The John Glenn College of Public Affairs is proposing a new category 3a certificate in Criminal Justice Administration. The 15-credit-hour certificate will be 100% online and undertaken in collaboration with the Department of Sociology.

The proposal was received by the Graduate School on 26 October 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 27 November 2018 and moved forward to the Graduate Council that same day. It was reviewed and unanimously approved by that body on 29 November 2018.
October 26, 2018

Alicia Bertone, Vice Provost for Graduate Studies and Dean
Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210

Dear Dr. Bertone:

Please find attached a proposal to create a new Category 3a graduate certificate in Criminal Justice Administration.

In the attached proposal, we describe how this online certificate will support the needs of management and leadership training in the public sector.

I would be happy to answer any questions you or Graduate Council might have regarding this proposed certificate.

Sincerely,

David Landsbergen
Graduate Studies Chair, John Glenn College of Public Affairs

Copy: Trevor Brown, Dean, John Glenn College of Public Affairs
Rob Greenbaum, Associate Dean for Curriculum, John Glenn College of Public Affairs
Kate Hallihan, Assistant Dean of Students and Instruction, John Glenn College of Public Affairs
October 29, 2018

W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
190 North Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

The John Glenn College of Public Affairs strongly supports the proposal to create a graduate certificate program (Category 3a) in Criminal Justice Administration.

This proposed certificate, a collaborative effort with the Department of Sociology, can be completed 100% online and will complement our new Master of Public Affairs and Leadership degree. It will service the needs of working adults in the public sector who need to enhance their public management and leadership skills and are not ready or unable to complete a full master’s degree, and it will also serve as a gateway into our master’s programs.

We look forward to answering any questions the Office of Academic Affairs may have.

Sincerely,

Robert T. Greenbaum
Associate Dean for Curriculum

Copy: Trevor Brown, Dean, John Glenn College of Public Affairs
       Claudia Buchmann, Chair, Department of Sociology
# Memorandum of Understanding

<table>
<thead>
<tr>
<th><strong>College:</strong></th>
<th>John Glenn College of Public Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department:</strong></td>
<td>John Glenn College of Public Affairs</td>
</tr>
<tr>
<td><strong>Faculty director:</strong></td>
<td>Trevor Brown</td>
</tr>
<tr>
<td><strong>Primary contact, if different from faculty director:</strong></td>
<td>Kathleen Hallihan</td>
</tr>
<tr>
<td><strong>Fiscal officer:</strong></td>
<td>Andrea Garringer</td>
</tr>
<tr>
<td><strong>Marketing director:</strong></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Enrollment contact for state authorization compliance:</strong></td>
<td>Rob Greenbaum</td>
</tr>
</tbody>
</table>
| **Additional colleges/contacts:** | David Landsbergen  
Brittany Hines |
<table>
<thead>
<tr>
<th>Name of program:</th>
<th>Graduate Certificate in Criminal Justice Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval process (change in delivery or new program):</td>
<td>New Certificate</td>
</tr>
<tr>
<td>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</td>
<td>No</td>
</tr>
<tr>
<td>Total credit hours:</td>
<td>15</td>
</tr>
<tr>
<td># of courses to be created:</td>
<td>0</td>
</tr>
<tr>
<td># of courses already in an online format that need ODEE review:</td>
<td>0</td>
</tr>
<tr>
<td># of anticipated students:</td>
<td>5-10 to start, then up to 25 eventually</td>
</tr>
<tr>
<td>Marketing and Communications: Marketing for an online certificate is different from marketing a traditional, OTG program. Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No</td>
<td></td>
</tr>
<tr>
<td>Conduct advertising specific to this online program</td>
<td>Yes</td>
</tr>
<tr>
<td>Utilize your college communications team for advertising support</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Designate marketing responsibilities for this program in an individual’s job description (i.e. program director, program coordinator, college communications coordinator, etc.)</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Secure an annual marketing budget for online program advertising</td>
<td>Yes</td>
</tr>
<tr>
<td>Host a webpage for your online program on the college’s website</td>
<td>Yes</td>
</tr>
<tr>
<td>Utilize your college’s admissions/recruitment team to track and communicate with perspective distance students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**State authorization:**

For this program, does your college plan to do any of the following outside of Ohio? Yes/No

<p>| <strong>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</strong> | No |
| <strong>Recruit students (either occasionally or consistently)</strong> | Yes |
| <strong>Conduct soliciting, marketing or advertising</strong> | Yes |
| <strong>Employ full time and/or adjunct faculty (1099/W-2)</strong> | Yes |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)</td>
<td>No</td>
</tr>
<tr>
<td>Have contracts or agreements to provide services to students, such as proctored exams</td>
<td>No</td>
</tr>
<tr>
<td>Have partnerships with educational institutions</td>
<td>No</td>
</tr>
<tr>
<td>Course Name</td>
<td>Faculty Lead</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Example: Principles of Basic Science</td>
<td>J. Smith</td>
</tr>
</tbody>
</table>
Colleges entering into this agreement will:

Secure approval from the following, where applicable:
- Graduate School
- Council on Academic Affairs (CAA)

Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.

Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models

Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)

Label students in Student Information System with appropriate subplan. Distance students = subplan ONL

Provide budget forecasting/market analysis using ODEE funding model (attached)
- Incur the costs for your program specific advertising
- Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)

Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable
- Notify ODEE of states/countries where they would like to enroll students
- Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations

Collaborate with ODEE on the technical solutions for effective course delivery:
- Online-specific syllabus requirements (ODS statement, COAM statement, etc.)
- Ohio State identity/branding guidelines
- Carmen course template providing students with effective navigation and online course expectations, etc.
- Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery
- Utilize Quality Matters principles in course design
- Focus on outcome-based learning and incorporate assessment into courses

Collaborate with ODEE Instructional Designers to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.

Work with faculty on the workload assignment

Encourage distance education faculty/instructors/students to participate in ODEE’s Distance Education Learning and Teaching Academy

Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.)
- Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE

Collaborate with ODEE to review and update courses every three years.

Provide at least one required student participation activity each week in a course
- Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.

Identify student technology support for tools only used by your program.

Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.
<table>
<thead>
<tr>
<th>ODEE entering into this agreement will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer state authorization program</td>
</tr>
<tr>
<td>• Necessary to ensure program meets federal student financial aid guidelines</td>
</tr>
<tr>
<td>• Communicate with the colleges the status of approved state authorizations</td>
</tr>
<tr>
<td>Collaborate with the college on the technical solutions for effective course delivery:</td>
</tr>
<tr>
<td>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</td>
</tr>
<tr>
<td>• Ohio State identity guidelines</td>
</tr>
<tr>
<td>• Course templates providing students with effective navigation and online course expectations, etc.</td>
</tr>
<tr>
<td>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</td>
</tr>
<tr>
<td>• Utilize Quality Matters principles in course design</td>
</tr>
<tr>
<td>• Focus on outcome-based learning and incorporate assessment into courses</td>
</tr>
<tr>
<td>Collaborate with program faculty and staff to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.</td>
</tr>
<tr>
<td>Provide instructional designer production time</td>
</tr>
<tr>
<td>Provide distance education professional development opportunities for faculty/instructors/students through ODEE’s Distance Education Learning and Teaching Academy</td>
</tr>
<tr>
<td>Collaborate with the college to review and update courses every three years</td>
</tr>
<tr>
<td>Collaborate with course instructors to provide at least one required student participation activity each week in a course</td>
</tr>
<tr>
<td>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</td>
</tr>
<tr>
<td>Provide distance education faculty and students access to</td>
</tr>
<tr>
<td>• An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services</td>
</tr>
<tr>
<td>Conduct advertising and marketing for Ohio State Online, as well as provide certificate-level support that includes:</td>
</tr>
<tr>
<td>• Developing a 30 second certificate promotional video, as well as a 30 second radio spot for use in your own certificate-level promotional efforts</td>
</tr>
<tr>
<td>• Consulting with designated marketing director on strategies for online certificate specific advertising</td>
</tr>
<tr>
<td>• Creating a certificate webpage hosted on Ohio State Online website</td>
</tr>
<tr>
<td>*Marketing will only be conducted in states/countries in which the certificate has been authorized</td>
</tr>
<tr>
<td>Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14-week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.</td>
</tr>
</tbody>
</table>

*Products and services used will be held to each service level of agreement.
<table>
<thead>
<tr>
<th>MOU created by:</th>
<th>Rob Greenbaum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU approved by:</td>
<td>Mike Hofheir, Vice President and Chief Information Officer:</td>
</tr>
<tr>
<td></td>
<td>[Signature]</td>
</tr>
<tr>
<td></td>
<td>Dean, College:</td>
</tr>
<tr>
<td></td>
<td>[Signature]</td>
</tr>
<tr>
<td>Fiscal Officer, College*:</td>
<td>Andrea N. Carlson</td>
</tr>
<tr>
<td></td>
<td>[Signature]</td>
</tr>
</tbody>
</table>
## PROGRAM REVENUE PROJECTION

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>College Fiscal Officer:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Andrea N Carringer</td>
<td>10/16/2018</td>
</tr>
</tbody>
</table>

---

The Ohio State University

Office of Distance Education and eLearning
odee.osu.edu | nodee@osu.edu
### College: John Glenn College of Public Affairs
#### Program Name: Certificate in Criminal Justice Administration

<table>
<thead>
<tr>
<th>Number of Courses:</th>
<th>4</th>
<th>Total Credit Hours</th>
<th>15</th>
<th>Rank</th>
<th>Graduate</th>
<th>Residency (in/Out State Split)</th>
<th>50% eligible</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>5 Course</td>
<td>5 Course</td>
<td>5 Course</td>
<td>5 Course</td>
<td>5 Course</td>
</tr>
<tr>
<td>Number of Courses</td>
<td>10 Students</td>
<td>10 Students</td>
<td>15 Students</td>
<td>20 Students</td>
<td>25 Students</td>
</tr>
<tr>
<td>Number of Credit Hours</td>
<td>15 Cr Hours</td>
<td>15 Cr Hours</td>
<td>15 Cr Hours</td>
<td>15 Cr Hours</td>
<td>15 Cr Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Fee</th>
<th>Fees - Effective Rates</th>
<th>$1,025.55</th>
<th>$1,025.55</th>
<th>$1,025.55</th>
<th>$1,025.55</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Subsidy</td>
<td>$399.54</td>
<td>$399.54</td>
<td>$399.54</td>
<td>$399.54</td>
<td>$399.54</td>
</tr>
<tr>
<td>Projected Fees</td>
<td>$76,920</td>
<td>$153,840</td>
<td>$227,560</td>
<td>$297,020</td>
<td>$366,480</td>
</tr>
<tr>
<td>Projected Subsidy</td>
<td>$16,980</td>
<td>$33,960</td>
<td>$47,940</td>
<td>$53,400</td>
<td>$58,860</td>
</tr>
<tr>
<td>Projected Revenue Generated</td>
<td>$91,900</td>
<td>$183,800</td>
<td>$275,700</td>
<td>$320,420</td>
<td>$385,340</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marginal Revenue</th>
<th>$0</th>
<th>$91,900</th>
<th>$183,800</th>
<th>$275,700</th>
<th>$337,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Units Tax rate</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Support Units Tax</td>
<td>$0</td>
<td>$22,060</td>
<td>$44,120</td>
<td>$66,180</td>
<td>$88,240</td>
</tr>
<tr>
<td>Cumulative Support Units Tax</td>
<td>0</td>
<td>$22,060</td>
<td>$44,120</td>
<td>$66,180</td>
<td>$88,240</td>
</tr>
<tr>
<td>Net Margin</td>
<td>$0</td>
<td>$68,840</td>
<td>$68,840</td>
<td>$17,160</td>
<td>$52,980</td>
</tr>
<tr>
<td>Colleges Share %</td>
<td>70%</td>
<td>70%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Colleges Share - Annual PBA</td>
<td>$0</td>
<td>$48,890</td>
<td>$55,870</td>
<td>$63,970</td>
<td>$71,990</td>
</tr>
<tr>
<td>Colleges Share (Cumulative Cash Generated)</td>
<td>$0</td>
<td>$48,890</td>
<td>$104,760</td>
<td>$178,730</td>
<td>$252,700</td>
</tr>
<tr>
<td>ODEE Share %</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>ODEE Share Annual PBA</td>
<td>$0</td>
<td>$20,950</td>
<td>$31,960</td>
<td>$42,090</td>
<td>$52,210</td>
</tr>
<tr>
<td>ODEE Share (Cumulative Cash Generated)</td>
<td>$0</td>
<td>$20,950</td>
<td>$51,910</td>
<td>$93,980</td>
<td>$146,070</td>
</tr>
</tbody>
</table>

| Current Budget Model: |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| SSA 1 - Student Service Assessment 1 - UG - $218.12   | $0 | $0 | $0 | $0 | $0 |
| SSA 2 - Student Service Assessment 2 - Grad - $492.26 | $36,920 | $73,840 | $83,070 | $110,760 |
| SSA 3 - Student Service Assessment 3 - $4,36  | $130 | $650 | $740 | $980 | $980 |
| Total Current Assessments | $37,250 | $74,490 | $83,810 | $111,740 |

| College Assessment savings under new model | $0 | $16,800 | $39,580 | $48,410 | $62,870 |

### Assumptions:
- No other Student Services Assessments would apply to Colleges under this model.
- The Distance Education assessment applies to marginal revenues.
- The Distance Education assessment only apply to students who are 100% distance Ed.
- No inflationary adjustment is taken for instructional fees.
- The projected numbers in this model are best estimates and the actual allocations might be slightly different.

### Revenue and Assessments Calculation is based on the following current FY19 rates:

<table>
<thead>
<tr>
<th>Fees</th>
<th>Subsidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$390.84</td>
</tr>
<tr>
<td>Graduate</td>
<td>$1,025.55</td>
</tr>
</tbody>
</table>
“Graduate Certificate in Criminal Justice Administration”

Proposal for a New Graduate Certificate:

Table of Contents

1. Rationale for Program, Description of Disciplinary Purpose and Significance
2. Description of the Proposed Curriculum
3. Admission, Performance, and Exit Standards
4. Administrative Arrangements for the Proposed Program
5. Evidence of Need for New Program (Including Opportunities for Employment of Graduates and State/Regional Duplication Statement)
6. Prospective Enrollment
7. Special Efforts to Enroll and Retain Underrepresented Groups
8. Appendices
1. **Rationale for Program, Description of Disciplinary Purpose and Significance**

The goals of the proposed graduate certificate are to offer working professionals a certificate that 1) meets the needs of public sector mid-career professionals by providing accessible (online) criminal justice administration training for a population that may be not ready, unwilling, or unable to pursue a full master’s degree program; 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 program, if approved, is autumn 2019.

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.”

The certificate complements the Glenn College’s existing pre-professional MPA program, in-career MA program, proposed online MPAL master’s degree and the Public Safety Leadership Academy. The MA and MPAL degrees are restricted to applicants who have a minimum of three years of post-baccalaureate significant managerial or analytic experience. This certificate does not have that requirement, and it is anticipated that many of the students in the certificate program will either transfer into one of the graduate degree programs in the Glenn College or elsewhere at Ohio State, where they can transfer up to 50% of the credits into a degree program subsequent to completing the certificate. Successful completion of the certificate will satisfy the experience requirement of the MA and MPAL programs. This is consistent with our current policy of treating other graduate degrees as qualification for those programs.

This certificate also provides a manageable curricular option to the students who complete the Glenn College’s 11-week residential cohort-based Public Safety Leadership Academy (PSLA). This new graduate certificate will be comprised of existing or in-development graduate classes that will also be populated by students in graduate programs at Ohio State.

2. **Description of the Proposed Curriculum**

   **Overview**
The proposed graduate certificate provides academic instruction and professional development for those who are familiar with working in the public sector and now need additional skills and knowledge to advance in their workplace or career. The certificate will also attract professionals who are contemplating a career change into criminal justice administration and need the skills and knowledge to make a successful transition. The intended audience is working professionals.

**Courses**

The curriculum will consist of 12 credit hours of required coursework plus one elective for a minimum of 15 credit hours.

The program of study includes the following courses. These classes will all be offered 100% online (DL), but in some cases, they may also be taken in-person (P) or hybrid (HY) if a student prefers:

**Required (12 credit hours)**

**PUBAFRS 5506 – Administration of Criminal Justice Policy (3)**

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.

**SOCIOL 5950 – Evidence-Based Practice in Criminal Justice (3)**

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. However, there must be organizational capacity to undergo a significant shift in organizational culture and in the way clients are supervised. The course will focus on models for the implementation of evidence-based policy and practice, and students will gain experience developing a plan to implement evidence-based practice in an organization that is grounded in scientifically supported evidence.

**PUBAFRS 6045 – Fundamentals of Budgeting & Financial Administration (2)**

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.

**PUBAFRS 6075 – Data, Models, & Evaluation (4)**
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.

**Choose any one elective (at least 3 credit hours)**

**SOCIOL 5925 – Offender Decision Making and Prisoner Reentry (3)**

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 facilitates the identification of components responsible for successful and unsuccessful re-entry programs. It provides the analytical skills needed to make informed recommendations for organizational and political level changes regarding criminal sanctions.

**PUBAFRS 6060 - Managerial Leadership in Public and Nonprofit Organizations (4)**

Management of public sector organizations with focus on internal operations, processes, and resources; human resource management, information technology; other aspects of internal capacity.

**PUBAFRS 7507 – Criminal Justice Policy (3)**

Overview of criminal justice system with focus on structural, organizational, and micro-level aspects of the criminal justice policy process, study of key systemic as well as current policy issues and fiscal impacts of policies.

**PUBAFRS 7508 – Juvenile Justice Policy (3)**

Students may also substitute other courses as approved by their advisor.

**Offering Patterns**

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBAFRS 5506 (DL) annually</td>
<td>SOCIOL 5950 (DL) annually</td>
<td>SOCIOL 5925 (DL) annually</td>
</tr>
<tr>
<td>PUBAFRS 6075 (DL) annually</td>
<td>PUBAFRS 6060 (DL) annually</td>
<td>PUBAFRS 6045 (DL) annually</td>
</tr>
<tr>
<td>PUBAFRS 7507 (DL) even years</td>
<td>PUBAFRS 6060 (HY) annually</td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6060 (HY) annually</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Admission, Performance, and Exit Standards

Admission to, performance in, and exit standards for the certificate are consistent with the Graduate School’s standards for admission and progression. Admission requirements include a baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0. Personal statements require articulation of how the certificate is consistent with the applicant’s professional and career goals. Students from international undergraduate institutions are recommended to score at least a 100 in the TOEFL iBT. Resumes and transcripts are required from all applicants. All applications are reviewed by faculty members on the Graduate Studies Curriculum Committee. A minimum cumulative GPA of 3.0 is required to receive a certificate, and only grades of A through C- may be counted toward the completion of the certificate program.

4. Administrative Arrangements for the Proposed Program

Like with our graduate degree programs (PhD, MA, MPA, and MPAL [pending]), the proposed 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 certificate 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.

The Sociology department has committed to partner with the Glenn College by developing and staffing at least two online classes as part of this certificate, the required SOCIOL 5950 Evidence-Based Practice in Criminal Justice and the elective SOCIOL 5925 Offender Decision Making and Prisoner Reentry. These classes are currently being developed as part of the new online MPAL program.

Students will need to have access to a computer with specifications that allow them to participate in the online certificate program. Any students taking residential classes within the certificate 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 Ohio State Library System.

5. Evidence of Need for the Certificate

The college’s Graduate Studies Committee reviewed several data sources to determine whether there is a need for this training. The Graduate Studies Committee worked with the Office of Distance Education and eLearning (ODEE) to procure 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 April 2017 Eduventures research indicated that there is demand for online professional development programming:

“Many of the top providers in Organizational Leadership, Non-Profit/Public/Organizational Management, and Criminal Justice/Law Enforcement Administration are offering their programs online, suggesting that prospective students are attracted to the flexibility and convenience of the online format.”

Eduventures further reported that while the number of criminal justice/law enforcement administration degrees conferred regionally dropped from 258 to 199 between 2012 and 2015, they increased from 2,251 to 3,023 nationally over the same period. The top regional providers\(^1\) are the University of Louisville (20% share), Tiffin University (14% share), Trine University-Regional/Non-Traditional Campuses (14%) and Eastern Kentucky (12%). By providing a local option, Ohio State is positioned to fill a gap in criminal justice administration graduate professional education and better serve the needs of the State of Ohio.

Our survey and focus group revealed that many of our 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.

In terms of employment, most students in the new certificate program will be currently employed but likely seeking a promotion or a career change. Our career 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 certificate graduates in a similar fashion. Within the next 10 years, over 40% of the state government workforce in Ohio will be of retirement age.\(^2\) The federal government workforce will face a similar turnover challenge, as over 25% of the federal government workforce nationally is beyond 55 years old, and only 17% are younger than 35 (compared to approximately 40% in the private sector).\(^3\)

\(^1\) The region includes Ohio, Indiana, Michigan, Kentucky, West Virginia, and Pennsylvania.
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.

6. Prospective Enrollment

Given that Ohio State is located in the state capital, the proposed certificate will appeal to many state and local public officials who need to enhance their public management and leadership skills. Because the certificate will be available 100% online, it will be flexible enough to meet the needs of working professionals, and it will also be accessible to those working in the federal government. For some students, a certificate will be sufficient for their career needs. For others, the certificate will be appealing to professionals who are not yet ready to complete a full master’s degree, who may be unable to, or uninterested in completing the quantitative analytic coursework in our degree programs, or who already hold a master’s degree. Our MPA and MA degrees are more analytically challenging than many other public administration programs, and this certificate will be an attractive option for students who need management training but are less interested in building their quantitative skills.

Particularly for the students not initially ready to commit to a full master’s degree program or not sure about their ability to perform well in graduate school, we anticipate that the certificate will also serve as a gateway into our master’s programs. The course options in this certificate align with the public management core and specialization coursework in the Glenn College’s online MPAL [pending] degree and can subsequently be used towards that degree. Per Graduate School rules, half of the credit hours in the certificate can be applied to an Ohio State graduate degree. Students who successfully complete the certificate will be considered to have satisfied the managerial or analytic work experience required for application to the MA or MPAL program.

It is anticipated that approximately 10 students will enroll in the certificate the first year, growing over time to approximately 25 students per year. Students will enroll in existing classes, so no additional resources will have been deployed if enrollments do not meet our expectations.

7. 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 certificate 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 Multicultural Student 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 3.
List of Appendices

1. Advising Sheet
2. Assessment Plan
3. Underrepresented Groups Enrollment Profiles
4. Courses and Syllabi
5. Program Standards for Distance Learning Programs (ODHE statement)
# Appendix 1: Advising Sheet

## Required Foundation Courses (12 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Term/Year taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBAFRS 5506</td>
<td>Administration of Criminal Justice Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIOL 5950</td>
<td>Evidence-Based Practice in Criminal Justice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6045</td>
<td>Fundamentals of Budgeting &amp; Financial Administration</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6075</td>
<td>Data, Models, &amp; Evaluation</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Electives (minimum 3 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Term/Year taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIOL 5925</td>
<td>Offender Decision Making and Prisoner Reentry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6060</td>
<td>Managerial Leadership in Public and Nonprofit Organizations</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 7507</td>
<td>Criminal Justice Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 7508</td>
<td>Juvenile Justice Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other approved elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: Assessment Plan

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

Upon completion of the academic certificate in Criminal Justice Administration, learners will be better prepared to

- Lead and manage in public governance
- Analyze, synthesize, think critically, solve problems and make decisions
- Articulate and apply a public service perspective in the criminal justice context

Curricular Map (Core Classes)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Core Classes</th>
<th>PUBAFRS 5506: Administration of Criminal Justice (3 cr.)</th>
<th>SOCIOL 5950: Evidence-Based Practice in Criminal Justice (3 cr.)</th>
<th>PUBAFRS 6045: Fundamentals of Budgeting &amp; Financial Admin. (2 cr.)</th>
<th>PUBAFRS 6075: Data, Models, &amp; Evaluation (4 cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBAFRS 5506</td>
<td>Administration of Criminal Justice (3 cr.)</td>
<td>F</td>
<td>F</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>SOCIOL 5950</td>
<td>Evidence-Based Practice in Criminal Justice (3 cr.)</td>
<td></td>
<td>F</td>
<td>A</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6045</td>
<td>Fundamentals of Budgeting &amp; Financial Admin. (2 cr.)</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6075</td>
<td>Data, Models, &amp; Evaluation (4 cr.)</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F = Meets goals at a foundational level  I = meets goals at an intermediate level  A = meets goals at an advanced level

As a graduation requirement, students will assemble a portfolio of their work in the program. This will include accumulated work done over their certificate work in core and elective classes, and a short reflection paper on what they have learned and what their next learning goals are. Students will be strongly encouraged to assemble this portfolio as they move through the program. The students’ learning technology fee will help the college cover the cost of the portfolio software.

The portfolio is not only designed to help students capture 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 goals. This portfolio will also be used for student learning outcomes assessment as well. Student portfolios will be examined upon completion of the program to determine, via a rubric, whether students are meeting the goals of the program. This practice reflects a growing trend in Public Administration and Management education.4

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This chart represents the self-reported ethnic/racial makeup of our current In-Career Masters enrolled student body as of autumn 2017. Because it is anticipated that the certificate audience will be similar to the In-Career MA audience, this chart represents the potential diversity of these students. It is our hope that the students in the certificate will reflect university, state, 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 programs.
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 certificate will offer women pathways to upper level positions within public service.
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 4: Courses and Syllabi

Listing of all courses in certificate, current status and proposed action:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Title</th>
<th>Current Status</th>
<th>Proposed Action to provide online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS</td>
<td>5506</td>
<td>Administration of Criminal Justice Policy</td>
<td>New</td>
<td>Developing as part of MPAL</td>
</tr>
<tr>
<td>SOCIOL</td>
<td>5950</td>
<td>Evidence Based Practice</td>
<td>New</td>
<td>Developing as part of MPAL</td>
</tr>
<tr>
<td>PUBAFRS</td>
<td>6045</td>
<td>Fundamentals of Budgeting and Financial Administration</td>
<td>New</td>
<td>Developing as part of MPAL</td>
</tr>
<tr>
<td>PUBAFRS</td>
<td>6075</td>
<td>Data, Models, &amp; Evaluation</td>
<td>New</td>
<td>Converting as part of MPAL</td>
</tr>
</tbody>
</table>

| **Elective Courses**                                       |               |                                                 |                |                                   |
| SOCIOL       | 5925          | Offender Decision Making and Prisoner Reentry   | New            | Developing as part of MPAL       |
| PUBAFRS      | 6060          | Managing Human Resources in Public Organizations | Existing P, HY | Converting as part of MPAL       |
| PUBAFRS      | 7507          | Criminal Justice Policy                         | Existing P     | Converting as part of MPAL       |
| PUBAFRS      | 7508          | Juvenile Justice Policy                         | Existing P     | Needs Conversion                 |

DL = 100% online; P = in-person (P); HY = hybrid (HY)
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:

Additional supplemental materials will be linked to on Carmen.

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:**
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.

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 (http://studentaffairs.osu.edu/csc/) 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.” 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.

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

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

**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.
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 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 cs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and and 10th Floor of Lincoln Tower. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The OSU Student Advocacy Center is also resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit http://advocacy.osu.edu/.
Sociology 5950 -- 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


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


POTENTIAL READING FOR TOPICS 8-9


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 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.
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: PUBAFRS 6001 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

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.

**DEVELOPABLES**

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.

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<thead>
<tr>
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**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.

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**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.

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<tr>
<td>Week</td>
<td>Topic</td>
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</table>
| 1    | Course Introduction, Overview of Budgeting, Basic Concepts | ● 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) | ● Excel Assignment  
● BT: Appendix B (Spreadsheet Basics) |  |
| 2    | Role of time | ● Week 2 Video  
● BT: Module 6 (Time Value of Money)  
● BT: Module 7 (Inflation)  
● BT: Module 8 (Sensitivity Analysis)  
● 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 | ● Performance Measures Assignment  
● Excel Assignment  
● Discussion Board Postings |  |
| 3    | The Budget Process Overview | ● Week 3 Video  
● BT Module 10 (Process Overview)  
● BT: Module 11 (Baseline Budget)  
● BT Module 12 (Baseline Budget)  
● BT Module 13 (Cost Estimates)  
● BT Module 14 (Budget Justification)  
● BT Module 15 (Budget Cutbacks) | ● Budget Process Assignment  
● Performance Measures Assignment  
● Discussion Board Postings |  |
| 4    | The Budget Process: State and Local | ● Week 4 Video  
● BT Module 16 (Legislative Budget Tools)  
● Rubin, The Politics of Public Budgeting, Chapter 1  
<p>| | Financial Sustainability for Nonprofit Organizations, Rand (2012) <a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf</a> |
| Cost Benefit Analysis | Week 5 Video |
| Capital Budgeting | BT Module 17 (Cost Benefit Analysis) |
| | BT Module 18 (Life Cycle Costing) |
| | BT Module 19 (Capitalization and Depreciation) |
| | BT Module 20 (Long-Term Financing) |
| | BT Module 21 (Investment Strategies) |
| | Cost Benefit Assignment |
| | Budget Process Assignment |
| | Discussion Board Postings |</p>
<table>
<thead>
<tr>
<th>Week 6 Video</th>
<th>Implementation</th>
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<tbody>
<tr>
<td>• BT Module 22 (Operating Plan and Variance Analysis)</td>
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<td>• BT Module 23 (Cash Management and Internal Controls)</td>
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<td>• BT Module 24 (Forecasting and Managing Cash Flow)</td>
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<tr>
<td>• BT Module 25 (Government and Nonprofit Accounting)</td>
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<td>• BT Module 26 (Financial Statement Analysis)</td>
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<tr>
<th>Week 7 Video</th>
<th>Payroll</th>
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<tbody>
<tr>
<td>• BT Module 27 (online chapter) (Calculating Payroll)</td>
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</tr>
<tr>
<td>• BT Modules 28-30 (online chapters) (Forecasting)</td>
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</tr>
</tbody>
</table>

| Budget Analysis Assignment | • Cost Benefit Assignment |
| Discussion Board Postings |

| • BT = Budget Tools: Financial Methods in the Public Sector |

<table>
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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/.

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: PUBAFRS 6051 Intro to Public Affairs

COURSE MATERIALS

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

Textbooks
DOI: http://dx.doi.org/10.4135/9781452230122
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.

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<td>Evaluation Design Project (EDP)</td>
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<tr>
<td>Part 1. Introduction and Process Evaluation</td>
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<td>Part 2. Maintaining Civility</td>
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<tr>
<td>Part 3: Lit Review and Outcome Evaluation Plan</td>
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<tr>
<td>Part 4: Descriptive Statistics and Graphs</td>
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<td>Part 5: Evaluation Results</td>
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## Weekly Schedule

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Deliverables</th>
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</table>
| 1    | Overview of Evaluation and statistical data analysis | 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
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Sociology 5925 -- 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**


**Potential Readings for Topics 4 - 6**


**Potential Readings for Topics 7 - 9**


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


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


**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.

**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. 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.
PUBAFRS 6060: Managerial Leadership in Public and Nonprofit Organizations
Semester 20XX Syllabus
Mendenhall Lab 0191
Wednesday 5:45-8:15pm
Credit hours: 3

Professor: Russell S. Hassan, PhD
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. PUBAFRS 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);
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 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 atsuicidepreventionlifeline.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 & Kahlenaman)
The Evolution of Public Policy Dispute Resolution (Susskind & McKearnan).
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
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
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
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**
Video: Dan Arieli TED Talk: Are we in control of our own decisions?

**Week 14: Resilience in Times of Crisis**
Trauma Los and human resilience (Bonanno)
How Resilience Works (Coutu)
Leading in traumatic times (Dutton et al.)
Video: Kings 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
Criminal Justice Policy

PUBAFRS7507

Spring 2014

3 Credit Hours

Instructor: Kent H. Shafer

(Shafer.93@osu.edu)

Class Time and Location: Wednesdays 5:30 p.m.-8:10 p.m. Hagerty Hall 0062

Office Hours 4:30 p.m. – 5:30 p.m. Page Hall 350N (by appointment)

Course Description:

This class is devoted to increasing the student’s understanding of crime and society’s responses to crime based on public policy and the criminal justice system. We will also examine the bureaucratic nature of government organizations and how this impacts the goals and effectiveness of the criminal justice system and its individual components.

Class sessions will be devoted to discussing and critiquing the assigned readings and assessing the state of knowledge and understanding of key theories and policy issues. Students are expected to participate in and contribute to class discussions each session. Students will be assigned two short (2-4 page) essay projects. For each essay, students will choose from a list of potential essay topics covering recent assigned readings. Students will be expected to use outside materials, along with assigned reading material to demonstrate their understanding of the complexities of criminal justice policy issues. In addition, students will be paired in teams of two and required to give two in-class presentations on an assigned chapter of the readings. The format for these presentations will be discussed in class but each presentation will last approximately 30-40 minutes and should demonstrate each student’s understanding of the topic matter to the class and instructor. A term/position paper (15-20 pages) will be due at the end of the semester. Students will choose a major policy issue from the readings. Papers will address a policy problem, problem background, stakeholders involved, related issues and trends, followed by recommendations and justifications. Students will submit an outline for the paper by Week 11, with term papers due by end of semester. Grading will be based on John Glenn School of Public Affairs grading rubric for position papers to be discussed in detail in class.
Students are expected to attend all class sessions, read assigned material in advance of each session and be prepared to discuss the material, and complete all assignments when due. Late assignments will earn a maximum of 50% of possible points.

Class sessions will be complemented with guest lecturers who are professionals within the criminal justice community. These guests will provide students with “real world” perspectives on relevant policy issues and provide a forum for students to ask questions and add to their understanding of these issues.

In addition, students will be expected to keep abreast of developments and issues in the news that reflect upon the readings in the course.

**Student Learning Goals and Objectives:**

Upon successful completion of this course, students will a broad understanding of the issues and complexities facing the administration of criminal justice in America. They will also gain insight into the various components within the criminal justice system, the varying perspectives on how, and how effectively, these components achieve their goals, and how the bureaucratic nature of governmental organizations impacts individuals and organizations. Students will be able to use this knowledge to examine the effectiveness of criminal justice policies and formulate policy recommendations.

**Graded Assignments:**

- Short essay discussion of policy issues (2)
- Oral presentations regarding policy issue (2)
- Written position paper on a critical policy issue

**Required Reading:**


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

Students will be expected to reference additional, related materials. In addition to searching for articles in major journals and Google Scholar, several criminal justice web sites may be useful: The National Criminal Justice Reference Service (NCJRS) [http://www.ncjrs.gov](http://www.ncjrs.gov); National Institute of Justice (NIJ) [http://www.ojp.usdoj.gov/niij](http://www.ojp.usdoj.gov/niij); Bureau of Justice Statistics (BJS) [http://www.ojp.usdoj.gov/bjs](http://www.ojp.usdoj.gov/bjs).
Grading Information:

Class Participation 10% (Includes attendance, involvement, and participation in student led presentations)

Essays 25%

Student Presentations 25%

Term/Position Paper 40%

Grading Scale:

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<tr>
<th>Grade</th>
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<tr>
<td>93 -100</td>
<td>A</td>
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Schedule and Assignments:

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<thead>
<tr>
<th>Date</th>
<th>Text</th>
<th>Chapters</th>
<th>Topics</th>
<th>Additional</th>
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<tbody>
<tr>
<td>January 8, 2014</td>
<td>Crime &amp; PP</td>
<td>1-2</td>
<td>Crime in International Perspective</td>
<td>Introductions, Class Overview</td>
</tr>
<tr>
<td>January 22, 2014</td>
<td>Crime &amp; PP</td>
<td>7-9</td>
<td>Labor Markets &amp; Crime The Community Race &amp; Criminal Justice</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>January 29, 2014</td>
<td>Crime &amp; PP</td>
<td>10-12</td>
<td>Gun Control Rehabilitation &amp; Treatment Sex Offenders &amp; Policy</td>
<td>Student Presentations (if need Guest Speaker - Treatment</td>
</tr>
<tr>
<td>February 5, 2014</td>
<td>Crime &amp; PP</td>
<td>13-14</td>
<td>Drugs, Crime &amp; Public Policy General Deterrence</td>
<td>Student Presentations (if need Guest Speaker - Drug Policy</td>
</tr>
<tr>
<td>February 12, 2014</td>
<td>Crime &amp; PP</td>
<td>15-16</td>
<td>Prosecution Sentencing</td>
<td>Guest Speaker - Prosecution</td>
</tr>
<tr>
<td>February 19, 2014</td>
<td>Crime &amp; PP</td>
<td>17-18</td>
<td>Community Corrections, etc.</td>
<td>Guest Speaker - Corrections</td>
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</tbody>
</table>
Academic Integrity:

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

In The Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the
University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct. Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: [http://oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html) Ten Suggestions for Preserving Academic Integrity: [http://oaa.osu.edu/coamtensuggestions.html](http://oaa.osu.edu/coamtensuggestions.html) Eight Cardinal Rules of Academic Integrity: [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

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

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).”
Appendix 5: 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
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.
October 19, 2018

Kathleen M. Hallihan
Assistant Dean of Students and Instruction
John Glenn College of Public Affairs
The Ohio State University

Dear Professor Hallihan,

On behalf of the Moritz College of Law, I write in support of the course proposal for a new Graduate Certificate in Criminal Justice Administration at the John Glenn College of Public Affairs. I have reviewed the proposals and do not find the course to conflict with the academic programming or endeavors of the College of Law.

If you require additional information, please do not hesitate to contact me.

Best Regards,

Paul Rose
Dear Rob:

With this email, I am indicating concurrence from the Department of Sociology for the Criminal Justice Administration Certificate that has been developed by the Glenn School of Public Policy. It is my understanding that two of the courses in this certificate will be Sociology courses and we support the proposal wholeheartedly.

Best,
Claudia

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Hi Claudia,

As promised on Friday, I’m attaching our proposed CJ Administration Graduate Certificate proposal. The proposal is for a 15 credit hour certificate, with SOCIOL 5950 Evidence-Based Practice in Criminal Justice as one of the required classes and SOIOL 5925 Offender Decision Making and Prisoner Reentry as one of the electives.

Please let me know if you have any questions, concerns, or suggestions.

If/when you are comfortable with the proposal, would you be willing to provide a short letter of concurrence that we can include as part of the proposal?

I just ran into Randy Smith and gave him a heads up that we are working on this, and he mentioned that CAA does not currently have a backlog, so the approval process should not be too cumbersome.
Take care,

Rob