an opportunity to integrate and apply the material from the course to a very practical problem. How can you introduce better decision making approaches to your organization or policy? A central theme of the course is better use of information, tools and models to improve decision-making. In this paper, you will identify a managerial or policy problem that could be improved through informed decision-making. This will include develop procedures to defining the problem, gathering information, how you are going to analyze the problem and identifying a way to make a decision about that problem.

Formatting Instructions: Microsoft Word document; double-spaced, 12-point font, 1 inch margins, include your name and page numbers.

Class Participation (20%)

Your participation in online class discussions and group exercises is imperative to doing well in this course. All assignments build on each other to help you synthesize information.

Assignments (70%)

1. Apply PRO-ACT to an important decision that your organization will need to make. (15%)

PRO-ACT is a structured approach to support decision makers as the: 1) define problems; 2) clarify objectives, develop decision alternatives, and examine how different alternatives can meet objectives.

You will select a decision that is important to your organization and apply the PRO-ACT approach.

2. Apply MAUT to a personal or organizational decision. (15%)

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis

3. Identify a dysfunctional heuristic in your organization and a way to compensate for it. (15%)

Heuristics are “shortcuts” we use to make the many decisions that are required every day. We simply do not have the time to go through a paper and pencil exercise of looking at all the alternatives available, collecting information on those alternatives and doing our analysis. Who needs analysis when we need to make a decision on what we are going to eat for lunch. But sometimes we use heuristics in ways that will lead to bad decisions.

In this assignment, you will use the description of heuristics to take a closer look at the heuristics we use all the time. In particular, you will pick a decision that your organization makes and see if they are any hidden heuristics that should be

questioned. You will offer a policy or management practice that can overcome this dysfunctional heuristic.

4. Build a Model and Design a Protocol to Support Civil Engagement (15%)

In this assignment, you will be asked to apply your understanding how groups work by creating a set of materials that will support the public's engagement in a problem your organization is facing.

This will include describing the problem you are working on, identifying the kinds of information that important to understanding the problem, what decision rules you are using to frame the problem, the various alternatives that are / were being considered and your final recommendation.

You need not actually assemble these materials but discuss how you would present this information to a group to minimize the potentially dysfunctional ways in which groups make decisions.

5. Understanding How Systems Work (10%)

Most of the problems we face are complicated and the appropriate tools to help us manage complex problems. Typically, however, we simplify complex problems by saying that "A causes B" and if we can control A then get B to change too. The reality is more complicated because not only A affects B, but B can also effect A and not only that, X, Y, and Z can affect both A and B. We need systems tools to be able to manage systems.

In this assignment, we are going to play with an existing systems model about climate change. When we play with this model we will see how a systems model can capture the interdependency of social and physical factors as they affect the world's climate. We will see how both linear and nonlinear relationships can surprise our expectations about how policy will work. We will begin identifying what are typically called "unintended consequences."

You will be presented with a "flight simulator" that allow you to change policies to see how easy it is to change human behavior and improve our climate. You will be asked to write down the policy changes and now how the system responds. Based upon these observation, you will be asked to make policy recommendations.

I do not accept late assignments.

Grading Schema

Transformation of numerical grades to letter grades will correspond to this schedule:

A	93-100	C+	77-79.9	E	59.9 and below
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. You must cite specific components of the rubric for the given assignment. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

READINGS

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

There are two **required** texts for this course:

Thaler, R.H., & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. New York, NY: Penguin Books. [ISBN-13: 978-0143115267 ISBN-10: 014311526X]

Hammon, J.S., Keeney, R.L., & Raiffa, H. (2002). *Smart Choices: A practical guide to making better decisions*. New York, NY: Broadway Books. [ISBN-13: 978-0767908864 ISBN-10: 0767908864]

Additional materials will be posted on Carmen.

PREREQUISITE CONCEPTS

Multidimensional nature of public affairs (legal, economic, managerial, political)

WRITING SUPPORT

The University Center for the Study and Teaching and Writing (<https://cstw.osu.edu/writing-center>) is a resource available to all students. The Writing Center at the CSTW offers free help with writing at any stage of the writing process in a variety of formats, including research papers, proposals, and reviews. You can schedule online or call 614-688-4291.

- Clients may schedule ONE appointment at our Smith Lab and/or The Research Commons (3rd Floor, 18th Ave Library) location each week. Clients may have one walk-in tutorial daily (up to four per week) at our satellite center on the first floor of Thompson Library.
- Clients registered with [the Office of Disability Services](#) may have two appointments per week.
- Clients with more than their allowed number of appointments per week will have the overflow appointments canceled.

Academic Misconduct

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

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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

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

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-800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

WEEKLY COURSE SCHEDULE

Week 1. Improving Decision-Making

Concepts

Thinking Fast and Thinking Slow

Problem Definition, Defining Objectives, Describing Alternatives and Consequences

Skill

Using a structured approach to improving decision-making

Reading

Hammond, Keeney and Raiffa, Chapters 1-5: “Making Smart Choices”

Assignment: Apply PRO-ACT to an important decision that your organization will need to make.

Apply PRO-ACT to an important decision that your organization will need to make.

Decision-making can be Select a decision that is important to your organization and apply the PRO-ACT approach.

Week 2. Rational Decision-Making I

Concepts

The Rational Approach to Decision-Making

Explicit and Implicit Models of Decision-Making

Values of Models

Expected Values

Skills

Calculating Expected Values

Creating Decision Trees to estimate risk and estimate benefits

Week 3. Rational Decision-Making II

Concepts

Sunk Costs

Opportunity Costs

Discount Rates

Transaction Costs

Skill

Multi-Attribute Utility Analysis (MAUT)

Reading:

Hammond, Keeney and Raiffa, Chapters 6: “Tradeoffs”

Assignment: Apply MAUT to a personal or organizational decision.

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis is a way that individuals and organizations can simplify these complex problems.

Week 4. Avoiding Psychological Traps

Concepts

Prospect Theory

“Nudge”

Kinds of Decisions That Need Public Support and Guidance

Heuristics that Bias Decision-Making (Availability, Representative (including heuristics that affect how diverse populations are seen), etc.)

Skill

Identifying Dysfunctional Heuristics and Ways to Overcome Them

Reading:

Nudge, Chapter 1, “Biases and Blunders” and Chapter 2, “Resisting Temptation”

Assignment: Identify a dysfunctional heuristic in your organization and a way to compensate for it.

Week 5. Group Decision-Making

Concepts

Social Pressures on Decision-Making
Supports for Group Decision-Making

Skills

Building Aids to Support Group Decision making

Readings

Nudge, Chapter 3, “Following the Herd”
Stone, “The Market and the Polis?”

Assignment: Build a Model and Design a Protocol to Support Civil Engagement

Week 6. Systems Thinking – Understanding the Bigger Picture

Concepts

Linear vs. Systems Thinking
Mental Models

Skills

How to Apply Systems Thinking
How to Understand a Complex Problem Using Systems Dynamics

Readings:

Meadows, “Thinking in Systems”, Chapter 1

Assignment: Understanding Systems - Exploring Problem Space and Solution Space

Week 7. Data-Driven Decision-Making and Analytics

Concepts

What is Data-Driven Decision-Making entail?
Why is Information Management important?

Skills

Designing A Data-Driven Decision-Making Organization

Readings:

Caudle, “Managing Information Resources in State Government”
MacAfee and Brynjolfsson, “Big Data: The Management Revolution”

Assignment (Written Paper): Identify a Strategy to Introduce a Data-Driven Approach for an Important Organization Decision.

CATALOG DESCRIPTION

Introduces students to research on decision-making and its practical application in the public and non-profit sectors. Draws on interdisciplinary scholarship that examines how people make decisions and considers the application of these insights and tools in the management of public and non-profit organizations.



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 6075: Data, Models and Evaluation

Semester 20XX Syllabus

Online Delivery

Credit hours: 4

Professor:

Contact Info:

Office Hours:

COURSE OVERVIEW

This course will provide students with the knowledge and tools necessary to analyze data. Students learn about fundamentals of statistics to conduct analysis, and they will develop an understanding of program evaluation and research design in order to evaluate the quality of analyses conducted by others and communicate findings. The class places emphasis on the interpersonal skills involved with the practice of interactive evaluations, which include culture, conflict, and politics. Students will work on applied project related to their jobs that will form the basis of their 7990 Capstone projects.

COURSE LEARNING GOALS

Upon successful completion of the course, students should have a strong understanding of the following:

- What constitutes credible evidence in support of a management decision or policy argument in the public and nonprofit sectors
- Basic statistical logic
- Program evaluation and its value in public sector decision making

Upon successful completion of the course, student should be able to

- Calculate, communicate, and consume applied statistics related to public and nonprofit management and public policy problems
- Conduct computer-based statistical analyses
- Interpret and communicate statistical information in both technical and non-technical language
- Test basic statistical hypotheses
- Critique statistical analyses produced by others

- Identify and assess the appropriate use of evaluation methods, including understanding study limitations
- Interpret the results of outcome/impact evaluation studies for decision makers
- Evaluate connections between public problems, goals, public programs, output and outcomes

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

CATALOG BLURB

Provides students with analytical knowledge and tools necessary to analyze data. Students learn statistics to conduct analysis and evaluation and evaluate the quality of analyses conducted by others. Equips students with knowledge and skills to evaluate public policies and programs. Students learn about different types of evaluations and research designs for conducting evaluations. Exposure to ethical considerations in conducting evaluations.

Prerequisite: 6051 Intro to Public Affairs; 6045 Foundations of Budgeting & Financial Admin.

COURSE MATERIALS

Carmen

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen (carmen.osu.edu).

Textbooks

Robert W. Pearson, *Statistical Persuasion: How to Collect, Analyze, and Present Data...Accurately, Honestly, and Persuasively*. **Print ISBN:** 9781412974967 | **Online ISBN:** 9781452230122

DOI: <http://dx.doi.org/10.4135/9781452230122>

Jean A. King and Laurie Stevahn, *Interactive evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Print ISBN: 9780761926733 | Online ISBN: 9781452269979
DOI: <http://dx.doi.org/10.4135/9781452269979>

Students can access the textbooks electronically for free when logged into Ohio State.

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COURSE FORMAT

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles with program evaluation.

The course is motivated by the fundamentals of course evaluation, and then students learn the fundamental statistical tools to conduct an evaluation. Class examples and a group applied case exercise will serve as a model for students to use data from their own organizations to conduct statistical analyses and evaluation of management or policy issues central to those organizations. Students will be required to present the results in a manner that can be understood by decision makers. Students can use the results of their analysis as the basis for their 7990 projects, which will further focus on effective communication of the findings.

COURSE DELIVERABLES

The course grade is based upon discussion board participation, a group case study assignment, and a five-part Evaluation Design Project in which students design and implement a simple evaluation related to their jobs. These assignments help students learn how to use basic evaluation tools and statistical analysis to evaluate an aspect of their own organizations (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Group Case Study Assignment	15
Evaluation Design Project (EDP)	
Part 1. Introduction and Process Evaluation	15
Part 2. Maintaining Civility	15
Part 3: Lit Review and Outcome Evaluation Plan	15
Part 4: Descriptive Statistics and Graphs	15
Part 5: Evaluation Results	15

Weekly Discussion Board

Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks one and two will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 11 classes with discussion assignments. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

Weekly Schedule

Week	Topic	Readings	Deliverables
1	Overview of Evaluation and statistical data analysis Evaluation Framing and Theoretical Foundation	KS: Chapter 1 KS: Chapter 2 KS: Chapter 3 P: Chapter 1	Discussion Board
2	Process Evaluation	C: Bliss & Emshoff	Discussion Board
3	Research Design, Data Collection, and Measurement	P: Chapter 2 P: Chapter 3 Converse & Presser: Survey Questions (Skim)	EDP: Part 1 Discussion Board
4	Evaluation Conversations and Interactive Strategies	KS: Chapter 4 KS: Chapter 5	Discussion Board
5	Managing Conflict, Creating a Viable Process, and Dealing with the Unexpected	KS: Chapter 6 KS: Chapter 7 KS: Chapter 8	EDP: Part 2 Discussion Board
6	Group Case Study: Controversial Shelter Project, or Remedial Math Program, or Healthy Nutrition Program	KS: Chapter 9 , or KS: Chapter 10 , or KS: Chapter 11	Discussion Board
7	Work on Evaluation Design		Case Study Synch with Professor
8	Preparing Data for Analysis	P: Chapter 4	EDP: Part 3 Discussion Board
9	Descriptive Statistics	P: Chapter 5	Discussion Board
10	Displaying Data with Charts and Graphs and Percentages and Contingency Tables	P: Chapter 6 P: Chapter 7	EDP: Part 4 Discussion Board
11	Sampling and Hypothesis Testing	P: Chapter 8	Discussion Board
12	Group Differences	P: Chapter 9	Discussion Board
13	Measures of Association	P: Chapter 10	Discussion Board
14	Regression Analysis	P: Chapter 11	Discussion Board
15	Work on Evaluation Results		EDP: Part 5 Synch with Professor

P= Pearson

KS= King & Stevahn

C= Carmen

Academic Misconduct

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Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.”

Mental Health

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THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6530: Negotiation Skills

Semester 20XX Syllabus

Location

Thursday, 1:50-3:40pm

Credit Hours: X

Professor: Maggie Lewis

Contact Info: lewis.933@osu.edu

Office Hours: After class or by appointment

COURSE OVERVIEW

COURSE LEARNING GOALS

The goal of this course is to explore the major concepts and theories of the psychology of bargaining and negotiation and to improve students' negotiation skills. More specifically, upon successful completion of the course, students will have:

- An improved awareness and understanding of her/his individual negotiation style;
- An understanding of the core strategic approaches to negotiation and the management of differences;
- An understanding of how to negotiate with multiple parties and with the assistance of a third party;
- Enhanced self-confidence with respect to individual negotiation skills.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an advanced level:

- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective
- Students can communicate and interact productively with a diverse and changing workforce and citizenry
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

Format

Class will meet once a week during the first half of the semester. Class time is devoted to lectures, class discussions and role plays /exercises.

COURSE MATERIALS**Textbooks**

Essentials of Negotiation, Roy Lewicki, David M. Saunders and Bruce Berry, Sixth Edition (preferred) McGraw Hill ISBN 978-0-07-786246-6

Getting to Yes: Negotiating Agreement Without Giving In, Roger Fisher, William Ury and Bruce Patton

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

Handouts

The role play and simulation activities require handouts which will be distributed in class. Students are responsible to obtain all materials due to any class absence.

Attendance

Attendance in class is expected. Absence is likely to cause an inconvenience and loss of opportunity to both the absent student and to classmates. Points will be deducted for excessive absences.

Student Work Requirements

1. Class Preparation and participation-This course requires that students come prepared to class. Active participation is critical to learning and in class exercises and activities depend upon each student being well-prepared. The class participation segment of the grade will be based on class attendance and the quality of your preparation and contributions. There are two forms of preparation, reading and assignments:

Reading has been assigned for each class. Students will be responsible for all reading assignments.

Assignments are the role plays, questionnaires and assessments that must be completed for class or between classes.

2. Graded Negotiation and Accompanying Paper-There will be one graded negotiation in the course. Students will be evaluated on the basis of their performance in the role play and the paper they submit o that role play.

3. Final Paper-This paper will require you to conduct a live negotiation outside of class. Guidance for this paper will be provided in class.

Summary of Graded Components

Points

Class Participation 25

Assigned Negotiation and Paper 35

Final Negotiation and Paper 40

Guidance for assignments will be provided in class.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

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Course Outline

DATE	TOPIC	PREPARATION
Jan. 12	Introduction to Negotiation Styles	EON Chapters 1 and 4 Planning for Negotiation
Jan. 19	Distributive Negotiation	EON Chapter 2
Jan. 26	Integrative Negotiation	EON Chapter 3 Skim GTY (All)
Feb. 2	Power and Ethics in Negotiation	EON Chapters 8 and 5

Graded Negotiation Due

Feb. 9	Public Issues Negotiation	Multi-Party Negotiation EON Chapters 9 & 10
Feb. 16	Multi-Party Negotiation Skim	

www.businessofgovernment.org/sites/default/files/ConflictsCollaborativeNetworks.pdf

Feb. 23 Assisted Negotiation and Third Parties / “When and How to Use Third Party Help” posted to Carmen; View www.acas.org.us/index.spx?articleid=2825

Final Negotiation Due



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 7990: MPAL Capstone

Semester 20XX Syllabus

Online Delivery

Credit hours: 3

Professor:

Contact Info

Office Hours:

COURSE OVERVIEW

This course builds on the core curriculum that students have completed in the program. Students will integrate the fundamental knowledge and skills gained in the MPAL curriculum and further apply them to relevant workplace situations.

The course has three main components: 1) completing a portfolio of the accumulated body of work completed during their academic career; 2) developing one of the core course assignments or products to include specific managerial recommendations so that it can be utilized in the workplace; and 3) acquiring and displaying a set of skills to effectively communicate the management recommendation to relevant audience(s).

COURSE LEARNING GOALS

Upon successful completion of the course, students should have a strong understanding of the following:

- Their roles and responsibilities as leaders and managers in the public and nonprofit sectors.
- How the knowledge and skills they have acquired during their studies fit together, as well as how they might apply what they have learned to advancing their careers in the public and nonprofit sectors

Upon successful completion of the course, student should be able to

- Synthesize and apply knowledge, skills and values from the curriculum to a management or policy problem. The analysis completed in previous coursework will result in a

recommendation that can be used in their organizations. It must include implementation details that deal with management, budget, law and relevant policy concerns.

- Develop a final set of deliverables including managerial recommendations based upon analysis and application of coursework. The goal is to have products that can be actually utilized by a client.
- Apply the knowledge and skills they have acquired as they complete a series of exercise designed effectively communicate previous analytic results to multiple and diverse audiences in written, oral, and visual formats and be able to civilly engage in discourse.
- Develop and communicate a set of contingency plans for their organization to be used in the event of an emergency.
- Complete the portfolio of major work accomplished in the program. This will include reviewing their original plans in the beginning the program, assembling the work done over their academic career, and a short reflection paper on what students have learned to identify their next set of lifelong learning goals.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an advanced level:

- Students can lead and manage in public and nonprofit organizations.
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- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

COURSE MATERIALS

Required Textbook

Smith, Catherine, *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*, 4th Edition, ISBN # 9780199388578

Online Course material is available on Carmen at <http://www.carmen.osu.edu/>

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CATALOG BLURB

A capstone course for MPAL students that focuses on the integration and application of public affairs knowledge and skills and prepares students to be effective public and nonprofit sector leaders and managers. Students complete multiple assignments to effectively communicate managerial and policy recommendations to key stakeholders.

Prerequisite: All Core classes (6045, 6050, 6055, 6060, 6075) with the exception of 6530, which is taken concurrently.

Course Format

Students will be guided through a series of steps to develop the results of one of their written assignments into a full management report. Guidance and feedback will occur throughout the course by both their group members and the instructor. Further, building off robust competency-based online modules, students will be responsible individually and with their assigned groups to learn the basic skills of four communication modalities that are related to their organizations and their managerial report. Finally, students are expected to complete a short portfolio that asks them to reflect on what they have learned and then establish their future career goals. Deliverables will be submitted via Carmen and will include text-based material, electronic material, and videos.

DELIVERABLES

The course grade is based upon the portfolio, management development plan, and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Portfolio	10
Management Development Plan	30
Crisis Management communication Plan	15
Press release and interview	15
Short professional presentation	15
Social media/electronic communication	15

Portfolio (10%)

Students begin developing their portfolio early in their academic career by identifying what specific workplace problems might be applicable to the many skills and assignments covered in the various courses in the program. If students cannot identify a specific workplace problem

other common managerial problems are provided. After each major assignment is completed, students are asked to reflect on their work including what they have learned and how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals.

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- 1) what they have learned; and
- 2) how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals. They will need to answer the following questions:

- 1) How do you intend to apply any new awareness on-the-job or in personal relationships? (one page);
- 2) What do you picture for yourself as a future career path and how is that different given your participation in the program? (half page);
- 3) What do you regard as your three most important strengths and why? (one page)
- 4) What elements of this course you have found most worthwhile to your own experience and career perspective. Identify the elements and discuss each of these, elaborating how each is relevant to your job (2 pages).

Developing a Management Recommendation (30%)

As their academic portfolio accumulates throughout the program, a number of assignments will emerge as having particular relevance and utility for their workplace. Students will pick one of these assignments and develop managerial recommendations using the various skills covered in the program. The goal is to develop specific recommendations that are useful and have been sufficiently developed that it can be implemented in the organization.

The final product is a one-page executive summary and a five-to-seven page report that expands on and provides context for the assignment by providing additional detail on the problem, how alternative solutions were developed, how they were evaluated, and a set of specific recommendation that includes a discussion of important implementation details. The report is not a research paper but an analysis of a managerial problem and the development of recommendations that are accessible, rigorous and credible.

Effectively Communicating Your Work (4X15 = 60%)

The final goal of the course is developing and applying communications skills to effectively communicate your professional work.

The class is designed around a number of online modules and competency-based deliverables designed to help students develop skills on the topics of written, oral, and visual communication, crisis management, and interaction with the media. Students are then assigned to two skills groups. They are expected to first individually complete four modules and work with their peers to apply these skills to communicating their management recommendations.

Communication Modules

- 1) Develop a crisis management communication plan
- 2) Develop a press release and related interview with a reporter
- 3) Professional presentation to management team or testimony before a committee
- 4) Social media and other electronic communication

Deliverables

Week	Topic	Deliverables
1	Course Overview	Identify topic for course
2	Management Plan	Background and Problem Statement draft
3	Management Plan	Description and Evaluation of Alternatives draft
4	Management Plan	Recommendation draft
5	Management Plan	Implementation draft
6	Management Plan	Executive summary draft
7	Management Plan	Final Deliverable
8	Press Release	Draft
9	Press Release and Reporter Interview	Final Deliverable
10	Social Media and Electronic Communication	Draft
11	Social Media and Electronic Communication	Final Deliverable
12	Crisis Management Communication Plan	Draft
13	Crisis Management Communication Plan	Final Deliverable
14	Professional Presentation	Practice
15	Professional Presentation Portfolio	Final Deliverable Final Deliverable



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 5506: Administration of Criminal Justice Policy
Semester 20XX Syllabus
Online Delivery
Credit Hours: X

Professor:
Contact Info:
Office Hours:

COURSE OVERVIEW

Students will become familiar with the structure of the criminal justice system and the application of public management and organizations theory to the criminal justice system. Many of the applications will focus on Ohio, but the theories and concepts are broadly applicable to the American system of criminal justice.

COURSE LEARNING GOALS

- Become familiar with the structure of the criminal justice system
- Be able to describe how the criminal justice system works in Ohio
- Describe and analyze the role of administrators in a criminal justice system

COURSE MATERIALS

Course material is available on Carmen at <http://www.carmen.osu.edu/>

Online Course Logistics:

Provide relevant logistical information here

Textbooks:

Required:

- Ken Peak (2016), *Justice Administration: Police, Courts, and Corrections Management*, 8th edition (Print ISBN- 9780133591194, 0133591190; eText ISBN - 9780133769548, 0133769542)
- Joshua Hill, Nancy Marion, Kevin Cashen, Jarnes Orr, III, and Kendra Kec (2015), *Ohio's Criminal Justice System* (ISBN- 978-1-31136-450-1; eText ISBN - 978-1-53100-217-6)
- John Pfaff, *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform* (ISBN-978-0465096916)

Additional supplemental materials will be linked to on Carmen.

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Course Format:

Online class materials will combine online lectures and other online activities (videos, discussion boards, etc.) that focus on the relevant material from the textbook and other readings with student participation via discussion boards.

Academic Misconduct

While students may work together on preparing homework assignments, each student is required to turn in his or her own work. Collaboration on exams is strictly forbidden, and violators are subject to all Ohio State rules on academic misconduct.

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Course Requirements and Evaluation:

The course grade is based upon performance on five essay assignments, two exams, online discussion posts, and a group project. Each is weighted as below. The final course grade is based on the standard OSU grading scheme (93-100 A, <93-90 A-, <90-87 B+, <87-83 B, <83-80 B-, etc.).

Homework

- Five Essays (5 pts each)
 - One page essays that apply that topic's reading materials to a current relevant topic of the student's choice (Late submissions receive a one point per day deduction.)
- Online discussion posts (10 pts)
 - Students are expected to contribute (in a positive and productive manner) to the weekly discussion posts (Late submissions will not be accepted.)

Exams

One midterm and one final exam (25 pts each)

Group project

Group project (15 pts)

- Small group project in which the groups post a short video presentation on a relevant topic and accompanying policy brief.

Preliminary Course Outline

Week	Date	Topics	Text Readings			Assignment
			Peak	Hill, et al.	Pfaff	Due
1		Introduction: Justice Administration	Ch1-3			
2		Introduction: Local policy and crime in Ohio		Ch1-2, 5		
3		Police: Organization and personnel	Ch4-5	Ch3		
4		Police: Issues and Practices	Ch6			Essay 1
5		Courts: Organization and personnel	Ch7-8	Ch4		
6		Courts: Issues and Practices	Ch9	Ch7		Essay 2
7		Corrections: Organization and personnel	Ch10-11	Ch6	Ch 1-4	
8		Corrections: Issues and Practices	Ch12	Ch9	Ch 5-8	Essay 3
9		Midterm Exam				
10		Issue: Ethical leadership in criminal justice	Readings	on	Carmen	
11		Issue: Ethics in policing, the courts, and corrections	Ch13			Essay 4
12		Issue: Human Resources	Ch14			
13		Issue: Financial Administration	Ch15			Essay 5
14		Issue: Advances in technology and big data	Ch16			
15		View and Respond to Group Presentations				Group project
		Final Exam				

Grade appeals

If you believe that you unfairly lost points on an assignment or exam, you must turn in a **written** appeal that briefly explains why you believe that points should be restored in order for that problem to be re-graded.

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SYLLABUS: SOCIOLOGY 7XXX

TITLE: EVIDENCE-BASED PRACTICE IN CRIMINAL JUSTICE

COURSE OVERVIEW

As the number of individuals entering the criminal justice system continues to grow, the criminal justice system, and especially community corrections agencies and policymakers seek effective strategies to alleviate overcrowding in prisons and jails while maintaining public safety. There is an extensive literature describing cost-efficient practices that are proven to reduce offender risk.

Unfortunately, knowledge of evidence-based practices does not mean that an agency can effectively implement and sustain these practices. There must be a capacity to undergo a significant shift in the culture of the organization and in the way clients are supervised. Several models for the implementation of evidence-based policy and practice have been developed, and are focused on research on effective corrections practice and practical approaches needed to create and sustain an evidence-based organization. The course will focus on those models, and students will gain experience developing a plan to implement evidence-based practice in an organization that is grounded in scientifically supported evidence.

COURSE LEARNING GOALS

Evidence-based practice (EBP) utilizes scientific research and the best available data to guide policy and practice decisions, such that outcomes for clients is improved. In the case of corrections, clients include prisoners, probationers, parolees, victims and survivors, communities, and other key stakeholders. Evidence-based practice focuses on approaches that have been shown to be effective through scientific (especially experimental) research rather than through the anecdotal, professional experiences of staff.

Students completing this course will: 1) have a familiarity with the history of evidence-based practice in criminal justice settings, 2) a working knowledge of the principles of evidence-based practice, 3) be able to identify and understand the organizational requisites for implementing evidence-based practice, 4) capable of researching literature and developing an evidence based solution to a problem in a criminal justice

organization of the student's choosing (i.e., employer, internship), and 5) can design a rudimentary experiment to assess the outcome of a program.

CATALOG DESCRIPTION

This course examines the history and principles of effective evidence-based programs in criminal justice setting. Students will develop an evidence-based solution to a real world problem, in a criminal justice agency of their choosing.

COURSE SCHEDULE

1. History of what works in corrections
2. Principles of evidence based practice and models for selection of evidence-based practices
3. Identifying the evidence base for what works
4. Organizational change
5. Strategies to Adopt, Implement, and Sustain Effective Practices and current state of practice
6. Idiosyncrasies of correctional and treatment environments
7. Interagency implementation
8. Evaluating Outcomes
9. Experimental Criminology

POTENTIAL READING FOR TOPICS 1-2

Martinson, Robert. "What Works? Questions and Answers about Prison Reform." *The Public Interest* 35 (1974): 22-54

Palmer, Ted. "Martinson Revisited." *Journal of Research in Crime & Delinquency* 12, no. 2 (1975): 133-152

Martinson, Robert. "New Findings, New Views: A Note of Caution Regarding Sentencing Reform." *Hofstra Law Review* 7, no. 2 (1979): 243-258.

Palmer, Ted, Patricia Van Voorhis, Faye Taxman, and Doris Mackenzie. "Insights from Ted Palmer: Experimental Criminology in a Different Era." *Journal of Experimental Criminology* 8, no. 2 (2012): 103-115.

Aguilar-Amaya, Maria, Dr. "Aligning Leadership and Management Practices with EBP." *Perspectives* 39, no. 2 (Spring 2015): 78-85.

Box Set: Evidence-Based Principles for Reducing Offender Risk. 2005-2009. Collection of resources developed by Crime and Justice Institute and the National Institute of Corrections, Aurora, CO.

Orchowsky, Stan, Ph.D. An Introduction to Evidence-Based Practices. April 2014. Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice

POTENTIAL READING FOR TOPICS 3-7

Proactive Policing: Effects on Crime and Communities. 2017. National Academy of Sciences.

Taxman, Faye. 2012. *Implementing Evidence-Based Practices in Community Corrections and Addiction Treatment*. Springer Verlag.

Implementing Evidence-Based Policy and Practice in Community Corrections. 2009. National Institute of Corrections.

George Patterson Warren Graham. 2018 *Clinical Interventions in Criminal Justice Settings Evidence-Based Practice* (1st Edition). Elsevier.

POTENTIAL READING FOR TOPICS 8-9

Cook, Thomas and Donald Campbell, eds. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Boston, MA: Houghton Mifflin Company. Chapter 2: 37-94.

Weisburd, David. (2003). Ethical Practice and Evaluation of Interventions in Crime and Justice: The Moral Imperative for Randomized Trials. *Evaluation Review*, 27(3), 336-354.

McCord, Joan. (2003). Cures that Harm: Unanticipated Outcomes of Crime Prevention Programs. *The Annals of the American Academy of Political and Social Science*, 587, 16-30.

Campbell, Donald and Jean Russo, eds. (1999). *Social Experimentation*. Thousand Oaks, CA: Sage Publications. Chapter 3: 69-106.

Nagin, D. S., & Weisburd, D. (2013). Evidence and Public Policy. *Criminology & Public Policy*, 12(4), 651-679.

Apel, Robert J. and Gary Sweeten. (2010). Propensity Score Matching in Criminology and Criminal Justice. In Alex R. Piquero and David Weisburd (Eds.), *Handbook of Quantitative Criminology*. Springer: New York, NY.

Boruch, Robert, Brooke Snyder and Dorothy DeMoya. (2000). The Importance of Randomized Field Trials. *Crime and Delinquency*, 46(2), 156-180.

Farrington, David and Welsh, Brandon. (2005). Randomized Experiments in Criminology: What Have We Learned in the Past 2 Decades? *Journal of Experimental Criminology*, 1(1), 9- 28.

Heckman, James, and Jeffrey A. Smith. (1995). Assessing the Case for Social Experimentation. *Journal of Economic Perspectives*, 9(2), 85-110.

Sampson, Robert J. (2010). Gold standard myths: Observations on the experimental turn in quantitative criminology. *Journal of Quantitative Criminology*, 26(4), 489-500.

Sampson, R. J., Winship, C., & Knight, C. (2013). Translating Causal Claims: Principles and Strategies for Policy Relevant Criminology. *Criminology & Public Policy*, 12(4), 587-616.

Weisburd, David and Lorraine Green. (1995). Policing Drug Hot Spots: The Jersey City Drug Market Analysis Experiment. *Justice Quarterly*, 12(4), 711-735.

Weisburd, David. (2005). Hot Spots Experiments and Criminal Justice Research: Lessons from the Field. *Annals of the American Academy of Social and Political Science*, 599(1), 220-245.

Petersilia, Joan. (1989). Implementing Randomized Experiments: Lessons from BJA's Intensive Supervision Project. *Evaluation Review*, 13(5), 435-458.

Angrist, Joshua D. (2006). Instrumental Variables Methods in Experimental Criminological Research: What, Why and How. *Journal of Experimental Criminology*, 2(1), 23-44.

White, Michael D., John S. Goldkamp and Jennifer B. Robinson. (2006). Acupuncture in Drug Treatment: Exploring its Role and Impact on Participant Behavior in the Drug Court Setting. *Journal of Experimental Criminology*, 2(1), 45-65.

Gottfredson, Denise C., Stacy S. Najaka, Brook W. Kearley and Carlos M. Rocha. (2006). Long-Term Effects of Participation in the Baltimore City Drug Treatment Court: Results from an Experimental Study. *Journal of Experimental Criminology*, 2(1), 67-98

COURSE ASSIGNMENTS

REFLECTION PAPERS

Throughout the semester ??? general topics will be covered in the course relating to evidence-based practice. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

DISCUSSION QUESTIONS AND RESPONSES

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

FINAL PAPER

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. Students must identify a criminal justice problem in need of an evidence-based solution, formulate a solution, and propose a research design to evaluate it.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

Academic Misconduct Statement. Please feel free to adjust any part of the below example statement to suit your personal style. However, the information underlined should be included (in your own words or as suggested below) so as to provide the minimum necessary information for students. The underlined passages are for your reference. Please feel free to remove the underlining at your discretion. (From:

<http://oaa.osu.edu/coamfags.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.”

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss

your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance

or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

SOCIOLOGY 5XXX

TITLE: OFFENDER DECISION MAKING AND PRISONER REENTRY

COURSE OVERVIEW

Changes in sentencing laws and policies implemented during the 1980's War on Drugs Era prompted the mass incarceration of offenders. With prison/jail populations exceeding 2 million people, the United States is the world's leader in incarceration. The harsher sanctions led to prison overcrowding, racial incarceration disparities, and financial burdens for federal and state governments.

The adverse effects of harsh sanctions have prompted policy makers including correctional officials to search for and implement changes in the criminal justice system. Informed policy decisions and the prevention of future offenses requires a critical examination of empirical research on offender motivations and decision making processes. The course will examination scholarly works in psychology, sociology, criminology and criminal justice.

Offender re-entry is an expanding area of correctional research that serves to prevent future recidivism and alleviate problems caused by the harsh sentencing policies. This course will facilitate the identification of components responsible for successful and unsuccessful re-entry programs. Ultimately, it will provide the analytical skills needed to make informed recommendations for organizational and political level changes regarding criminal sanctions.

COURSE LEARNING GOALS

Upon completion of the course, students should understand:

- The theoretical assumptions underlying offender decision making and practical factors identified in empirical research
- The theoretical and practical causes and correlates of criminal recidivism

Upon completion of the course, students will

- Possess the tools to evaluate multi-disciplinary data on criminal re-integration efforts

- Have the decision making skills to solve problems plaguing state and federal correctional systems

CATALOG DESCRIPTION

Introduces students to research on contemporary issues faced by state and federal correctional systems. The course draws from multidisciplinary scholarship that examines offender decision making, factors that promote recidivism, and how to successfully reintegrate inmates back into society.

COURSE SCHEDULE

1. Motivations for Criminal Behavior

Concepts

Theory: Rational Choice, Social Learning, Deterrence, Routine Activities
Policy Implications for each

2. Influential Factors for Criminal Decision Making

Concepts

Lifestyle, Opportunity, Victims, Risk Assessment

3. Decision Making Variance by Crime Category

Concepts

Property, Violent, Drug, Occupational and White Collar

4. Causes of Mass Incarceration

Concepts

Fiscal, Political, Media, Criminal Justice Policy Trends

5. Prison Experience

Concepts

Total Institutions, Subculture, Solitary Confinement

6. Causes and Correlates of Recidivism

Concepts

Risk / Needs Assessment, Risk Prediction Models, Effectiveness

7. Re-Entry Challenges

Concepts

Offender Diversity, Access to Resources, Political and Community Factors

8. Re-Entry Programs

Concepts

Program Assessment, Accountability, Evidence Based Practices

9. Improve Offender Outcomes and Public Safety

Concepts

Policy Proposals, Direction of Change, Community and Political Influence

Potential Readings for Topics 1 – 3

Akers, R. (1990). "Rational Choice, Deterrence, and Social Learning Theory in Criminology: The Path Not Taken". *The Journal of Criminal Law and Criminology*, 81(3), 653-676.

Cornish, Derek and Clarke, Ronald. eds 2014. *The Reasoning Criminal Rational Choice Perspectives on Offending*. Transaction Publishers. New Brunswick and London.

Hayward, K. (2007). "Situational Crime Prevention and its Discontents: Rational Choice Theory Versus the Culture of Now". *Social Policy & Administration*, 41(3), 232-250.

Shover, Neil. 1996. *Great pretenders: Pursuits and careers of persistent thieves*. Crime and Society. Boulder, CO: Westview.

Walters, Glenn, (2015). "The Decision to Commit Crime: Rational or Nonrational?" *Criminology, Criminal Justice Law, & Society* 16(3), 1-18.

Wright, R., and S. Decker. 1996. *Burglars on the Job: Streetlife and Residential Break-Ins*. Boston: Northeastern Univ. Press.

Potential Readings for Topics 4 - 6

Bales, William and Courtenay Miller, C. H. (2012). "The Impact of Determinate Sentencing on Prisoner Misconduct." *Journal of Criminal Justice*, 40(5) 394-403

Bhati, Avinash and Alex Piquero, (2008). "Estimating the impact of incarceration on subsequent offending trajectories: Deterrent, criminogenic, or null effect?". *Journal of Criminal Law and Criminology*, 98, 207-254.

Clear, Todd and Natasha Frost. 2014. *The Punishment Imperative: The Rise and Failure of Mass Incarceration in America*. New York University Press. New York and London.

Cullen, Francis., Cheryl Jonson, and Daniel Nagin (2011), "Prisons Do Not Reduce Recidivism: The High Cost of ignoring science." *The Prison Journal*, 91, 48S-65S.

Farrall, Stephen and Adam Calverley. 2006. *Understanding Desistance From Crime*. McGraw Hill. London.

Potential Readings for Topics 7 - 9

Goffman, Alice. 2014 *On the Run: Fugitive Life in an American City*. University of Chicago Press. Chicago.

Latessa & Holsinger (2010) Correctional contexts: contemporary and classical readings 4th ed

23. How to Prevent Prisoner Reentry Programs from Failing: Insights from Evidence-Based Corrections, *Shelley Johnson Listwan, Francis T. Cullen, and Edward J. Latessa*

26. Putting Public Safety First: 13 Strategies for Successful Supervision and Reentry, *Pew Center on the States* Pew offers practical strategies for improving offender reentry and supervision.

27. Reducing Recidivism: Corrections Directors in Five States Share Lessons Learned, *Pew Center on the States*.

Maruna, Shad. 2007. *Making Good: How Ex Convicts Reform and Rebuild Their Lives*. American Psychological Association.

Mears, Daniel P. and Joshua C. Cochran. 2015. *Prisoner Reentry in the Era of Mass Incarceration*. Thousand Oaks, CA: Sage Publications

Monteiro, Carlos and Natasha Frost. 2015 Policy Essay: *Altering Trajectories through Community Based Justice Reinvestment*. *Criminology & Public Policy* 14(3).

Travis, Jeremy and Joan Petersilia. 2001. "Reentry Reconsidered: A new Look at an Old Question". *Crime & Delinquency* 47(3) 291-313.

COURSE ASSIGNMENTS

Reflection Papers

Throughout the semester ??? general topics will be covered in the course relating to offender decision making, prisoner reentry and recidivism. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

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Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

Final Paper

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. First students must identify and contact a local prisoner re-entry program. The paper, must describe the prisoner reentry program detailing the organization's history, the focus of the program (i.e., housing, employment, education, etc.) and the locality and constituents served. Students must also assess the program's ability to effectively assist returning inmates. Compile a literature review and critical analysis on similar re-entry programs. Provide sound empirically supported recommendations for improvement for this type of re-entry program.

Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
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		E	< 60% to 0%

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your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

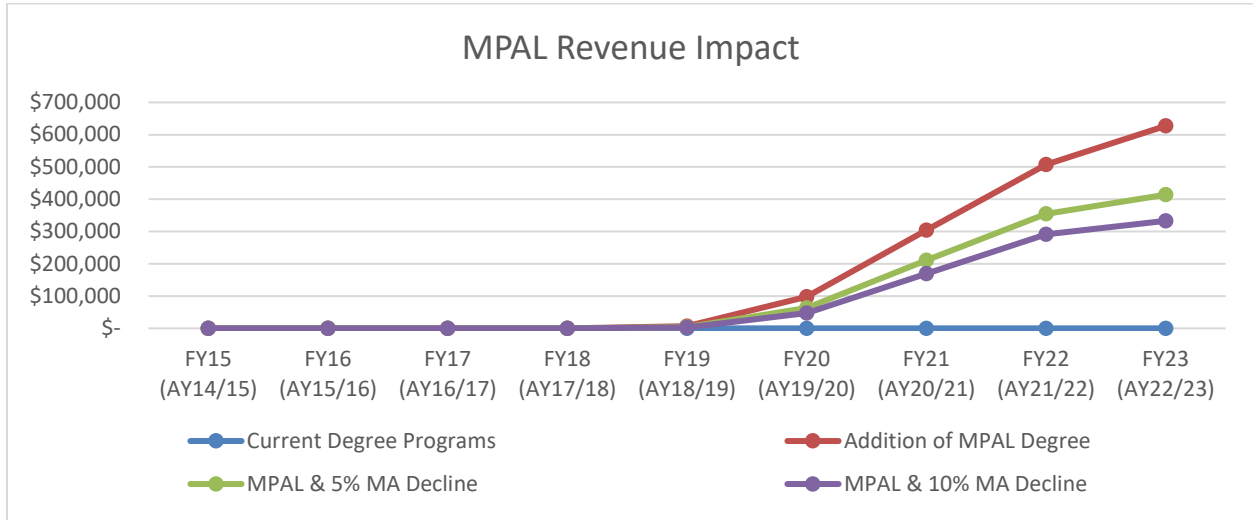
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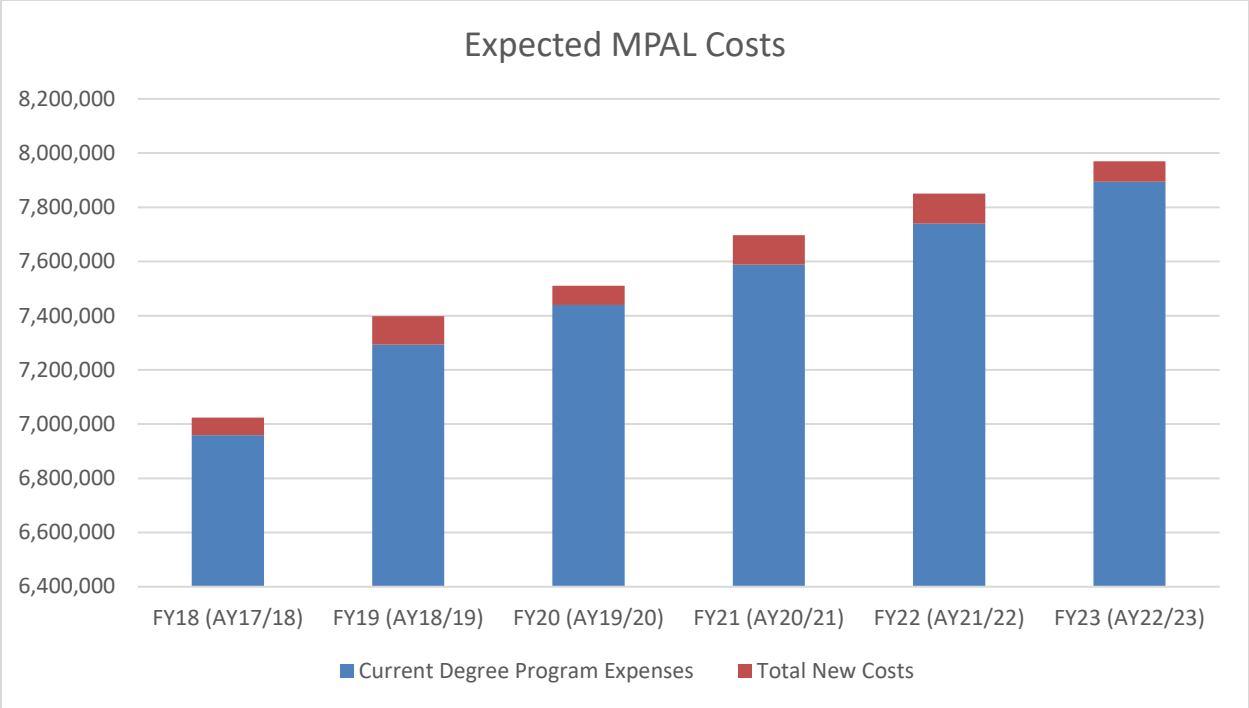
or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

Appendix 6: Fiscal Charts and Information



The red line represents additional enrollment revenue due to the MPAL, assuming all other program enrollments meet strategic plan goals. If, however, enrollments in the MA decrease as a result of the MPAL degree, revenue generated will be lower as represented by the green (5% decrease) and the purple (10% decrease) lines. The blue line represents projected new revenue without the addition of the MPAL degree. Even if enrollments decrease in the MA program, the MPAL will still have a positive revenue impact.



The above chart represents the new costs (in red) that we anticipate will be incurred by MPAL implementation and operation. We anticipate initial start-up costs to hire a Program Manager and develop online courses. We also anticipate that additional costs will be incurred every three years to refresh the curriculum. This cost, however, will be offset by the decrease in delivering the MA program. As the program grows, costs to maintain larger cohorts will also increase (blue).

Appendix 7: Concurrences and External Letters of Support

Appendix 8: Program Standards for New Distance Learning Graduate Programs

The John Glenn College acknowledges the below standards as applicable and pledges to adhere to them.

1. The program is consistent with the institution's role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of exams, etc.)
5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
 - Administrative services (e.g., admissions, financial aid, registration, student records)
 - Advising regarding program planning and progress
 - Library resources
 - Psycho-social counseling
 - Career Advising and Placement Services
7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.
8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.
9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.
10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.
11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.
13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.
14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.
15. Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program [if there is one]. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.
16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.
17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

Appendix 9: Faculty Curriculum Vitae

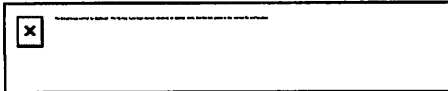
The following 5 faculty members will have primary responsibility for administering this degree:

- Trevor Brown, Dean
- Robert Greenbaum, Associate Dean for Curriculum
- Russell Hassan, Associate Professor & Doctoral Studies Chair
- David Landsbergen, Associate Professor & Graduate Studies Chair
- Jos Raadschelders, Associate Dean for Faculty

Their CVs are contained on the following pages.

VanPelt, Susan

From: Martin, Andrew
Sent: Tuesday, April 17, 2018 9:35 AM
To: VanPelt, Susan
Subject: Re: MPAL proposal - letter of support
Attachments: image001.png



Andrew W. Martin
Professor and Director of Undergraduate Studies
Department of Sociology
238 Townshend Hall,
1885 Neil Avenue, Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

On Apr 12, 2018, at 1:12 PM, Bellair, Paul <bellair.1@osu.edu> wrote:

Paul E. Bellair

Professor of Sociology

The Ohio State University

124 Townshend Hall

1885 Neil Avenue Mall

Columbus, OH 43210

614-292-5831

bellair.1@osu.edu

From: Greenbaum, Robert
Sent: Monday, January 15, 2018 1:43 PM
To: Buchmann, Claudia
Cc: Hallihan, Kathleen; Bellair, Paul
Subject: MPAL proposal - letter of support

Hi Claudia,

) Our proposal to create our new online Master of Public Administration and Leadership (MPAL) degree is just about ready to be submitted. The Glenn College faculty have voted to approve, and we have received all of the necessary concurrences. I've attached a draft of the proposal.

It would be helpful to also include a short letter/email of support from you indicating that Sociology supports the proposal and will be collaborating to offer classes as part of the Criminal Justice Administration and Public Policy specialization. This initially includes annual offerings online versions of Evidence-Based Practice in Criminal Justice and Offender Decision Making and Prisoner Reentry.

From what I understand, ODEE will help provide support to convert the new classes into online classes. We've been talking to ODEE, and we'll formalize an MOU with them after we submit this proposal.

Please let me know if you have any questions. Thanks for all of your (and Paul's) help with this!

Rob



Robert T. Greenbaum
Professor, Associate Dean for Curriculum
John Glenn College of Public Affairs
350E Page Hall, 1810 College Road, Columbus, OH 43210
614-292-9578 Office / 614-292-2548 Fax
greenbaum.3@osu.edu glenn.osu.edu/faculty/glenn-faculty/greenbaum/

<Masters in Public Administration and Leadership Proposal 1-15-18.docx>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sociology 5950

Instructor: Brian Kowalski and Paul Bellair

Summary: Evidence Based Practice in Criminal Justice

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			Carmen message boards will facilitate discussion and interaction between instructor and students
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All applications are web based and kept up to date regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links are provided to 8Help with multiple different types of contact.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links to OSU resources are supplied.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 3/14/19
- Reviewed by: Ian Anderson

Notes: Please provide method of distance learning office hours (Skype, Carmen Connect, etc.)

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.