

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **3/28/2024**

RE: Proposal to **Revise the MPA program** in **John Glenn College of Public Affairs**

The **John Glenn College of Public Affairs** is proposing a **Revision to the Master of Public Administration**.

The proposal was received by the Graduate School on **3/5/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **3/27/2024** and recommended it for review at CAA.

**From:** [Smith, Randy](#)  
**To:** [Adams, Christopher](#); [Landers, James](#); [Greenbaum, Rob](#)  
**Cc:** [Leite, Fabio](#); [Miriti, Maria](#); [Reed, Katie](#); [Smith, Randy](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Stromberger, Mary](#); [Griffiths, Rob](#); [Bittner, Brandi](#); [Lemon, Jason](#); [Brown, Trevor](#); [Zadnik, Karla](#)  
**Subject:** Proposal to create an online version of the Master of Public Administration  
**Date:** Friday, April 19, 2024 1:23:31 PM  
**Attachments:** [image001.png](#)

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Chris, Jim, and Rob:

The proposal from the John Glenn College of Public Affairs to create an online version of the Master of Public Administration program was approved by the Council on Academic Affairs at its meeting on April 17, 2024. Thank you for attending the meeting to respond to questions/comments.

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

The Graduate School will now notify the Ohio Department of Higher Education of this online addition.

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.

I wish you success with this important program development.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

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January 11, 2024

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 October 2, 2023, the Glenn College Graduate Studies Committee voted to move forward with the proposal to allow students to complete its Master of Public Administration (MPA) program online.

Student surveys have consistently indicated that while some students continue to prefer an in-person graduate experience, others are demanding online coursework. In fact, in our field nationally, online MPA completions now exceed in-person completions. The committee recognized that to remain competitive, it is imperative that we offer students the option to pursue the degree online. Market analysis also indicates that MPA graduates could expect above-average occupational growth locally and regionally over the next decade. This could spur additional demand for the MPA that would be well-served with the expansion to online.

We believe that these changes will continue the efforts we have been making to ensure the flexibility and accessibility our programming. 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  
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Robert T. Greenbaum  
Associate Dean for Curriculum

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January 11, 2024

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 adding an online option to its Master of Public Administration (MPA) program. In an electronic vote that concluded October 9, 2023, the college faculty voted 17-2 in favor of adding this additional offering modality.

Given our experience delivering our online Master of Public Administration and Leadership program (MPAL), our faculty and staff feel well-prepared to offer a high-quality online program. While the MPAL degree is focused on working professionals, the online MPA degree is focused on preprofessional students who do not yet have at least three years of relevant managerial or analytical experience.

Ideally, students will be able to enroll in the online MPA as soon as Autumn 2024.

Enclosed, you will find a letter from our Director of Graduate Professional Studies, Jim Landers, the Curriculum Proposal Checklist, and the proposal to add the online offering modality. We do not yet have a signed MOU with ODTI yet, as they are still revising the MOU process. We have, however, been in close contact with them regarding this proposal and the forthcoming new MOU process. To avoid further delay, we are submitting the proposal now.

Sincerely,

Robert T. Greenbaum, Professor



## **Proposal to add an online Master of Public Administration (MPA) offering modality**

### **Submitted by**

John Glenn College of Public Affairs

**October 6, 2023**

### **Proposal Narrative**

#### ***Rationale***

1. *A narrative rationale and motivation for the revision.*
  - a. *What is the rationale for transitioning to a distance program?*
  - iii. *What is the goal (or intended outcome) of transitioning online?*
  - iv. *Who is the target audience?*

The John Glenn College of Public intends to expand the reach of its Master of Public Administration (MPA) program by adding addition the option to pursue the degree completely online. By enabling students to pursue the MPA online, we seek to accomplish three main goals: 1) Respond to the increased demand from students, many of whom work either part-time or full-time, to provide a more flexibly delivered curriculum, 2) Further realize the Glenn College vision to “become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels”; and 3) increases enrollments.

The College launched its first fully online master’s degree, the Master of Public Administration and Leadership (MPAL), in Autumn 2019. Market research conducted by EAB at that time indicated a positive labor outlook for Public Administration and Social Service occupations. The research also indicated that while the number of degree conferrals nationally, regionally, and in Ohio were declining marginally, the number of online Public Administration master’s degrees nationally, regionally, and in Ohio were increasing. More recent market research compiled by Ohio State’s Digital learning team confirms that these trends are continuing. Competition in the number of competing institutions is outpacing the number of degree completions, and 49% of the institutions now offer distance programs, representing 59% of degree completions. The pattern is starker in Ohio, where 40% of the institutions offer online distance programs, but they account for 75% of all completions. The data indicate that in Ohio between 2017 and 2021, total degree completions increased by 9%, while distance degree completions increased by 113%. These data continue to show that while the MPA landscape is very competitive, it is vital to offer online options to students to remain competitive.

Our existing online MPAL degree is targeted at the mid-career professional who have at least three years of post-baccalaureate work experience, with most MPAL students having more experience. Since the launch of the MPAL degree, we have had increasing interest in applications from students desiring to pursue an online master’s degree at Ohio State but who lack the requisite experience to pursue the MPAL. Some of this interest is coming from students who have completed one of our online graduate certificate programs, which launched the same year as MPAL. The MPA is the appropriate degree for these students, but the inability to enroll in the program online to accommodate their work schedules leads these potential students to look elsewhere. The College continues to face greater competition within central Ohio and from online programs offered by out-of-state institutions. In other cases, these potential students decide to not enroll in any degree program, thus

failing to reach their full potential. To continue to fulfill the Glenn College’s mission, we need to meet students where they now are.

**Curriculum Comparison**

1. *A side-by-side comparison of the current curriculum and the revised curriculum, with all course numbers listed with the precise prefixes, numbers, and titles as used by the University Registrar.*
  - a. *Identify any courses that will be offered as Distance Enhanced (DH) or Distance Learning (DL).*
  - b. *Identify courses that exist vs. those that have or will be proposed.*

The curriculum for the online MPA will be the same as that of the current MPA program. All but four of the core classes have online versions. Many elective options are also available online, and students can also choose electives from different departments at Ohio State. Local students also have the option to take elective courses in-person. Below is the current core and elective coursework, the current offering modality, and any plans for the creation of online versions of course. All existing online classes, except for PUBAFRS 7900, are built as asynchronous online courses.

**A. CORE COURSES (32 credits - complete all courses)**

Course	Hours	Current Modality	Plans for online MPA
<b>POLICY STREAM</b>			
PUBAFRS 6000: Public Policy Formulation and Implementation	4	P, HY, DL	
PUBAFRS 6010: Legal Environment of Public Organizations	4	P, HY	Create synch DL
<b>ECONOMICS STREAM</b>			
PUBAFRS 6030: Public Sector Economics	4	P, HY, DL	
PUBAFRS 6040: Public Budgeting and Finance (Prereq: 6030)	4	P, HY, DL	
<b>MANAGEMENT STREAM</b>			
PUBAFRS 6050: Managing Public Sector Organizations <b>OR</b> PUBAFRS 7553: Nonprofit Management and Governance	4	P, HY, DL	
PUBAFRS 6060: Managerial Leadership in Public and Nonprofit Organizations	4	P, HY, DL	
<b>QUANTITATIVE DECISION-MAKING STREAM</b>			
PUBAFRS 6070: Public Affairs Statistics	4	P, HY	Create asych DL
PUBAFRS 6080: Public Affairs Program Evaluation (Prereq: 6070)	4	P, HY	Create asych DL

**B. SKILLS COURSES (5 credits total required, 3 beyond required course noted below)**

Course	Hours	Current Modality	Plans for online MPA
<b>REQUIRED</b>			
PUBAFRS 6500: Written and Oral Communication	2	P, HY	Create asych DL
<b>CHOOSE ANY 3</b>			
PUBAFRS 5513: Excel Basic Skills (session 1)	1	P, DL	
PUBAFRS 5514: Excel Advanced Skills (session 2)	1	DL	
PUBAFRS 6505: Governmental Accounting	1	P	
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1	P	



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PUBAFRS 6515: Database Management	1	P	
PUBAFRS 6520: Balanced Scorecards and Dashboards	1	P	
PUBAFRS 6525: Survey Design	1	P	
PUBAFRS 6530: Negotiation	1	DL	
PUBAFRS 6055: Judgement in Managerial Decision-Making	2	DL	
PUBAFRS 6890: Special Topics Skills	1	P, DL	Create DL

### C. ELECTIVE COURSES (12 credits required from the following list)

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take courses from each subcategory and may take multiple courses from any category. Specific courses are not repeatable.

Course	Hours	Current Modality	Plans for online MPA
<b>POLICY RELATED</b>			
PUBAFRS 5110: Higher Education and Workforce Development	3	P	
PUBAFRS 5120: Social Change Advocacy: Organization, Mobilization and Activism	3	P, DL	
PUBAFRS 5240: Race and Public Policy in the United States	3	P	
PUBAFRS 5250: Poverty, Inequality, and Public Policy	3	P	
PUBAFRS 5506: Administration of Criminal Justice Policy	3	P	
PUBAFRS 5600: Science, Engineering, and Public Policy	3	P	
PUBAFRS 5610: Innovation and Policy in a Global Economy	3	P, DL	
PUBAFRS 5700: Rebuilding Failed and Weak States	3	P, HY	
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3	DL	
PUBAFRS 5890: US Food Policy	3	P	
PUBAFRS 5895: Food Insecurity, Food Assistance Programming and Policy in the U.S.	3	P	
PUBAFRS 7503: Higher Education Policy for Public Leaders	3	P	
PUBAFRS 7505: Wicked Policy Problems	3	P	
PUBAFRS 7507: Criminal Justice Policy	3	DL	
PUBAFRS 7508: Juvenile Justice Policy	3	DL	
<b>ECONOMICS RELATED</b>			
PUBAFRS 5900: Food System Planning and the Economy	3	P	
PUBAFRS 7531: Economic Development Policy	3	P	
PUBAFRS 7534: Privatization	3	P, HY	
PUBAFRS 7535: Regulation and Deregulation	3	P	
<b>PUBLIC MANAGEMENT RELATED</b>			
PUBAFRS 5770: Risk and Decision Analysis	3	DL	
PUBAFRS 5591: Lobbying and Government Relations	3	P	
PUBAFRS 7550: Contract Management	3	P, DL	
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3	P, DL	
PUBAFRS 7555: Project Management	3	P, DL	
PUBAFRS 7557: Strategy for Public Organizations	3	P, DL	
PUBAFRS 7650: Public Management in a Hybrid World	3	DL	
<b>NONPROFIT MANAGEMENT RELATED</b>			
PUBAFRS 5590: Fundraising and Philanthropy for Nonprofit Orgs	3	P	
PUBAFRS 5592: Marketing for Nonprofit and Public Orgs	3	P, DL	



PUBAFRS 5595: Social Enterprise	3	P	
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3	P	DL
PUBAFRS 7533: Nonprofit Financial Management	3	P, DL	
<b>METHODS RELATED</b>			
PUNAFRS 5773: Qualitative Methods	3	P	
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3	P	
PUBAFRS 7572: Policy Simulation and Modeling	3	P	
PUBAFRS 7573: Public Affairs Qualitative Methods	3	P	
PUBAFRS 7574: Mixed Methods Approaches for Policy-Related Research	3	P	

#### **D. CAPSTONE COURSES (3 credit hours required)**

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Current Modality	Plans for online MPA
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3	P, DL	
PUBAFRS 7910: Capstone: Public Policy Issues	3	P	
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3	P	
PUBAFRS 7940: Capstone: Public Management	3	P	
PUBAFRS 7950: Capstone: Nonprofit Topics	3	P	
PUBAFRS 7960: Capstone: Information Management	3	P	

Note: P = in-person, HY = Hybrid, DL = Distance

#### ***Distance Program Details***

- 1. Are there insights or lessons learned from operating the program during 2020 and 2021 that will inform and support the transition to a distance program?*

The Glenn College’s initial foray into online graduate education began with our partnerships with Engineering and the Fisher College with the Master of Global Engineering Leadership (MGEL) and subsequent Master of Engineering Management (MEM) professional masters degrees. This gave us some experience in developing online curriculum. After that, our experience building, launching in 2019, and running the online MPAL degree has greatly enhanced our ability recruit and advise online students. The College’s new Events Manager is an alumna of the MPAL program, and we have plans to work with her to further enhance programming around cohort-building and belonging both among current online students and alumni.

Our experiences with our in-person programming during 2020 and 2021, including the results of many student surveys during that period, helped further convince us that we really do have distinct groups of students,

some of whom prefer some or all their courses online and some who prefer to take their courses in-person. By providing an option to pursue the MPA online, we also have the opportunity to create more of a cohort experience for the in-person students. Our intent is to restrict in-person core classes to the students in the in-person program. We will be more flexible with electives, as some are offered only online and some only in-person.

Finally, our experiences with offering online classes for multiple populations, such as MPAL, online graduate certificates, MEM, MGEL, and our MPA-DC program (where students spend their second year in Washington, DC, and take some coursework online) have helped us learn how to manage enrollments to ensure online seats are available for the students who need them.

### **Curriculum and instruction**

1. *What is the anticipated enrollment size of each cohort?*

Approximately 15 students for Autumn 2024, 20 for Autumn 2025, and 25 for Autumn 2026.

2. *What is the anticipated maximum enrollment size for each course?*

We cap graduate online classes between 25 and 50 students, depending on the nature of the material.

a. *How will the program ensure there is adequate capacity for the size of the program (e.g., staffing, budgeting, other resources)?*

We try to ensure that we have multiple instructors who can staff all our classes. For online classes in which capacity constraints might be an issue, we only allow students in in-person programs enroll after the students in our online programs have enrolled. On several occasions, when classes have approached the caps and demand still exists, we have added an additional section.

b. *Will additional faculty (regular, clinical, auxiliary), GTAs, or staff be hired to help design and teach courses?*

This academic year, we have hired three new assistant professors, assumed the full tenure line of an associate professor who previously held a joint appointment in the college, and added an additional joint associate professor. We lost one associate professor. The college continues to hire auxiliary faculty as needed.

The College has recently re-organized roles in the student services office to create the capacity for an larger advising caseload. Should the addition of the online offering modality lead to a larger number of MPA students over time, additional staff may need to be added.

3. *How will faculty be prepared and supported with course development, lesson planning, and online teaching?*

The College employs a full-time Senior Instructional Designer, who supplements the support OTDI instructional designers provide on course builds. He also provides continual support before, during, and after courses are offered. He has built two Carmen pages that provide resources for our faculty, one dedicated to online teaching and the other more broadly to help onboard new instructors.

In addition, our Assistant Dean of Students and Instruction provides support to all core and auxiliary

faculty regarding course development and lesson planning. Finally, our curricular chairs and core faculty assist by sharing resources and mentoring new instructors.

4. *Will this program include the creation of original research or scholarship? If yes, provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree. In addition, please address:*
- How will students gain access to required facilities and resources?*
  - How will students be trained in necessary procedures?*
  - How will students present their progress?*
  - How will the progress and quality of student projects be assessed?*

The only part of the program that involved the creating of original research is our capstone class. We have experience offering PUBAFRS 7900 Capstone: Research Paper in Public Affairs in both an online and HyFlex formats. When offered online, the course has been offered synchronously. Online students have full access to all resources other than the physical computer labs in Page Hall. Online students receive all the same training, are able to present the progress and results via Zoom. Progress and quality is assessed exactly the same way as for in-person classes. Students receive oral feedback in class and they receive written feedback on multiple drafts from classmates, the teaching assistant, and the instructor. As the online population grows, additional online capstone options will be provided.

5. *Will students be required to complete internships or clinical experiences?*

No

*If yes, please address:*

- Criteria for selecting the location(s) of such experiences*
  - Qualifications of preceptors or faculty*
  - Provide a list of competencies that will be evaluated*
  - Assessment strategies used to evaluate student performance*
6. *Will instruction occur synchronously or asynchronously? Please explain which activities will occur across each format.*

All classes with the exception of the capstone class(es) and PUBAFRS 6010 will be offered asynchronously.

7. *Are there any anticipated impacts on other programs or other parts of the department (e.g., course offerings, staffing)?*

Launch of this option will reduce the number of students pursuing the MPA in-person. However, we anticipate that the total number of students pursuing the MPA degree will increase by a small amount.

This offering option will also increase the demand for seats in online classes, and we will address this by increasing capacity in these classes and reducing seats available to in-person students as necessary.

## **Student support**

1. *If the distance program will enroll students outside of Ohio, how will the program address the needs of domestic and international students who are outside of Ohio (e.g., accessibility to instructors, advisors, classmates for group projects, online materials/tools)?*

Students located outside of Ohio will have the same access to resources as students in Ohio.

2. *How will student grievances be communicated and addressed?*

Online student grievances are typically initially relayed to their advisor, who then routes the grievance to the instructor, Graduate Studies Chair, Assistant Dean of Students and Instruction, or Associate Dean for Curriculum, as appropriate.

3. *How will the program seek feedback on learners' and instructors' experiences?*

Student feedback is solicited via student representation on the graduate studies curriculum committee, a fall student survey, a spring student focus group, college specific end-of-course questions embedded in the university's SEIs, and graduation surveys. Instructor experiences are captured via collaborative peer observations, through interactions with our Senior Instructional Designer, Assistant Dean of Students and Instruction, Associate Dean for Curriculum, and Associate Dean for Faculty and Research. Additionally, each Autumn and Spring semester, we host an online semester debrief session that facilitates discussion among our faculty who teach online about what has worked and problems they have encountered.

4. *How will the program monitor and address academic integrity?*

Academic integrity is discussed at orientation, and faculty are encouraged to discuss academic integrity with their students. Our Senior Instructional Designer works with faculty who give online exams and quizzes to build them in a way that makes cheating more difficult, and many of our courses rely on assignments other than exams.

The College is currently working on policies faculty can use regarding appropriate use of AI in the classroom.

- a. *How will the program offer instructors guidance on appropriate expectations concerning academic integrity?*

We monitor syllabi to ensure clear guidance is provided to students regarding academic integrity. All faculty are required to submit their syllabi for review prior to the start of each semester.

5. *How will the program support mental health and wellness for distance program students?*

Our faculty and advisors keep close tabs on our students. When appropriate, we direct students to the university Counseling and Consultation Service, the Student Wellness Center, and Disability Services.

6. *What will the ratio of student-to-advisor be?*

Approximately 50:1

a. *Who will advise and mentor students?*

A full-time Academic Advisor.

b. *Will additional staff/faculty be hired to provide support?*

We just added one net new member to our student affairs staff to help support any additional student advising that will result from this new offering modality.

7. *How will faculty mentor students, and how will students participate in the socialization that is necessary for effective scholarly exchange of ideas at the level appropriate for the degree sought.*

*Specifically, address:*

a. *How will students select a primary mentor and members of any required oversight committee?*

All students will have the same academic advisor.

b. *Frequency of any mandatory interactions between program faculty and students.*

All courses require at least weekly interaction with their instructor and classmates.

c. *Opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field.*

Most of this happens in the classroom, and many classes, including our online classes, have guest speakers who are professionals in their field. In addition, the College has a robust set of co- and extra-curricular activities, many of which are made available to online students.

d. *Career development opportunities that will be provided.*

The College has a full-time Career and Intern Specialist whom students are introduced to at orientation, if not earlier. He shares internship and job opportunities with students, runs workshops, meets individually with student, reviews resumes, and helps with career counseling.

### **Technical Requirements and Support**

1. *Hardware, software, connectivity requirements*

Students should have a current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone. Students should also have a mobile device (smartphone or tablet) to use for BuckeyePass authentication.

For most courses, Microsoft Office 365, available to all Ohio State students, should be sufficient. One required course also requires the students to have access to Stata, which can be purchased, accessed in-person in Glenn College computer labs, or accessed remotely on an OSU library computer.

2. *Necessary classroom equipment for students to experience courses in person and/or online (e.g., projectors, cameras and mics)*

The College has classrooms and seminar rooms equipped with projectors, cameras, monitors, and microphones.

### **Communication**

1. *How will the structure of the program be messaged to students (e.g., scheduling, time commitments)?*  
The structure of the program is messaged via our recruiters, advisors, info-sessions, orientation, and on our website.

### **Climate and Community-building**

1. *How will the distance program attend to issues of equity, diversity, and inclusion?*

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

2. *What new understandings and approaches to teaching, assessment, and community-building might the program consider modifying or incorporating in order to meet intended goals?*

We are working on ways to better utilize the capstone experience to better assess the program. We encourage instructors to utilize real-life examples and to have students bring their own jobs and experiences into the classroom. We also plan to better utilize focus groups of alumni and employers to better assess whether we are meeting learning outcomes and are staying current with employer needs.

### **Budget Implications**

1. *How might transitioning to a distance program impact the program's and/or department's budget?*

If the addition of the online modality leads to additional students, we may need to hire additional auxiliary or core faculty. In addition, some additional resources will be expended to support the faculty to build the new online classes. However, at the time, the number of new builds will be limited. Further, additional advising staff may be required.

2. *Will the program operate an in-person option in addition to a distance option? If yes, please describe resources for offering the program across delivery modes.*

Yes, the program will continue to be offered both in-person and online. The only additional resources necessary are to create online versions of around half a dozen courses.

### **Student Transition Plan**

1. *A transition plan addressing how students enrolled in the current program will be accommodated as the distance program initiates.*

We are not eliminating the in-person program. We plan to limit opportunities for students to switch between the in-person and online programs.



**THE OHIO STATE  
UNIVERSITY**

# Curriculum Proposal Checklist

**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

# Memorandum of Understanding

## Online Program

Between

Master of Public Administration

The John Glenn College of Public Affairs, Columbus Campus

The Ohio State University

**And**

Ohio State Online

The Ohio State University

## Purpose

The purpose of this Memorandum of Understanding (MOU) is to acknowledge that the **Master of Public Administration** has met or exceeded the modality substantive change threshold, making the program an online program or is a new online program for the university and will meet the requirements for an online program in partnership with Ohio State Online.

## Term of MOU

This MOU will begin effective upon obtaining all necessary signatures and will remain in effect for the life of the program.

## Services Provided for Program Launch

As an online program this program will receive Ohio State Online support, such as market research, student acquisition, ongoing student support, online program and course design and development, and state authorization and licensure research and disclosures (if applicable).

Based on pre-approval planning conversations, this program may leverage the following Ohio State Online services:

**Online Enrollment Services:** Generating and finding quality prospective students, selling prospective students on the program and Ohio State, helping re-enroll students each term to help them reach graduation, and supporting the college to recognize steady-state revenue streams.





**Online Instruction Services:** Reviewing and recommending evidence-based online program curricular design to best meet and support the intended audience and enrollment goals; providing and encouraging online instructor professional learning opportunities; and partnering with instructors for initial course design, development, and ongoing course updates.

It is expected Ohio State Online and program relationship contacts below will remain in discussions as part of ongoing college check-ins to evolve services to achieve program goals.

## Table of Program Relationship Contacts

Units	College / Department / Campus	Ohio State Online
Organization Oversight	Trevor Brown, Dean	Jason Lemon, Dean
Administrative Oversight	- Rob Greenbaum, Associate Dean for Curriculum - Kim Young, Chief Administrative Officer	- Rob Griffiths, AVP, Online Learning and Innovation - Brandi Bittner, AVP, Online Enrollment
Program Oversight	- Rob Greenbaum, Associate Dean for Curriculum - Jim Landers, Graduate Studies Chair - Chris Adams, Director of Student Services and Programs	- Rob Griffiths, AVP, Online Learning and Innovation - Brandi Bittner, AVP, Online Enrollment
Course Oversight	- Rob Greenbaum, Associate Dean for Curriculum - Aaron Carpenter, Senior Instructional Designer	John Muir, OSO program / course design innovation, assigned Instructional Designer
Student Support Oversight	- Kate Hallihan, Assistant Director of Students and Instruction - Lindsey Lee, Program Manager	Assigned Reenrollment Specialist



	- Vivian Ballon, Academic Advisor	
Marketing/Recruiting Oversight	- Erin Trueman, Director of Marketing and Communications - Syndey Rubin, Recruitment and Engagement Specialist	Assigned Marketing Manager and Recruiting lead
Fiscal Oversight	Kim Young, CAO/SFO	AVP, OSO Financial Strategy and Analysis

# Signatories

By signing this MOU, all groups agree to be active partners and to abide by this agreement:

Program Director: Jim Landers	DocuSigned by: <i>James Richard Landers</i> Date: 04/16/2024
College Fiscal Officer: Kim Young	DocuSigned by: <i>Kimberly Anne Young</i> Date: 04/22/2024
Curricular Associate Dean: Rob Greenbaum	DocuSigned by: <i>Robert Greenbaum</i> Date: 04/22/2024
Dean: Trevor Brown	DocuSigned by: <i>Trevor Lawrence Brown</i> Date: 04/22/2024
Vice Provost and Dean of Online Learning: Jason Lemon	DocuSigned by: <i>Jason Edward Lemon</i> Date: 04/22/2024

# Online Program Attributes

Program Working Title: Master of Public Administration

Program level:

Associate  Undergraduate  Graduate  Professional

Approval type:

New program  Change of delivery  Certificate  Stackable  Other

If applicable, will the program continue to offer an on-ground version? Note, notification to CAA and Ohio State Online will be necessary if an approved program modality is no longer offered.

Yes  No

Percentage of courses offered online for this program ~~and how many are asynchronous?~~

100%  80-99%

If other, please explain:

Anticipated term for first cohort: Autumn 2024

Note, marketing and recruitment will begin approximately 6 months prior to first enrollment term.

Will this program have a different fee structure from what would normally be assessed to similar students at the university? Note, [approval from Financial Planning and Analysis is necessary for differentiated tuition.](#)

Yes  No

If yes, please explain justification:

Total credit hours for program:

Does this program have mandatory onsite training components? (e.g., practicum, residency, or internship)

Yes  No

If yes, please explain:



Does this program have any non-mandatory onsite training components? (e.g., orientation)

Yes       No

If yes, please explain:

As with our other online master's degree (MPAL), students will be invited to our orientation dinner.



# Program Courses

The online program course delivery strategy at launch is outlined in the table below.

*Note: the information in the first row of the table is included only to provide an example of how the information should be formatted.*

Course Code and Name	Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course)	Core or Elective	Asynchronous or Synchronous or Both	First Term and Session (if applicable) this Course will be Offered as part of this Online Program	Other terms and sessions (if applicable) this course be offered (None, AU25, SP25, SU25)
PUBAFRS 6000: Public Policy Formulation and Implementation	In person, hybrid, distance	Core	Asynchronous	AU24	SP25 (DL), AU25 (DL, P)
PUBAFRS 6010: Legal Environment of Public Organizations	In person, hybrid	Core	Synchronous	SP25	None
PUBAFRS 6030: Public Sector Economics	In person, hybrid, distance	Core	Asynchronous	AU24	SU25 (HY), AU25 (DL)
PUBAFRS 6040: Public Budgeting and Finance	Hybrid, distance	Core	Asynchronous	SP25	AU25(HY)
PUBAFRS 6050: Managing Public Sector	Hybrid, distance	Core	Asynchronous	AU24	SU25 (DL)



Organizations					
PUBAFRS 7553: Nonprofit Management and Governance	Hybrid, distance	Core	Asynchronous	AU24	SP25 (DL)
PUBAFRS 6060: Managerial Leadership in Public and Nonprofit Organizations	Hybrid, distance	Core	Asynchronous	SP25	SU25 (DL), AU25 (HY)
PUBAFRS 6070: Public Affairs Statistics	Hybrid, distance	Core	Asynchronous	AU24	SP25 (HY)
PUBAFRS 6080: Public Affairs Program Evaluation	In person, hybrid, distance	Core	Asynchronous	SP25	SU25 (HY)
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	In person, Distance	Core	Synchronous	SP25	SU25 (DL), AU 25 (P)
PUBAFRS 79XX: Other graduate capstones	In person	Core	Synchronous	SP25	Future online offerings
PUBAFRS 6500: Written and Oral	In person, distance	Core	Asynchronous	AU24	AU25 (DL, P)



Communication					
PUBAFRS 5513: Excel Basic Skills (session 1)	Distance	Elective	Asynchronous	AU24	SP25 (DL), AU25 (DL)
PUBAFRS 5514: Excel Advanced Skills (session 2)	Distance	Elective	Asynchronous	AU24	SP25 (DL), AU25 (DL)
PUBAFRS 6530: Negotiation	Distance	Elective	Asynchronous	SP25	SU25 (DL), AU25 (P)
PUBAFRS 6055: Judgement in Managerial Decision-Making	Distance	Elective	Asynchronous	SU25	None
PUBAFRS 5515: Conversing with Confidence Across Differences	Distance	Elective	Synchronous	SP25	None
PUBAFRS 5545 Making a Difference in Washington	Distance	Elective	Asynchronous	AU24	SP25 (DL), SU25 (DL), AU25 (DL)
PUBAFRS 6890: Special Topics Skills	In person, distance	Elective	Both	AU24	SP25, SU25, AU25
PUBAFRS 5120:	Distance	Elective	Asynchronous	SP25	None



Social Change Advocacy: Organization, Mobilization and Activism					
PUBAFRS 5506: Administration of Criminal Justice Policy	Distance	Elective	Asynchronous	SU25	None
PUBAFRS 5610: Innovation and Policy in a Global Economy	Distance	Elective	Asynchronous	AU24	AU25 (DL)
PUBAFRS 5750: Public Policy: The Business-Government Relationship	Distance	Elective	Asynchronous	SP25	None
PUBAFRS 7507: Criminal Justice Policy	Distance	Elective	Asynchronous	AU24	None
PUBAFRS 7508: Juvenile Justice Policy	Distance	Elective	Asynchronous	AU25	None



PUBAFRS 5770: Risk and Decision Analysis	Distance	Elective	Asynchronous	AU24	AU25 (DL)
PUBAFRS 7550: Contract Managem ent	Distance	Elective	Asynchronous	SP25	None
PUBAFRS 7554: Performanc e Measureme nt and Managem ent in the Public Sector	Distance	Elective	Asynchronous	SP25	None
PUBAFRS 5592: Marketing for Nonprofit and Public Orgs	Distance	Elective	Asynchronous	SU25	None
PUBAFRS 7501: Grant Writing in the Public Sector	In person	Elective		AU24	AU25 (P, DL?)
PUBAFRS 7533: Nonprofit Financial Managem ent	In person, Distance	Elective	Asynchronous	AU24	AU25 (DL)
PUBAFRS 6890 Making a Difference	Distance	Elective	Synchronous	SU25	None



in Global Affairs					
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## State Authorization / Disclosure

Ohio State Online will support necessary steps for approvals and notifications, and the program will abide by state laws and disclosure requirements, for items selected yes.

	Yes/No
Enroll students located outside Ohio?	Yes
Does this program potentially lead to a professional license or certification in any state?	No
Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships?	No



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Kimberly Anne Young  
young.1807@osu.edu  
Chief Administrative Officer  
The Ohio State University  
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A4B294819E20405...  
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Robert Greenbaum  
greenbaum.3@osu.edu  
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*Robert Greenbaum*  
FBA4EEA355734D5...  
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Signed: 4/22/2024 1:55:11 PM

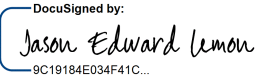
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ID: 88c5af2e-9012-482c-897d-78a03a4a1010  
Company Name: The Ohio State University

Trevor Laurence Brown  
brown.2296@osu.edu  
Dean  
The Ohio State University  
Security Level: Email, Account Authentication (None)

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*Trevor Laurence Brown*  
6DC90E2317E24C9...  
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<p>Vivian Ballon ballon.7@osu.edu Security Level: Email, Account Authentication (None)</p> <p><b>Electronic Record and Signature Disclosure:</b> Not Offered via DocuSign</p>	<div style="border: 2px solid blue; padding: 5px; display: inline-block; font-weight: bold; color: blue;">COPIED</div>	<p>Sent: 4/22/2024 3:38:57 PM</p>

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