Chris and Jim:

The proposal from the John Glenn College of Public Affairs to revise the Graduate Minor and Graduate Certificate in Public Administration and Federal Policy was approved by the Council on Academic Affairs at its meeting on January 10, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672
reed.901@osu.edu

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **12/12/2023**

RE: Proposal to **Revise the Graduate Minor and Graduate Certificate in Public Administration and Federal Policy** in **John Glenn College of Public Administration**

The **John Glenn College of Public Administration** is proposing a **Revision to the Graduate Minor and Graduate Certificate in Public Administration and Federal Policy.**

The proposal was received by the Graduate School on **9/01/2023**. The combined GS/CAA subcommittee reviewed and approved the proposal on **11/30/2023.** It is now forwarded to CAA for review.

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John Glenn College of Public Affairs

Robert T. Greenbaum
Associate Dean for Curriculum

350E Page Hall
1810 College Road
Columbus, OH 43210
614-292-9578
greenbaum.3@osu.edu
glenn.osu.edu

October 20, 2023

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Randy:

I am writing to inform you that the John Glenn College supports the curricular change to its Federal Policy and Management (FPM) Certificate and Minor that was approved by the College's graduate curriculum committee on September 6, 2023.

The committee recommends elimination of PUBAFRS 6454 Washington Navigator from the program, reducing the number of credit hours from 13 to 12. The Office of Technology and Digital Innovation is aware of this change and the effect it has on our MOU with them.

The committee also recommends replacing a required professional development 1 credit hour skills class with a negotiation skills class, adding an additional option to the pre-departure coursework, making the program available to be completed entirely online, and adding Category 3b (embedded certificate) designation to the program.

These changes are in response to our initial assessment of the program two years after launch. Students and administrators found some of the curriculum redundant and overburdensome for a demanding program. The proposed changes collectively better target the curriculum for the intended student audience, better preparing them for careers in federal policy and management. It also makes the program more flexible and accessible, thus extending the potential reach of the program.

Enclosed, you will find a letter from our Director of Graduate Professional Studies, Jim Landers, and the proposal to modify the program.

Sincerely,

Robert T. Greenbaum, Professor

September 11, 2023

Dr. Mary Stromberger, PhD
Vice Provost for Graduate Education and
Dean of the Graduate School
250 University Hall
320 N. Oval Mall
Columbus, OH 43210

Dear Dr. Stromberger:

I am writing to inform you that on September 6, 2023, the Glenn College Graduate Studies Committee voted unanimously to make five small changes to the Federal Policy and Management (FPM) Certificate and Minor, making the program more attractive by making it more compact, rigorous, and flexible.

Due to student feedback during the first iteration of the program and the recommendation of our DC-based staff, we wish to eliminate PUBAFRS 6454 from the program, as the class was found to be redundant. There is also consensus among staff and alumni that the course does not provide any value-add for students. This will reduce the number of credit hours in FPM from 13 to 12.

The second change is to substitute PUBAFRS 6530 Skills: Negotiation for PUBAFRS 6540 Professional Development Skills as a course. The committee believes that students tooling up for federal policy and management careers will be better served by taking a course in which they develop their negotiation skills.

The third change is to add additional flexibility to the pre-departure coursework by adding PUBAFRS 6060 Managing Human Resources in Public Organizations as an additional option.

The fourth change is altering the offering modality of PUBFRS 7600 Federal Policy and Administration to online. This will provide additional schedule flexibility to the students while they intern in DC and it also makes it possible to pursue the entire program online. This is particularly beneficial for students who already possess significant federal work experience, for whom we can waive the DC internship requirement, as this now opens the certificate to them.

THE OHIO STATE UNIVERSITY

The fifth change is to add Category 3b designation to FPM so that it is also available as an embedded graduate certificate for OSU students in addition to its status as a Category 3a stand-alone certificate and minor. Offering the program as a certificate to all students will reduce some confusion.

We believe that these changes help improve the quality of our graduate programs and enhance student experience. Thank you very much for your consideration.

Sincerely,

James R. Landers
Associate Professor of Practice in Public Affairs, Enarson Fellow
Director of Graduate Professional Studies
210B Page Hall, 1810 College Rd, Columbus OH 43210
Email: landers.1@osu.edu

Proposal to Update Federal Policy and Management Certificate & Minor (FEDPM)

Submitted by

John Glenn College of Public Affairs

Proposal Overview

The Federal Policy and Management (FPM) Certificate (3a) and Graduate Minor features specialized coursework in the dynamics of the federal policy environment and innerworkings of Washington, DC. The minor is targeted at current Ohio State students who either intend to work in Washington after graduation or whose work intersect with Washington-based organizations. The stand-alone certificate is currently targeted primarily at DC-area professionals who need this policy-oriented training to advance in their careers.

The program was approved by CAA in April 2021. Based on our early assessments of the program, we propose a number of small modifications to better serve our students and better position the coursework as a free-standing certificate for career professionals. These proposed modifications will make the program more attractive to students by removing less-useful coursework and reducing the workload on students who are interning and taking classes by reducing the number of credit hours from 13 to 12, by making the coursework more relevant by changing one of the required 1 credit hour skills classes, and by increasing flexibility by adding an additional option to the elective coursework, moving one of the required classes online so that all the coursework can now be completed online, and adding the designation of category 3b (Embedded Graduate Academic Certificate).

Proposed Changes

1) Eliminate PUBAFRS 6545 from the program
PUBAFRS 6545 Washington Navigator was designed as a one-credit hour skills class to provide professional development support while graduate students are in Washington. Student course evaluations have been weak, and solicited feedback has also been strongly in favor of eliminating the course. There is also consensus among staff and alumni that the course does not provide any value-add for students. Further, the redundant course added to already very busy schedule for students. We believe that a targeted and tailored approach to individual student needs is a fundamental part of the program itself and is the program manager's responsibility to advise, mentor, and support students. This responsibility does not warrant a graded skills course. We recommend removing the course from the FPM program, thus reducing the credit hours required for FPM from 13 to 12. Ohio State's Office of Technology and Digital Innovation (OTDI) has been informed of this change and any impacts on the existing program MOU.

2) Substitute required PUBAFRS 6530 Skills: Negotiation for PUBAFRS 6540 Professional Development skills
This program serves an audience of career professionals and graduate students who do not need the basic level of professionalism covered by PUBAFRS 6540. These students preparing for management positions in Washington will be better served by taking a course in which students develop an understanding of individual negotiation styles, core approaches to negotiation and dispute resolution, how to negotiate with multiple parties and to increase confidence in individual negotiation skills.

3) Add PUBAFRS 6060 Managing Human Resources in Public Organizations as an option for the "pre-DC" requirement
In a further effort to help mid-career professional students build their managerial skills, we believe that adding PUBAFRS 6060 as an additional option to fulfill required course students take prior to their DC semester will both add flexibility and make the program more attractive for students planning to learn how to manage a public sector organization.

4) Change the offering modality of PUBAFRS 7600: Federal Policy and Administration to online
PUBAFRS 7600 is currently offered in DC in hybrid format. By offering PUBARS 7600 as an online asynchronous class, this

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JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Advising Sheet for Federal Policy and Management Minor or Certificate

Total Credits Required: 13

Date_____   Advisor: _____

Name:_____   Email:_____

COURSES

Course	Hours	Grade	Sem/Yr Taken
PRE-DEPARTURE COURSEWORK			
PUBAFRS 6000: Public Policy Formulation and Implementation OR PUBAFRS 6050: Managing Public Sector Organizations OR PUBAFRS 5620: Rapid Innovation for Public Impact	4		
PUBAFRS 6540: Professional Competencies for Post-Graduate Life	1		
WASHINGTON SEMESTER COURSEWORK			
PUBAFRS 5545: Make a Difference in Washington *(can be taken pre-departure)*	1		
PUBAFRS 6545: Washington Navigator	1		
PUBAFRS 7600: Federal Policy and Administration	3		
PUBAFRS 7610: Follow the Money: Making Sense of the Federal Budget	3		
Internship Component: Approximately 20-30 hours a week			

Entry Requirements
- All Application requirements completed. Minor: "Minor Designation Form" completed in GradForms at the start of the Minor coursework. Certificate: Acceptance of offer of admission through Graduate and Professional Admissions.
- Minor: GPA of 3.0 or higher at Ohio State. Certificate: GPA of 3.0 or higher in last college degree, minimum of bachelor's degree required.

Exit Requirements
- Fulfillment of credit hour requirements
- Fulfillment of course requirements
- Minor: Submission of the "Transcript Designation Request" to the Graduate School, via the GradForms system, during the last semester of the minor program.
- Certificate: Submission of the "Application for Certificate Completion" to the Graduate School, via the GradForms system, at the start of the last semester of the certificate program.
- Please review the Graduate School Handbook for more detail on these requirements

helps remove time conflicts with student internships, increases student flexibility while in DC, and allows students in Columbus to also take the class. This also allows students the flexibility to take all the coursework online. By doing so, we greatly expand the reach of the certificate to students who already have significant federal work experience but who do not currently live in the DC-area. The internship requirement would be waived for those students, who will now be able to earn the certificate without needing to live in Washington for a semester.

5) Add Category 3b (Embedded Graduate Academic Certificate) designation to the program
FPM was originally approved as a Category 3a standalone graduate certificate and graduate minor. At that time, it was not possible for a certificate to be approved as both 3a and 3b. We request to add the 3b designation to provide flexibility for current students and reduce confusion be being able to market this as a certificate to both current Ohio State graduate students and to those outside the university.

Table 1 summarizes the proposed changes. This shows the removal of PUBAFRS 6545, the substitution of 6530 for 6540, and addition of 6060 as an elective. The table also shows that we will be moving PUBAFRS 7600 to an online format. Combined, the changes provide a foundation for a working professional to be able to engage and benefit from our program and provides greater flexibility for graduate students.

Table 1. Proposed Changes

Electives	Credit Hours	Mode
PUBAFRS 6000: Public Policy Formulation and Implementation	4	Online, In-Person, or Hybrid
PUBAFRS 6050: Managing Public Sector Organizations	4	Online, In-Person, or Hybrid
PUBAFRS 5620: Rapid Innovation for Public Impact	4	In-Person
PUBAFRS 6060: Managing Human Resources in Public Organizations [ADD this option]	4	Online, In-Person, or Hybrid
Skills	**Credit Hours**	
PUBAFRS 5545: Make a Difference in Washington	1	Online
~~PUBAFRS 6540: Professional Competencies for Post Graduate Life~~ [Remove]	~~1~~	~~Online~~
~~PUBAFRS 6545: Washington Navigator~~ [Remove]	~~1~~	~~In-person~~
PUBAFRS 6530: Skills: Negotiation [Add]	1	Online
Core	**Credit Hours**	
PUBAFRS 7600: Federal Policy and Administration [Convert modality]	3	Convert Hybrid to Asynchronous Online
PUBAFRS 7610: Follow the Money, Making Sense of the Federal Budget	3	Online
Total Credit Hours	**12**	

Program Curriculum

Table 2 displays the revised FEDPM curriculum, also highlighting the new courses.

Table 2: FEDPM Curricular Plan

Courses	Credit hours	Description	Timing	Format
PUBAFRS 6000: Public Policy Implementation and Formulation; *or* 6050 Managing Public Organizations; *or* 5620 Rapid Innovation for Public Impact; *or* 6060 Managerial Leadership in Public and Nonprofit Organizations	4	Students will choose one course based on their preference to provide sufficient knowledge of the public sector to prepare students for the Washington semester.	Pre-departure; first in sequence; 6000 offered AU & SP; 6050 offered SU, AU, & SP; 5620 offered AU & SP; 6060 offered AU & SP	Hybrid, Online or In-Person
PUBAFRS 6530: Skills: Negotiation	1	Skills course designed to teach students an understanding of individual negotiation styles, core approaches to negotiation and dispute resolution, how to negotiate with multiple parties and to increase confidence in individual negotiation skills.	Pre Departure	Online or In-Person
PUBAFRS 5545: Make a Difference in Washington	1	Skills course designed to teach students the inner workings of Washington, DC, and unique features of the city's power centers.	Washington Semester	Online
PUBAFRS 7600: Federal Policy and Administration	3	Course builds foundational knowledge in federal institutions, federal bureaucracy and the formulation and implementation of federal policy.	Washington Semester	Online
PUBAFRS 7610: Follow the Money: Making Sense of the Federal Budget	3	Course builds foundational knowledge of the federal budget process and federal budget policy.	Washington Semester	Online
Total Credit Hours	**12**			

Transition Plan

As there are no students currently enrolled in the FEDPM program, the revised curricular plan will apply to all future students in the program.

Syllabi

THE OHIO STATE UNIVERSITY
JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6060 Online: Managerial Leadership in Public and Nonprofit Organizations

Instructor Information
Don Stenta, PhD
614-688-4738
stenta.1@osu.edu

Virtual office hours:
by appointment

COURSE DESCRIPTION

Public and nonprofit 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 their organization's public service mission. Furthermore, public, and nonprofit managers often need to make things happen with limited resources, and under less-than-ideal conditions and time frames. To achieve organizational goals, managers and leaders must be able to: support people from various backgrounds, interests, and skill sets in working together and contributing towards the organization's mission; engage people both inside and outside of the organization; optimize the structure and culture of the organization even as employees/volunteers work from home or other remote locations; make effective decisions with limited information, and under uncertain conditions; and drive change for higher organizational performance. Public Affairs 6060 is designed to expose you to, and provide you with the opportunity to apply, management practices and analytical frameworks grounded in behavioral and social science research and tested by organizational leaders. These practices and frameworks will help you to develop as a supervisor and leader so that you can effectively manage and lead high-performing, successful public service organizations.

LEARNING OBJECTIVES

This course is designed to meet the following Glenn College curriculum learning objectives:
- Manage and lead public organizations towards policy goals.
- Identify and manage internal challenges to organization performance.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are three required synchronous sessions (Jan 11, Feb 20 and April 11) when you are expected to be logged in to Carmen Zoom from 5:30-7:30 pm Eastern time.

Course Organization: The course has two separate but related segments. The first half of the semester (Part A) focuses on *effective management practices*; you will reflect on best practices to recruit, motivate, and retain talent in public organizations. Each week, course readings and class sessions will focus on a particular human resource management challenge, providing you with the opportunity to analyze the challenge, and identify and apply strategies for addressing it effectively. Over the course of the second half of the semester (Part B), you will learn about and apply skills and practices needed to *lead* in high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group activities, and interactive analysis of multimedia content highlighting best practices from existing organizational research.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Each module contains the following sections in Canvas.

- The *Start Here* section of the module provides an overview of the topic we will cover, a weekly outline of tasks, and questions to frame your learning.
- The *Learn* section of the module includes course materials for the week, which you will need to read/watch by *Tuesday* to complete the asynchronous instructional activities and assignments due on *Tuesdays* (instructional activities, online group discussion, etc.). Class information including the PowerPoint, handouts, and attendance for our three *Tuesday* synchronous classes will also be posted to this section of relevant modules.
- The *Apply* section includes information on larger assignments. I will often post this information multiple weeks before the assignment is due so that you can post questions to assignment discussion boards, so make sure that you pay attention to the due dates in the syllabus and do not solely rely on Canvas to prompt you with information on due dates.
- The *Reflect* section reviews the content covered during the module at a high level, provides additional materials to extend your learning, and allows you to submit either your reflection paper or exit ticket due on *Saturday*.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

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

- **Participating in three online synchronous classes:** There are three required synchronous sessions (Jan 11, Feb 20 and April 11) when you are expected to be logged in to Carmen Zoom from 5:30-7:30 pm Eastern time.
- **Participating in online activities for attendance**: **at least once per week**
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Participating in discussion forums**: **two or more times per week**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

CLASS CONDUCT

This course focuses on *management and leadership* and will therefore be facilitated according to the standards of professionalism. Synchronous online discussions will begin on time, and everyone is expected to remain online and attentive for the duration of the entire session. Every week, you are expected to engage with assigned course materials, complete assignments and contribute to all class discussions (in person and via discussion boards) by sharing their thoughts and perspectives.

Over the course of the semester, we will discuss topics that may be challenging for some, such as workplace harassment and trauma in an organizational context. If needed, please take care of yourself while watching/reading this material (taking a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

We will all be respectful of our colleagues while consuming this media and that we will create a supportive and courageous space for each other. I will ensure that our classroom is a supportive learning community that facilitates growth and open discussion. I ask that you be respectful of your colleagues, and courageous in your contributions to our learning community. We will all abide by the ground rules for class discussions co-created during the first week of class. Failure to show respect to each other may result in dismissal from the class.

Finally, be good hosts to any guest speakers who generously share their time and talents with the class. Do this by preparing for their visit, engaging in discussion, and giving them your full, respectful attention.

CLASS MATERIALS

There is no comprehensive textbook for this course. We have made every effort to minimize the cost of required materials for this course. There is, however, one item that you will need to purchase:

- Collins, J. C., & Collins, J. (2006). *Good to great and the social sectors*. Random House. This monograph sells for approximately $11 new on Amazon. Used copies can be purchased for much less.

Aside from this item, PDFs or links to all other course materials will be posted on Canvas. Each week you will be reading a few short articles published in practitioner-oriented management journals such as the *Harvard Business Review*, *Public Administration Review*, *Nonprofit Quarterly* and *Government Executive*. In addition, most weeks you will be watching 1-2 short videos.

You are expected to read/watch all relevant materials in advance of each class. You will be assessed on your ability to demonstrate knowledge of the material through your in-class contribution, and assignments. You are welcome to draw from material covered in other classes to support course work on identifying alternative courses of action, their likely ramifications, and specific recommendations for future action.

REQUIRED EQUIPMENT

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](#) (go.osu.edu/office365help) help article for full instructions.

CARMENCANVAS ACCESS

You will need to use [BuckeyePass](#) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

TECHNOLOGY SUPPORT

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

DIGITAL FLAGSHIP

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and your career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources are available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

ASSIGNMENTS AND GRADING

Assignment	Percent of Total Grade
Beginning of Semester Tasks	5%
Synchronous Class Participation	15%

Online Instruction:
    Activities and Discussions
    Reflection Papers and Exit Tickets
	
	15% - 2 dropped
	15% - 2 dropped

Research Paper OR Case Analysis Paper	20%
Public/Nonprofit Leader Interview Paper	20%
360 Evaluations	5%
Final Reflection Paper	5%

Grading scale

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

Note on Flexibility

This course is being taught in a period of high uncertainty as we continue to navigate the COVID-19 pandemic and other challenges, which means that a certain level of flexibility is essential. You will notice that I am automatically dropping your two lowest grades for *Online Instruction: Activities and Discussions* and *Online Instruction: Reflection Papers and Exit Tickets* so that if you need to focus on your health or other matters for a couple of weeks, it should not adversely affect your overall grade. That said, you are still responsible for getting yourself up to speed by reading/watching course materials for the week(s) where you had to focus on other matters. I am also willing to be flexible on due dates for larger assignments but will ask you to provide some sort of documentation justifying the need for due date adjustment. If I become ill during the semester and am unable to teach, I have a backup plan for instruction in place so that the course should be able to continue uninterrupted.

Beginning of Semester Tasks **(5% of final grade)**

> During the first week of class, everyone will post a video introducing themselves to the class and complete a brief questionnaire. Further instructions will be discussed in class and posted on the class website.

Synchronous Class Participation **(15% of final grade)**

> Over the course of the semester, we have three synchronous sessions. These sessions were deliberately scheduled at specific moments in the semester to build our learning community and leverage the various professional and personal experiences of the class to enhance the impact of this course. It is important that you attend ALL synchronous class sessions, listen attentively, and contribute questions and comments to live class

discussions. The quality of your comments and contributions to class discussions will impact the success of our class and the quality of your's and your colleagues' learning. Your comments should add a new perspective, pose a question that extends or adds a new dimension, respectfully challenge a colleague's position, or lend substantive additional depth. At the end of the semester, you will evaluate your participation as part of your final reflection paper. I will use this self-evaluation along with my own notes evaluations and your attendance to assign your participation grade.

*Online Instruction **(15% activities and discussions + 15% reflection papers/exit tickets = 30% of final grade)***

Remember that you can expect approximately four hours of "instruction time" each week, as <u>distinct</u> from time spent reading/watching course materials or working on larger assignments. It is important for you to complete online instruction assignments by their associated deadline. During most weeks, you will participate in a graded online activity and an open-ended group discussion as part of the *Learn* section for that week's module. Additionally, you will submit either a reflection paper or an exit ticket in the *Reflect* section. At the end of the semester, I will add up the online instruction points awarded to each student and divide them by the total possible points to calculate your online class participation grade.

a. <u>Activities</u>: Online activities will vary from week to week and include simulations, quizzes based on interactive content, and reflection questions in response to video interviews. Instructions for completing the activity will be posted to Canvas as part of the *Learn* section for each week's module. Several learning activities are associated with a case study assigned as reading for that week of instruction (see the Note on Case Studies earlier in this section).

b. <u>Discussions</u>: You have the option of making either written or vlog posts to the group discussion by Tuesday each week (worth 0-4 points depending on the length and quality of the post). Original posts should be either one substantial paragraph or a 3-5 minute, professional-looking vlog with comprehensible audio. Once you have completed your original post, you will respond to the posts of at least two other students before our Friday (worth 0-3 points each depending on the quality of the response). Each week, you can earn up to 10 points based on the quality of your original post and peer-response posts. At the end of the semester, I will add up the points awarded to each student and divide them by the total possible points to calculate each student's online class participation grade.

c. <u>Reflection Papers</u>: Several weeks throughout the semester, you will submit via Canvas a substantial one-page document (single-spaced, 1-inch margin, 12- point Times New Roman font) focused on a big idea (overarching theme) or an intriguing insight identified based on the course materials for the week. You do not need to formally cite the course materials for the week but please make it clear to the reader which course materials you are discussing by referring to them by their title

or the name of the author. Use separate paragraphs to address each of the following questions:

- What theme or insight stands out to you? - Describe a theme or intriguing insight and explicitly connect it to at least two of the course materials for the week.
- So What? - What does this suggest about the significance of the idea or insight to public management more broadly? For example, you might discuss how this idea or insight relates to your own experience, current events, or the HistoryMakers interview(s) you have chosen.
- Now What? - Reflect on your own capacity to implement this idea in the future. Does this idea align well with some of your current skills and qualities? If so, how so? If not, what could you do to further build your competency?
- Lingering Questions - You have the option of articulating a question that was left unanswered or underdeveloped in the course materials.

Papers are graded on a ten-point scale based on the extent to which they address the required content.

d. <u>Exit Tickets</u>: On weeks when you do not submit a reflection paper, you will be prompted to briefly reflect on your key take-aways from the course module.

*Research Paper/Case Analysis Paper **(20% of final grade)***

The purpose of this assignment is to provide you the opportunity to delve more deeply into a management or leadership topic/challenge of interest and to practice your research, analysis and writing skills. You have two options for completing this assignment.

<u>Option 1: Research Paper</u> – If you choose this option, you will identify a topic or question related to the practice of management and leadership that interests you. For example, you might ask: Does gender shape management practice, and in what ways? How have employee recruitment and hiring practices changed over time? Do employee motivation strategies differ in public and nonprofit organizations and how? Are the challenges and practices of leadership in the healthcare (or performing arts, or federal government) sector distinct, and in what ways?

Using your topic or question of interest as a guide, you will identify 8-10 relevant academic or practitioner-oriented sources that are *not* course materials. You are, however, welcome to draw upon and cite course materials in your paper *in addition to* the credible sources they identify in your research. Your paper will synthesize main findings and practical resources from your research and identify their implications for management and leadership practice.

The paper should be approximately 2000 words (single-spaced, 1-inch margin, 12- point Times New Roman font). Papers should be carefully proofread and posted to Canvas on the day they are due.

Papers will be graded based on the following criteria:
- Executive Summary - *succinctly* (i.e. in one paragraph) relates the most important information contained in the paper (10 points).
- Synthesis – presents a clear and thoughtful synthesis of the sources cited in the paper. A synthesis goes beyond merely summarizing the key findings of each source to thoughtfully identify points of connection and divergence and/or to highlight important themes and raise novel questions (30 points).
- Contextualization of Sources – provides the reader with sufficient information about each source so that reader can independently assess its credibility and relevance (20 points).
- Practical Implications – identifies and clearly articulates important implications for management and leadership practice based on synthesis of sources (20 points).
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count (10 points)
- Sources- properly cites all sources in APA format (4 points).
- Above and Beyond – thorough research, rigorous analysis, clear technical writing, etc. that exceeds the minimum requirements for the assignment (6 points).

Option 2: Case Analysis Paper - If you choose this option, you will select one of the case studies assigned for the course, diagnose a central problem in the case, conduct research that supports the identification of possible solutions, and make a recommendation to a key decision-maker from the case.

Case studies describe management and leadership challenges faced by real people and organizations. Case studies are commonly used in management and leadership courses to provide insight into real-world challenges. *Case studies may or may not clearly define a problem. Case study analysis focuses on defining a central management or leadership challenge and identifying the pros and cons of various prospective (future) or retrospective (past) options to address this problem.* The case materials present the facts that are/were known or available to parties in the situation and that informed their decisions and actions. A decision is sometimes described in the case materials, other times it is not. If a decision is indicated in the case, the retrospective analysis focuses upon the evaluation of the decision in comparison to alternative courses of action, the ramifications of the decision, and recommendations for future action. If the decision is not described, then prospective analysis focuses on identifying multiple courses of

action (including maintaining the status quo), weighing the pros and cons of these options, and making a recommendation for future action.

Using the problem that you diagnose from the case as a guide, you will identify 8-10 relevant academic or practitioner-oriented sources that are *not* course materials. These sources may provide additional background on the case and/or insight into the problem and possible solutions. You are, however, welcome to draw upon and cite course materials in your paper *in addition to* the credible sources you identify in their research. Your case analysis paper will synthesize your research, identify 2-3 options for addressing the problem moving forward and assess their viability, and make a recommendation to a key decision-maker from the case.

The paper should be approximately 2000 words (single-spaced, 1-inch margin, 12- point Times New Roman font). Each paper should be carefully proofread and ready for distribution to a *specific senior decision maker(s) identified in the case study – as though you were providing a report to that person about the situation(s) outlined in the case.*

Papers will be graded based on the following criteria:
- Executive Summary - *succinctly* (i.e. in one paragraph) relates the most important information contained in the *paper* including: limited background information, the key challenge addressed by the paper, the structure of the paper, and the recommended course of action (10 points).
- Problem Diagnosis - clearly identifies the overarching management challenge of the case, while specifying and taking into consideration the perspective of the decision-maker to whom the paper is addressed, and the moment in time at which the challenge is being analyzed (10 points).
- Application of Research - describes insights and/or tools from research that support problem diagnose and/or highlight potential solutions (30 points).
- Contextualization of Sources - provides the reader with sufficient information about each source so that reader can independently assess its credibility and relevance (15 points).
- Viable Courses of Action - suggests multiple specific and viable courses of action to address the challenge, and makes a strong case for a favored course (15 points)
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count; incorporates feedback from instructor (10 points).
- Sources - properly cites all sources in APA format (4 points).
- Above and Beyond - thorough research, rigorous analysis, clear technical writing, etc. that exceeds the minimum requirements for the assignment (6 points).

*Public/Nonprofit Leader Interview Paper **(20% of final grade)***

The purpose of this assignment is to provide you with the opportunity to gain additional insight into public/nonprofit leadership. To complete the assignment, you will conduct an in-depth interview with a public/nonprofit leader (e.g., city manager, a county administrator, director of a nonprofit organization, community organizer) who is/has played a leadership role in their organization and/or the community more broadly. In addition, you will identify a public or nonprofit leader from the HistoryMakers archive and listen to their full recorded interview. In your paper, you will discuss the ways that each interviewee's background shaped both their approach to leadership and their career path; compare and contrast the leadership approach of the two interviewees; and highlight additional insights from the interviews on topics relevant to the course.

Early in the semester, you will submit the names, titles, and organizations of two *public or nonprofit sector* leaders who you could *potentially* interview for the assignment and two HistoryMakers whose interviews they could use for the assignment via Canvas. You will ultimately interview only one leader and listen to only one full HistoryMakers interview for the assignment. At this stage, I simply want to ensure that you are thinking about and planning for the assignment and that, if more than one student wishes to interview the same leader, I can work with you to find a solution.

Around the middle of the term, you will submit via Canvas: 1) documentation from the interviewee confirming the date and time of the scheduled interview, and 2) a list of interview questions.

You will write your paper by drawing on your interviews, additional internet research into the leaders and their organizations, and relevant course materials. Your paper should make connections between the interviews and course materials from 2-3 of the modules or broad topics covered during the semester by describing and citing relevant course materials. The paper is due via Canvas towards the end of the semester. Each paper should be approximately 2000 words (single-spaced, 1-inch margin, 12- point Times New Roman font). Papers should be carefully proofread and posted to Canvas on the day they are due.

Interview papers will be graded on the following criteria:
- Planning - names of two leaders, interview confirmation, HistoryMaker name and questions submitted by specified due dates (10 points).
- Leader Backgrounds –names and descriptions of each interviewee's background and career path (20 points).
- Analysis – thoughtful analysis of the leadership approaches of the two interviewees and how they were shaped their background; and connections between the interviews and course materials from 2-3 of the modules or topics covered during the semester (40 points).

- Practical Implications – identifies and clearly articulates important implications for management and leadership practice based on analysis (10 points).
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count (10 points).
- Sources- properly cites all sources in APA format (4 points).
- Above and Beyond – thorough research, rigorous analysis, clear technical writing, etc. that exceeds the minimum requirements for the assignment (6 points).

360 Evaluations **(5% of final grade)**

Towards the end of the semester, you will complete a 360 evaluation for several of your colleagues. The 360 evaluations will be administered through Carmen. Further instructions will be discussed in class and posted on the class website.

Final Reflection Paper **(5% of final grade)**

The purpose of this assignment is to provide you with the opportunity to reflect on your professional and personal growth throughout the semester. You will submit a final reflection paper in which they address the following questions:

- How has your understanding of management, leadership and/or public values evolved over the course of the semester? Include a discussion of your pre-semester questionnaire responses.
- How has your understanding of facilitation and reflection as management/leadership skills changed over the course of the semester? You may want to focus on your experience with the group facilitation and individual reflection paper assignments, but I encourage you to think about how your management practice has changed outside of the course as well.
- What are your strengths and weaknesses as a manager and leader? Include some discussion of your experiences submitting evaluations for your colleagues and reviewing the results of your 360 evaluations. Also include a reflexive evaluation of your participation in the course in this section.
- What was the most impactful things that you learned in this course this semester? How will it shape the way that you think about and practice management and leadership moving forward?

You will submit your paper of approximately 1000 words (single-spaced, 1-inch margin, 12-point Times New Roman font) via Canvas by the final class of the semester. Papers should be carefully proofread and posted to Canvas on the day they are due.

Final Reflection Papers will be graded on the following criteria:
- Executive Summary - *succinctly* (i.e. in one paragraph) relates the most important information contained in the paper including the purpose/goal of the paper,

important take-aways or insights, and an overview of the structure of the paper (10 points).

- Content - sections addressing each of the four sets of questions outlined above (40 points)
- Substance - depth of critical reflection and analysis demonstrated in reflection (35 points).
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count (10 points).
- Above and Beyond - thoughtful and/or critical reflection on personal growth and development, clear technical writing, etc. that exceeds the minimum requirements for the assignment (5 points).

COURSE POLICIES

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.

If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

Committee on Academic Misconduct (go.osu.edu/coam)
Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

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

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on *Ohio State's Title IX website* (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at *titleix@osu.edu*. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the *OIE website* (equity.osu.edu) or email *equity@osu.edu*.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Glenn College Diversity Values

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.

Your 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, *on-demand mental health resources* (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at *614- 292-5766*. **24-hour emergency help** is available through the *National Suicide Prevention Lifeline website* (suicidepreventionlifeline.org) or by calling *1-800-273-8255(TALK)*. *The Ohio State Wellness app* (go.osu.edu/wellnessapp) is also a great resource.

Disability Services Statement: 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.

Accessibility Accommodations for Students with Disabilities: Requesting Accommodations

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu

- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

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

[CarmenCanvas accessibility](#) (go.osu.edu/canvas-accessibility)
Streaming audio and video

[CarmenZoom accessibility](#) (go.osu.edu/zoom-accessibility)
Collaborative course tools

COVID Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's *request process*, managed by Student Life Disability Services. 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.

FERPA and Privacy in CarmenZoom

Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. For more information and instructions for Turnitin, see:
https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio
OriginalityCheck is a service that compares your text to a library of texts (including past submissions for this class) to determine how much of your paper matches previous work.

Contact/Office Hours

As previously noted in this syllabus, I will hold virtual office hours by appointment. I will also be available for a few minutes prior to each in-person class to address any questions or concerns you may have. If you need to contact me outside of these times the best way to reach me is by e-mail. I normally check e-mail between the hours of 8:00 am and 8:00 pm Monday through Friday. I do my best to respond to e-mails promptly (usually within 24-48 hours). That said, if

you write to me after 8:00 pm on a weekday, or on the weekend, you may not get a response until the next business day.

Workload/Course Expectations

For each credit hour, students should expect about an hour of in-class meeting time, and 2 hours out of class work on a weekly basis. This is a four-credit class, meaning that on a weekly basis you can expect that you will spend about four hours participating in class and asynchronous learning activities and about twice that outside of class preparing by reading, watching videos and doing larger assignments. Please feel let you know if this gets out of proportion on a regular basis.

Grade Appeals

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered. I will re-grade the assignment if I determine that this is the appropriate course of action. The final grade may be greater, less, or equal to the original grade.

Late Assignments and Incompletes

I am willing to provide some flexibility around due dates *if you are in communication with me about the need for flexibility*. That said, I reserve the right not to accept late assignments without prior communication and/or documentation of an extenuating circumstance.

I will only consider granting an incomplete if student coursework completed during the semester is of passing quality and a true hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. The student requesting an incomplete will be required to provide me with documentation of their hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then we will work together to develop a contract for completing the course in a timely manner. In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

Helpful Resources

APA Writing Style Guide

It is your responsibility to familiarize yourself with, and to use APA style guides for all class assignments. The Online Writing Lab provided by Purdue University is an invaluable resource for understanding and using APA style and citation guidelines (https://owl.english.purdue.edu/owl/resource/560/01/).

Library Assistance

The Glenn College has a dedicated librarian at OSU Libraries, Carly Dearborn (dearborn.8@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - http://go.osu.edu/8gx

The Dennis Learning Center

The Dennis Learning Center provides opportunities for all Ohio State students to develop effective time management and study tools. Skills can be learned and attained through for-credit course offerings, personal one-on-one coaching (by appointment), and on-demand content. To learn more about the Dennis Learning Center, please visit their website (http://dennislearningcenter.osu.edu/) or contact them at 614-688-4011 or dlc@osu.edu.

English as a Second Language (ESL)

The Ohio State University English as a Second Language Programs provide non-native speakers of English opportunities to improve fluency. The core of ESL support is through the Composition Program that is comprised of EDUTL 1901 and 1902 (Undergraduate) and 5901 and 5902 (Graduate). These courses ensure that non-native English speakers are able to write effectively for their courses at Ohio State. EDUTL 1901 is available in an online format. Beyond the Composition Program, ESL also maintains a YouTube channel with weekly content on successful academic writing. For more information, please visit the ESL website (http://esl.ehe.osu.edu/).

Writing Consulting

Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (https://cstw.osu.edu/writing-center)

Buckeye Food Alliance

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. There are two locations:
> West Campus: Lincoln Tower. Doors are locked - call 614-688-2508 upon arrival.
> North Campus: St. Stephens. Look for the Buckeye Food Alliance (BFA) sign on the southwest corner of the building.

To learn more, visit *https://www.buckeyefoodalliance.org/*

COURSE OUTLINE

It is important to note that, while I am happy to work with students who might need additional flexibility on certain weeks, students should progress through modules at approximately the same pace to maximize learning. Each week of this course is structured in a consistent manner to make it easier for you to stay on track completing course assignments. By Tuesday of each week, you should read/watch all assigned course materials and make an original post to the group discussion (if one is included in the module). By Friday of each week, you should respond to two of your peers' posts to the group discussion and complete the reflection paper or exit ticket. Activities related to particular modules and major assignments (case analysis paper and papers) may have either Tuesday or Friday due dates.

Due Dates	Topics, Materials & Activities
PART A: Effective Managerial Practices in Public Organizations	

Week 1: Course Introduction/ Recruitment and Retention

Due Dates	Topics, Materials & Activities
Materials	How to Avoid Hiring a Toxic Employee (Porath, 2016)
	Why Putting On Blinders Can Help Us See More Clearly (Faith et al, 2020)
	Video: Moore on "Traditional Interviews Don't Work"
	(https://www.youtube.com/watch?v=ax1S2ZdEyaA&feature=youtu.be)
	Video: Granovetter on "Social Networks and Getting a Job"
	(https://www.youtube.com/watch?v=g3bBajcR5fE)
W, Jan 11	**Synchronous class session: 5:30-7:30 pm EST**
	Discussion: Introductory vlog post
F, Jan 13	Activity: Recruiting and hiring new personnel simulation
	Assignment: Beginning of semester questionnaire
	Quiz: Syllabus and Course Policies
	Exit Ticket (embedded in REFLECT page)

Week 2: Retention, Work Design, and Engagement

Due Dates	Topics, Materials & Activities
Materials	Is Mission Attachment an Effective Management Tool for Employee Retention? (Kim & Lee, 2007)
	Myth of Bureaucratic Neutrality (Portillo et al, 2019)
	What Makes Work Meaningful and Meaningless (Bailey & Madden, 2016)
	Video: Ariely on "What Makes us Feel Good about our Work?"
	(https://www.ted.com/)
	Case Study: King County Library (Canvas)
Tu, Jan 17	Discussion: Retention, Work Design, and Engagement original post (vlog or written)
	Review: Upcoming Leader Interview Paper assignment
F, Jan 20	Activity: King County Library case simulation and analysis
	Discussion: Respond to posts of two peers (vlog or written)
	Exit Ticket (embedded in REFLECT page)

Week 3: Rewards and Motivation

Materials	On the Folly of Rewarding A while Hoping for B (Kerr, 1995)
	Organizational Reproduction of Inequality pages 1-13 (Amis, Mair & Munir, 2020)
	New Employment Contract and Nonprofits (Editors, 2016)
	Motivating Creativity at Work (Grant, 2011)
	Video: Pink on "Workplace Motivation"
	(https://www.youtube.com/watch?v=hmWD2HdoZ7k)
Tu, Jan 24	Discussion: Rewards and Motivation original post (vlog or written)
F, Jan 27	Assignment: Public/nonprofit leader interview – Potential interviewee names
	Discussion: Respond to posts of two peers (vlog or written)
	Reflection paper (embedded in REFLECT page)

Week 4: Performance Appraisal and Feedback

Materials	The Performance Management Revolution (Cappelli & Davis, 2016)
	Giving and Receiving Feedback (Jug et al, 2018)
	"Resonant Leadership" and "The Neuroanatomy of Leadership" from Primal Leadership (Goleman, 2013)
	Case Study: Layoffs in the Public Sector (Canvas)
Tu, Jan 31	Activity: Emotional Intelligence Test
	Review: Upcoming Research Paper/Case Analysis Paper assignment
F, Feb 3	Activity: Simulation giving good and bad feedback, Parts 1 & 2
	Reflection paper (embedded in REFLECT page)

Week 5: Negotiation, Mediation and Conflict Resolution

Materials	Are You Giving Away the Store? (Neale, 2004)
	Conflict Resolution in the Workplace (Brubaker et al, 2014)
	Questions in Mediation (Lang, 2018)
	Promoting Workplace Safety (Rosenman et al, 2017)
	Video: Christian on "Finding Confidence in Conflict"
	(https://www.youtube.com/watch?v=F6Zg65eK9XU)
Tu, Feb 7	Activity: Ugli Orange Simulation
	Discussion: Negotiation, Mediation and Conflict original post (vlog or written)
F, Feb 10	Discussion: Respond to posts of two peers (vlog or written)
	Exit Ticket (embedded in REFLECT page)

Week 6: Designing High-performing Teams

Materials	Why Teams Don't Work (Hackman, 1998)
	Speeding up Team Learning (Edmondson et al., 1995)
	The Secrets of Great Teamwork (Hass & Mortensen, 2016)
	Introduction to the Role of Facilitator (Kaner, 2014)
	SKIM: Facilitative Listening Skills (Kaner, 2014)
	Video: Lorenzo on "How diversity makes teams more innovative"
	(https://www.ted.com/)
Tu, Feb 14	Assignment: Public/nonprofit leader interview – Confirmation and questions
F, Feb 17	Reflection paper (embedded in REFLECT page)

PART B: Effective Leadership Practices in Public Organizations

Week 7: Diversity and Inclusion in the Workplace

Materials	Making Differences Matter (Thomas & Ely, 1996)
	Organizational Reproduction of Inequality pages 13-16 (Amis, Mair & Munir, 2020)
	Cultural Competence Starts at the Front Desk (Bronheim, 2016)
	Fighting Backlash to Racial Equity Efforts (Chow et al, 2020)
	SKIM: Intersectionality Toolkit (IGLYO, 2014)
	Expert Interviews: Diversity, Equity and Inclusion in the Workplace
	Video: Smooth on "How I Learned to Stop Worrying and Love Discussing Race"
	(https://youtu.be/MbdxeFcQtaU)
M, Feb 20	**Synchronous class session: 5:30-7:30pm EST**
F, Feb 24	Reflection paper (embedded in REFLECT page)

Week 8: Leadership and High-quality Relationships

Materials	Connect, then Lead (Cuddy et al., 2013)
	Beyond Cognition: Affective Leadership in Public Administration (Newman et al, 2008)
	The Mindsets of a Leader (Maidique & Hiller, 2018)
	Building Bridges from the Margins (Ospina & Foldy, 2010)
	Video: Brown on "The Power of Vulnerability" (https://www.ted.com/)
Tu, Feb 28	Discussion: High-quality Relationships original post (vlog or written)
F, Mar 3	Application: Research paper/Case Analysis paper
	Discussion: Respond to posts of two peers (vlog or written)
	Exit Ticket (embedded in REFLECT page)

Week 9: Stress and Work Life Balance

Materials	Nonprofit Leadership and Work-Life Balance (Mont, 2017)
	Balanced Workplace Flexibility (Kossek et al, 2015)
	Better Work-Life Balance Starts with Managers (Roussau & Morandin, 2019)
	How Organizations Can Promote Employee Wellness (Laker & Roulet, 2021)
	Video: McGonigal on "How to Make Stress Your Friend" (https://www.ted.com/)
Tu, Mar 7	Activity: Mid-semester feedback survey
	Discussion: Stress and Work Life Balance original post (vlog or written)
F, Mar 10	Discussion: Respond to posts of two peers (vlog or written)
	Exit Ticket (embedded in REFLECT page)
Mar 13-17	**Ohio State Spring Break**

Week 10: Exercising Power and Authority

Materials	Understanding Power in Organizations (Pfeffer, 1992)
	Adaptive Work (Heifetz, 2003)
	"Thinking Old Power, Thinking New Power" from New Power (Heimans & Timms, 2018)
	Video: Brig. Gen. Bernard Banks on "Leading With Influence The 6 Power Bases" (https://www.youtube.com/watch?v=A3sTrfvMdo4)
	Video: Cain on "The Power of Introverts" (https://www.ted.com/)
Tu, Mar 21	Activity: Work on Public/Nonprofit leader interview – Paper
F, Mar 24	Reflection paper (embedded in REFLECT page)

Week 11: Unlocking Forces of Change

Materials	Good to Great and the Social Sectors (Collins, 2006)
	Tempered Radicals (Meyerson, 2004)
	Managing Successful Org Change in the Public Sector (Fernandez and Rainey, 2006)
	Evolution of Habitat for Humanity (Cohen, 2011)
	Video: Sivers on "How to Start a Movement" (https://www.ted.com/)
Tu, Mar 28	Activity: Work on Public/Nonprofit leader interview – Paper
	Discussion: Unlocking Forces of Change original post introducing your HistoryMaker (vlog or written)
	Review: 360 eval assignment
F, Mar 31	Exit Ticket (embedded in REFLECT page)

Week 12: Making Decisions under Uncertainty

Materials	Synthesis of Research on Bounded Rationality Cognitive Biases and Nudging in Public Organizations (Battaglio, 2018)
	Informed Decisions Toolbox (Rundall et al., 2007)
	Can an Algorithm Tell When Kids Are in Danger (Hurley, 2018)
	Video: Ariely on "Are we in control of our own decisions?" (https://www.ted.com/)
	Video: Human-Centered AI (https://www.youtube.com/watch?v=BfHaRUt7EXU)
Tu, April 4	Discussion: Decisions under Uncertainty original post (vlog or written)
F, April 7	Assignment: Public/Nonprofit leader interview – Paper
	Discussion: Respond to posts of two peers (vlog or written)
	Exit Ticket (embedded in REFLECT page)

Week 13: Ethics and Public Values

Materials	Ethical Breakdowns (Bazerman & Tenbrunsel, 2011)
	What Determines Ethical Behavior in Public Organizations (Downe et al, 2016)
	Moral Manager and Moral Person (Trevino et al., 2000)
	Ethics and Nonprofits (Rhode & Packel, 2009)
Tu, April 11	**Synchronous class session: 5:30-7:30 pm EST**
	Discussion: Ethics and Public Values original post (vlog or written)
F, April 14	Activity: 360 evaluations
	Discussion: Respond to posts of two peers (vlog or written)
	Exit Ticket (embedded in REFLECT page)

Week 14: Resilience in Times of Crisis

Materials	Trauma of Organizational Change (Stuart, 1996)
	How Resilience Works (Coutu, 2002)
	Prevention of Vicarious Trauma (Bell, Kulkarni & Dalton, 2003)
	We're Civil Servants: The Status of Trauma Informed Care in the Community (Wolf et al, 2014)
	Expert Interview: Trauma, Loss, and Mental Health in the Workplace
	Podcast: Christine Runyan -What's Happening in Our Nervous Systems?
Tu, April 18	Review: Final reflection paper assignment
F, April 21	Reflection paper (embedded in REFLECT page)

Week 15: Course Wrap-up

Tu, April 25	Original post to group discussion
F, April 28	Final reflection paper

THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6530 Negotiation
SUMMER 2023 COURSE SYLLABUS   (1) credit hour
Online Delivery via Carmen Canvas

Instructor: Anne Vogel   **E-mail**: vogel.162@osu.edu
Office Hours: By request

COURSE DESCRIPTION
Negotiation skills have been identified as critical for effective, successful public management and leadership. This course explores the major concepts and theories of negotiation to improve negotiation skills. Through readings, role play exercises and class discussion, students develop an understanding of individual negotiation styles, core approaches to negotiation and dispute resolution, how to negotiate with multiple parties and to increase confidence in individual negotiation skills.

COURSE LEARNING GOALS AND OBJECTIVES
Upon successful completion of the course, students will develop:
• An improved awareness and understanding of her/his individual negotiation style;
• An understanding of the core strategic approaches to negotiation and the management of differences;
• An understanding of how to negotiate with multiple parties and with the assistance of a third party;
• Enhanced self-confidence with respect to individual negotiation skills.

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

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.

Technology If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.
Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone.

BuckeyePass: a mobile device (smartphone or tablet) to use for BuckeyePass authentication For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week: https://it.osu.edu/students

Copyright

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

FERPA & Privacy in CarmenZoom
Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students

My availability throughout this course- I am available to you by appointment. Please contact me via e-mail to request a meeting with a little lead time (24 hours or more is preferred). Grading and feedback: I strive to reply to emails within 24 hours on days when class is in session. Weekly assignments will receive feedback within one week.

<u>**Graded Assignments**</u>

Self-Assessments (2@5 points)	10
Negotiation Assignments (5@12)	60
Discussion Posts (6@5)	30

Total   **100 points**

Graded components
<u>Self-Assessments-</u>A brief pre- and post-course assessment of your negotiation skills. Guidance is posted to Modules 1 and 7.

<u>Negotiation Preparation/Outcome Reflections-</u> All students are required to complete negotiation exercises each week. A spreadsheet identifying partners and/or teams for all exercises will be posted in the Module.

Each negotiation role play exercise will require individual planning, an outcome statement, and a peer evaluation submitted in the worksheet provided. Assignments are due at noon on Fridays, eastern daylight time.

<u>Discussion Posts-</u> A brief article or recording will be posted to "Discussions" each week. The material is meant to expand your knowledge and application beyond the text reading. Student are encouraged to review each weeks' material and to comment on the weekly posts. Quality of post (original thinking, professional critique) is requested, length doesn't matter. In other words, please focus on "quality, not quantity". For full credit, you are required to participate in six of the discussions.

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

COURSE POLICIES
Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted.

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.
Submit all work through Canvas as a Word document. Feedback is presented for all assignments electronically.

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through other means (email a Microsoft Word attachment) Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).**

Oral and Written Communication Statement
In accordance with the MPAL Program's cross-cutting theme "Civic Engagement and Civil Discourse", all students must <u>maintain professionalism in both oral and written</u> communications and assignments.

Academic integrity policy   POLICIES FOR THIS ONLINE COURSE

· Quizzes and exams: No quizzes or exams are offered.

· Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

· Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

· Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

· Collaboration and informal peer-review: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

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

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

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.

Mental Health Statement
As a student you may experience a range of issues that can cause barriers to learning such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and the 10th Floor of Lincoln Tower Building. Twenty-four (24hr) hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Workload/Course Expectations
For each credit, there should be about an hour of in-class meeting time and 2 hours out of class work. You should expect to devote an estimated 3 hours to this one credit class per week.

Helpful Resources

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (https://cstw.osu.edu/writing-center). Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - http://go.osu.edu/8gx.

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

COVID Process SLDS Statement
The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

"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/."

Course Workplan

Optional: **Preview and pre-reads posted to Carmen**
              Course Orientation Welcome Session   **Friday, May 12 4:30-5:00 EST**

Required: **Initial self-assessment**   **Due May 12**

Week 1 May 14   **Module 1**   **Planning**   Read text Ch. 1, 4; view slides.
Assignment: This assignment requires you to construct a plan for a negotiation you'll conduct out of class on your own (with someone other than a classmate). **Due May 19 by noon.**

Week 2 March 21   **Module 2**   **Claiming Value in Negotiation:**
Distributive/Win-Lose Negotiation Read text Ch 2, view slides
Assignment- Review your role, complete planning worksheet. Schedule with your partner and conduct the negotiation exercise. Complete the outcome worksheet, submit the prep. and outcome worksheets. Partners are assigned in the file uploaded to the module. **Due May 26 by noon.**

Week 3 May 28   **Module 3**   **Creating Value:**
Integrative/Win-Win Negotiation Read text Ch. 3, view slides
Assignment- Review your role, complete planning worksheet. Schedule with your partner and conduct the negotiation exercise with your partner. Complete the outcome worksheet, submit the prep. and outcome worksheets. **Due June 2 by noon.**

Week 4 June 4   **Module 4**   *Optional Synchronous Session* date/time TBA

Week 5 June 11   **Module 5**   **Negotiation Ethics, Power and Persuasion Strategies**
Read text Ch. 5 and 8; *Harnessing the Science of Persuasion*; view slides
Assignment-- Review your role, complete planning worksheet. Schedule with your partner and conduct the negotiation exercise. Complete the outcome worksheet, submit the prep. and outcome worksheets. **Due June 16 by noon.**

Week 6 June 18   **Module 6**   **Dancing with Partners: Multiparty Negotiations**
Read text Ch.10, view slides
Assignment- Review your role, complete planning worksheet. Schedule with your partner and conduct the negotiation exercise. Complete the outcome worksheet, submit the prep. and outcome worksheets**. Due June 23 by noon.**

Week 7 June 25   **Module 7**   **Third Parties and The Manager as Mediator**
Read *When and How to Use Third Parties*, view slides, watch video
Assignment: Final Self-Assessment**. Due June 30 by noon.**

Public Affairs Professional Development Skills Class Syllabus

PA 6540 Autumn 2022

Course Information

Class Schedule and Delivery Mode

Course times and location: This course requires asynchronous work that you will complete per the deadlines posted in in Carmen. This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. There is space reserved on Tuesdays from 9:30-10:30am in Page Hall, 110B (conference room located in the 110 suite, where the front desk is located) should students choose to use it. This class will run from Tuesday, August 23rd to Thursday, November 10th, 2022.

Credit hours: 1

Mode of delivery: Distance Enhanced

Instructor

Sarah Holbert, MPA (she/her) – John Glenn College of Public Affairs

Contact information: Holbert.49@osu.edu Cell: (847) 702-2397

Preferred modes of communication: My preferred method for questions is **email.** My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Office hours for student questions and support: By appointment on Zoom, Teams, or by phone.

Course Assistance

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, Kay Clopton, clopton.1@osu.edu, 614-292-2483, who can provide research assistance. The college also has a resource page at https://guides.osu.edu/pubaffairs

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (https://cstw.osu.edu/writing-center).

Course Description

Public administration professionals face an ever-changing professional landscape in a variety of occupations across the public, nonprofit, and private sectors. According to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), it is almost impossible to list every type of job that an MPA graduate may pursue due to the near limitless options across the public, nonprofit, and private

sectors. (http://naspaa.org/students/faq/faq.asp) The John Glenn College of Public Affairs does an excellent job of teaching its students the technical aspects of public service that employers demand in the job market. This class is designed to assist students at the Glenn College by providing them with the tools needed to make them successful in the job search and workforce. The section is specifically taught through the lens of Washington, DC, as it serves students who will intern and complete coursework in Washington.

Learning Outcomes

At the end of the course, students will be able to:
- Identify their own values, interests, strengths, weaknesses, personal brand and how it relates to their job search and career trajectory through the lens of DC programming
- Create a comprehensive career development portfolio, including specifically tailored application materials, communication tactics, and a plan of action for their Washington internship search
- Begin to build a network based in Washington, DC
- Recognize and plan for how workplace competencies will be put into place in post- graduation life

Course Materials, Fees, and Technologies

Required Materials

This course does not require purchase of textbooks. All content is provided via Carmen modules.

For library course materials and additional optional materials, refer to the CarmenCanvas course.

Technology

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone

- **BuckeyePass:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week: https://it.osu.edu/students

YouTube

Students will be required to caption their uploaded videos in this course. The Office of Student Life Disability Services, Accessible Media Captioning Services recommends students use YouTube videos to create captions. Students will need to sign up for a YouTube account (or use their personal) and use the captioning service found here (https://support.google.com/youtube/answer/2734705?hl=en - zippy=,edit-caption-text) and on CarmenCanvas. Further instructions are in module one, please reach out to the instructor with any questions.

Students who have their own video editing and captioning software are welcome to use that if they wish.

Out-of-Class Attendance Requirement

Students are highly encouraged to attend the headshot session on Tuesday August 30th, at 9:30am in the Policy Forum.

Students will be required to attend one evening event during the semester. The current student and alumni panel will take place Wednesday October 12th at 6pm over Zoom. Students with conflicts can reach out to the instructor for alternative options.

Grading and Evaluation

How Your Grade is Calculated

Assignment Category	Points/Weight		Assignment Type
Participation (5 activities) 1. Introduction Video + Survey 2. Exit Ticket #1 3. Feedback on Elevator Pitch Videos 4. Midsemester Feedback Survey 5. Exit Ticket #2	1 point each 5% of course grade		Independent work/Collaboration required
Professional Profile	5 points 5% of course grade		Independent work/Collaboration Encouraged
Values & Interests Exploration and Reflection	5 points 5% of course grade		Independent work
Skills Assessment & Reflection	5 points 5% of course grade		Independent work
Elevator Pitch	5 points 5% of course grade		Collaboration Required
Rolling Resume	10 points 10% of course grade		Independent work/Collaboration Encouraged

Assignment Category	Points/Weight		Assignment Type
Cover Letter	10 points 10% of course grade		Independent work/Collaboration Encouraged
Student & Alum Panel (Questions & Attendance)	5 points 5% of course grade		Collaboration required
Mock Interview	10 points 10% of course grade		Independent work
DE&I Proposal	5 points 5% of course grade		Independent work
Networking Assignments (Prospect list + 3 interviews)	5 points each 20% of course grade		Independent work/Collaboration encouraged
Final Portfolio	25 points 25% of course grade		Independent work

Descriptions of Major Course Assignments

Assignment	Description	Type of Work
Introduction Video	Students will post their video on the discussion board on Carmen. As part of their video, students should state where they are from, undergraduate institution, what you studied, policy interests (even if very broad or still forming) and pose one question to the rest of the class. This question can be anything: favorite color, whether anyone has pets, favorite spice, fall plans, etc. Students will watch all posts and leave a comment under each answering the question posed. *Reminder: all videos need to be captioned, see module one for*	Students will work independently to create their video but will be required to comment on all their peers' posts.

THE OHIO STATE UNIVERSITY

John Glenn College of Public Affairs
FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 37 of 47

Assignment	Description	Type of Work
	further guidance	
Introduction Survey	Students will complete the instructor survey with questions about policy interests, internship site ideas, semester goals, and expectations for the course. This survey is meant to be free form, policy and internship interests can be very broad and will be refined over the course of the semester. Students should identify what components of professional development they are familiar with and which they are not.	Students will complete the survey independently.
Exit Tickets	Students will complete two exit tickets in this course. Exit tickets will consist three questions: 1. What questions do you have about any of the coursework covered so far? 2. What is something new you have learned? 3. Is there anything you need from the instructor at this point?	Students will complete the exit tickets independently.
Mid-semester Feedback Survey	Students will complete the survey with questions about workload, pacing, and assignment utility. After completion, students will screenshot or take a picture of the "thank you" page on Qualtrics and submit it on CarmenCanvas.	Students will complete the survey independently.
Professional Profile	Create a LinkedIn or USAJobs profile utilizing the tools we discussed in the module. Students interested in federal employment may substitute a USAJobs profile for this assignment. For those interested in private sector employment, create or update your LinkedIn and connect with me. After creating or updating your profile, submit a short reflection (150-200 words) detailing the changes made (bullets are okay) or if creating a new profile, which you picked and why. USAJobs profiles should be submitted in the form of screenshots or a pdf document.	Students will submit their individual profile changes but are encouraged to work together to review each other's profile appearance, job descriptions, etc.
Values & Interest Exploration & Reflection	Using ImaginePhD, complete the Interests and Values assessments. Upon completion, screenshot or write down your top five interests and values. Submit a 200-300 word reflection on Carmen reflecting on how the interests & values matched what you assumed going in, how your interests & values reflect the type of internship/career you want, and what surprised and challenged you during this exercise. Be sure to list the top five for each in your reflection.	Students will complete the ImaginePhD assessment & reflection independently.

Assignment	Description	Type of Work
Skills Assessment & Reflection	Complete the skills section of University of Wisconsin Individual Development Plan (found on Carmen) and write a 300-400 word reflection. In your reflection, note your top five skills overall and your five weakest overall, where you had trouble during the evaluation, what skill category (i.e., communication, professionalism) is your strongest (*note: different than your top five overall*) and which is your weakest. Reflect on how your work and life experiences have shaped your skills so far and which skills you want to focus on moving forward. Consider the results and how you would work these answers into interview questions such as your biggest strengths and weaknesses. For your five weakest, brainstorm ways to develop them over the first year (one way/goal per skill).	Students will complete the skills assessment & reflection independently.
Elevator Pitch	Post elevator pitch videos after learning best practices in the module. Provide tangible feedback to at least two of your peers' pitches.\n\n*Reminder: videos must be captioned, see module one for further instruction*	Students will record their videos independently and comment on other posts.
Rolling Resume	For this assignment, you will write a Rolling Resume using the best practices and resources provided in the module in Carmen. Your Rolling Resume includes everything relevant to your professional background- any/all part-time jobs, volunteer work, honors and awards, skills, etc. This will be more than one page long.	Students will submit their individual resumes but are encouraged to conduct peer reviews.
Cover Letter	Cover letters are written for specific jobs and tailored accordingly. You will target your cover letter a position you want to apply for. As such, I recommend looking for positions at organizations you are interested in and find their postings for fall, spring, or summer and tailor the letter as such. This may require you to start looking for postings as the semester begins. Be sure to submit the position description as well if using an outside position (as a PDF or Word Document, separate from the Cover Letter and Rolling Resume). If no descriptions are available, please contact the instructor.	Students will submit their individual cover letters but are encorauged to conduct peer reviews.
Student & Alum Panel	Review the current student and alumni biographies on Carmen and in your assigned pairs, post three questions for panelists to the discussion board (one post per pair). Questions can focus on current internship experience, advice for finding a placement, and general questions about networking and DC. Sarah will review	Students will brainstorm questions for the alumni panel in pairs and ask questions during the

Assignment	Description	Type of Work
	questions and pick one from each student group and distribute the final list. Students will be responsible for asking their question during the panel the following week.	event.
Mock Interview	Nervous about interviewing? Unsure how you look when answering questions? Practice makes perfect! Students will sign up for a time to mock interview with Mark Gaspar, Senior Director of Washington Operations.	Students will interview individually.
DE&I Proposal	As a young or re-entering professional into the workforce, it is beneficial to consider how you will contribute positively to the workplace culture of your future employer. You will write a proposal for a DE&I consideration you would introduce in your workplace as a manager.	Students will craft their proposal independently.

THE OHIO STATE UNIVERSITY

John Glenn College of Public Affairs
FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 40 of 47

Assignment	Description	Type of Work
Networking Assignments	The purpose of this exercise is to practice networking by conducting three informational interviews (each worth 5% of your total grade). Networking is incredibly important in Washington, DC. For the first assignment, you will create a list of five DC-based alumni who have a position of interest to you (**worth 5%).** You may use LinkedIn, Ohio State's AlumniFire, the Virtual Coffee List, or ask Sarah for a referral. While you will only be required to reach out to three people on the list in this course, it is important to revisit those you did not talk to when you have time and continue to build your network during your first year. Keep this list and refer to it as you begin searching for a placement. Following submission of the list, you will begin reaching out to two contacts for informational interviews via Zoom or phone. Submit a 200-250 word reflection via Carmen outlining why you selected this person, how you prepared for the informational interview, what you learned and how it contributed to your overall professional development. If this person gave you suggestions of other people you should connect with, please note this and if you followed through. How did you follow-up (thank you note? LinkedIn connection) and how do you plan to stay in touch? Finally, think of how your first informational interview has informed and changed your career development plan going forward- what other types of professionals in DC to you plan to connect with this year to build your network in DC? For your final informational interview, you will select an alum or contact that works at an agency in one of the strategic areas outlined by the Dean. There is a list of agencies and offices in the federal government that qualify on Carmen. The purpose of this exercise is to continue to practice networking and build your network, but to also explore careers in the strategic areas of Ohio State and the John Glenn College. You will submit a 200-250 word reflection addressing the same questions found above.	Students will complete their interviews independently but are encouraged to collaborate and share connections.
Final Portfolio	You will complete your semester by submitting a final portfolio. Note- this portfolio should serve as your 'toolkit' as you move forward with your DC experience. Your portfolio will include: ● Must choose a resume for the DC market (1-pager or federal) ● DC placement plan that includes 5-10 sites to which you plan to apply, and a 'strategy' for each ● Draft of your biography for the website (to be added with your headshot), following outline on Carmen ● Informational Interview #3	Students will complete their final portfolio independently.

Grading Scale

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

John Glenn College of Public Affairs

THE OHIO STATE UNIVERSITY FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 42 of 47

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics & Readings	Assignments & Due Dates
1	Introduction to the course & NACE Core Competencies	**Due: Friday August 26th, at 11:59pm** • Introduction Post + Comments • Introduction Survey
2	Introduction to LinkedIn + USAJobs **(Headshots with Majesti Brown, Graphic Designer are Tuesday August 30th, 9:30-10:30am in the Policy Forum)**	**Due: Friday September 2nd, 11:59pm** • LinkedIn or USAJobs profile • Reflection on updates or profile
3	Networking & Building a DC Network Understanding DC Pathways	**Due: Friday September 9th, 11:59pm** • List of five networking prospects
4	Skills Assessment Values & Interests Knowing yourself and personal brand	**Due: Friday September 16th, 11:59pm** Skills Assessment & Reflection Exit Ticket #1 Values Exercise & Reflection Interests Exercise & Reflection
5	Elevator Pitches	**Due: Friday September 23rd, 11:59pm** Elevator Pitch Video + Feedback Informational Interview #1
6	Resumes **(MPA-DC Students will have Synchronous Orientation this week)**	**Due: Friday September 30th, 11:59pm** Rolling Resume
7	Cover Letters	**Due Friday October 7th, 11:59pm** Cover Letter Questions for Student Panel
8	Student Panel	**Due: Friday October 14th, 11:59pm**

John Glenn College of Public Affairs

THE OHIO STATE UNIVERSITY   FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 43 of 47

Week	Topics & Readings	Assignments & Due Dates
	Placement Plans **(The Student Panel is tentatively scheduled for Wednesday October 12th at 6pm EST on Zoom)**	Midsemester Feedback Survey
9	Interview Skills Job Acceptance Salary Negotiation	**Due: Friday October 21st, 11:59pm** Mock Interviews Informational Interview #2
10	Workplace Culture DE&I Considerations Bias & Discrimination	**Due: Friday October 28th, 11:59pm** DE&I Proposal
11	Optional Virtual Office Hours	**Due: Friday November 4th, 11:59pm** Exit Ticket #2
12	Final Portfolio **(Materials are due Thursday at 11:59pm in observance of Veterans Day)**	**Due: Thursday November 10th, 11:59pm** DC Resume (Federal or 1-Page) DC Placement Plan Draft Biography Informational Interview #3

Course Policies

Attendance and Participation Expectations

This course is online and participation in each module every week is required. While this class is mostly asynchronous, there is space available every Tuesday, 9:30-10:30am in Page Hall, 110B (conference room located in the 110 suite, where the front desk is located). There is some partner and peer review work in this course; students are encouraged to use the classroom space throughout the semester. Students will be required to attend the current student panel in October outside of class time, please see the instructor if conflicts arise.

Late Assignments and Making Up Work

Please refer to CarmenCanvas for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Students will have the option to extend the deadline for one assignment (not including the final portfolio) during the semester. Students must notify the instructor 48 hours prior to the syllabus deadline to be granted the extension. Students who use this extension will not lose any points on their chosen assignment. For all other assignments,

John Glenn College of Public Affairs

The Ohio State University   FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 44 of 47

late work will not be accepted.

Instructor Feedback and Response Time

For assignments submitted by the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted. I will respond to emails and questions within 24 hours during the week and on the next business day following weekend questions.

Copyright

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

University Academic Policies

Refer to **https://oaa.osu.edu/academic-policies** for academic policies, including student rights and responsibilities related to the following

- **Accessibility**: Arrange for accommodations if you anticipate barriers to your learning based on a disability

- **Academic integrity**: Understand your rights and responsibilities related to academic integrity and review the university's processes for addressing claims of academic misconduct

- **Safe learning environment**: Know the university's commitments to an environment free from discrimination or harassment, and find resources for reporting or finding support.

Mental Health and Well-Being

If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available from Ohio State University's Student Life Counseling and Consultation Service (CCS). You can reach an on-call counselor when CCS is closed at 614- 292-5766. 24-hour emergency help is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or calling 1-800-273-8255 (TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

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 https://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 https://suicidepreventionlifeline.org/. Also, the OSU Student Advocacy Center is a resource to**

John Glenn College of Public Affairs
FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 45 of 47

THE OHIO STATE UNIVERSITY

**help students navigate OSU and to resolve issues that they encounter at OSU – visit
http://advocacy.osu.edu/ .**

Glenn College Diversity Values

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.

Disability Services Statement

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.

COVID Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

FERPA and Privacy in CarmenZoom

Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from

John Glenn College of Public Affairs

THE OHIO STATE UNIVERSITY FEDPM Proposal: Substitute PUBAFRS 6530 for PUBAFRS 6545 and add PUBAFRS 6060 as an elective   Page 46 of 47

harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Additional Resources

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. **Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required.** There are two locations:

- West Campus: Lincoln Tower. Doors are locked - call 614-688-2508 upon arrival.
- North Campus: St. Stephens. Look for the Buckeye Food Alliance (BFA) sign on the southwest corner of the building.

To learn more, visit https://www.buckeyefoodalliance.org/

Curriculum Proposal Checklist

Title of Program: Federal Policy and Management (FPM) Certificate and Minor

Effective term: Spring   2024   **College:** John Glenn College of Public Affairs

New/Establish: ☐   **Secondary Major Eligible:** ☐   **Academic Unit:** John Glenn College of Public Affairs

Revise: ☑   **50% Revision:** ☐   **Mark Up:** ☐   **Program Contact:** Carson Fort

Terminate: ☐   **Suspend:** ☐   **Certificate Category*:** 3b - Graduate, Post-Bachelor Degre

Degree/Credential: Certificate

Program of Study : Certificate   **Title:** Federal Policy and Management (FPM) Certifica

Code: FEDPM-CR; FE

Program Focus*: Option

Credit hours to degree/credential: 12   **Is this a change to the current total?** ☑ Yes ☐ No

Program offered only online? ☑ Yes ☐ No   **If yes, is there a signed MOU with ODEE?** ☑ Yes ☐ No

Campus(es) where offered: ☑ Columbus ☐ ATI ☐ Lima ☐ Mansfield ☐ Marion ☐ Newark

Rationale: FPM was originally approved as a Category 3a standalone graduate certificate and graduate minor. At that time, it was not possible for a certificate to be approved as both 3a and 3b. We request to add the 3b designation to provide flexibility for current students and reduce confusion be being able to market this as a certificate to both current Ohio State graduate students and to those outside the university.

Student Curriculum Sheet Required: ☐

Four Year (or appropriate) Plan: ☐

Academic Unit Curriculum Committee approval date: 9/6/23

College Curriculum Committee approval date: 9/6/23

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable

Curriculum Proposal Checklist

THE OHIO STATE UNIVERSITY

Title of Program:

Effective term: **College:**

New/Establish: **Secondary Major Eligible:**   **Academic Unit:**

Revise: **50% Revision:**   **Mark Up:**   **Program Contact:**

Terminate: **Suspend:**   **Certificate Category*:**

Degree/Credential:

Program of Study :   **Title:**

Code:

Program Focus*:

Credit hours to degree/credential: **Is this a change to the current total?**   **Yes**   **No**

Program offered only online?   **Yes**   **No** **If yes, is there a signed MOU with ODEE?**   **Yes**   **No**

Campus(es) where offered: **Columbus**   **ATI**   **Lima**   **Mansfield**   **Marion**   **Newark**

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable