CHALLENGES AND OPPORTUNITIES IN ONLINE PUBLIC POLICY PROGRAMS:
A STRATEGIC OVERVIEW

PREPARED BY:

MICHAEL D. GOODMAN, PH.D.
ASSOCIATE PROFESSOR AND CHAIR
DEPARTMENT OF PUBLIC POLICY

CHAD J. MCGUIRE, J.D., L.L.M.
ASSISTANT PROFESSOR OF PUBLIC POLICY
DEPARTMENT OF PUBLIC POLICY

OCTOBER 1, 2012
Context

The purpose of this document is to describe the strategic priorities envisioned by the Department of Public Policy in creating, developing, and expanding its online initiatives and to identify programmatic and organizational challenges and opportunities as well as the resources required in order to maintain its current online commitments and grow and expand online programs and offerings to capture expected growth opportunities.

Toward this end, the following provides fundamental information about current online initiatives undertaken by Public Policy with some discussion of expected growth opportunities and the resources needed to fully capture them in the context of the Department’s larger mission and face-to-face commitments. In addition, proposed online initiatives are discussed in order to identify the strategic direction of the Department as it seeks to expand its academic programs into areas that are a strongly aligned with the Department, SEPPCE, and the larger University’s stated missions and goals. The document concludes with a discussion of the resource implications of current and proposed initiatives.

Overview of Current Programmatic Commitments

The Department of Public Policy currently administers or co-administers the following graduate programs:

- **Face-to-face and online** Master of Public Policy (MPP) Program
- **Online** Graduate Certificate in Environmental Policy
- **Online** Graduate Certificate in Education Policy
- Joint JD/MPP program
- MBA with concentration in environmental policy.
- Servicing of the certain educational leadership courses (ELP) within the Department of Educational Leadership at SEPPCE.

The Department also currently offers two sections of the following undergraduate course each

---

1 A detailed description of the MPP program can be found at: [http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/gettingthroughtheprogram/mopp/](http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/gettingthroughtheprogram/mopp/)

2 A detailed description of the online graduate certificate in environmental policy can be found at: [http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/gettingthroughtheprogram/graduatecertificateinenvironmentalpolicy/](http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/gettingthroughtheprogram/graduatecertificateinenvironmentalpolicy/)

3 A detailed description of the online graduate certificate in education policy can be found at: [http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/gettingthroughtheprogram/graduatecertificateineducationpolicy/](http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/gettingthroughtheprogram/graduatecertificateineducationpolicy/)

4 Students in this program complete the majority of courses offered in the graduate online environmental policy program.

5 POL 580 (Statistical Analysis), 581 (Applied Research Methods), and 585 (Applied Policy Research Seminar) are three courses currently taught by Public Policy faculty that service both MPP and doctoral students in Educational Leadership. These courses are crosslisted under the ELP designation.
semester:

- **POL102** (Introduction to Policy Studies)\(^6\)

The following is a list of program initiatives the Department is currently implementing or planning:

- **‘4+1’ programs** with the Departments of Sociology & Anthropology, Political Science, and (potentially) Economics.\(^7\) These programs are a critical part of the Department’s efforts to build a student pipeline for its face-to-face programs.
- Development of an online public management graduate certificate.\(^8\) Currently, public management is the only MPP concentration area without an associated standalone certificate program (which have been important feeders for the MPP program).
- Development, implementation, and administration of an online **Master of Sustainable Development (MSD) program**.\(^9\)

All of the initiatives described above, both current and proposed, are logical extensions of the purposes and goals of the Department Public Policy, as well as the Department’s response to current needs identified by SEPPCE and University leadership. In each case there is strong reason to believe that there is significant actual or potential growth for each program initiative.

---

\(^6\) This undergraduate course is supported by the Department primarily as a means of supporting the undergraduate mission of the University while also providing qualified graduate students with teaching assistantship opportunities.

\(^7\) The ‘4-1’ program offers selected outstanding undergraduate students to be identified in their second semester of their sophomore year by home department representatives. Up to five (5) students in each department can apply for acceptance into the MPP program. If accepted, the student can gain credit for both their undergraduate and MPP degree during their junior and senior year. The effect of the program is that students can complete both their undergraduate education and MPP in 5 years rather than a 6-year timeframe. Currently, an agreement has been finalized with Sociology & Anthropology to implement the program beginning in the fall of 2013. In addition, a draft program was created between Public Policy and Political Science during the summer of 2012 and is being presented to the Political Science Department in October 2012 with expected implementation in the fall of 2013. The basic agreement and proposed schedule of matriculation for this program can be viewed here: [https://www.dropbox.com/sh/imxrxf1mq5ik95y/NaEwTu0VTk](https://www.dropbox.com/sh/imxrxf1mq5ik95y/NaEwTu0VTk)

\(^8\) The online graduate certificate in public management would follow the same structure as the online certificates in education and environmental policy. The courses for the public management certificate would be derived from the courses currently offered to support the public management concentration in the MPP, available here for review: [http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/courseofferings/](http://www.umassd.edu/seppce/departments/publicpolicy/currentstudents/courseofferings/)

\(^9\) The Master of Sustainable Development (MSD) has been approved for full development by the President’s Office. SEPPCE and the Department of Public Policy are taking a lead role in moving the proposal of the program through academic review and, ultimately, administering the program through the Department. A copy of the proposal with a detailed analysis of the policy track layout (and associated startup costs) is available for review here: [https://www.dropbox.com/sh/c0e503yc30fwp2s/p63OehYoPn](https://www.dropbox.com/sh/c0e503yc30fwp2s/p63OehYoPn)
Assumptions about expected growth

Both the online and face-to-face course offerings of the Department of Public Policy serve multiple student populations, in many cases extending well beyond the students that have matriculated into and are enrolled in one of the Department’s degree or certificate programs. This includes students in the Department of Educational Leadership’s doctoral program (all of whom are currently required to take three MPP courses), MBA students (our environmental policy concentration and certificate program is now an available and increasingly popular concentration area for these students), SMAST students (who take POL courses in Marine and Ocean Policy), and a steady stream of non-matriculated students who in some cases are considering applying to one of our programs and in other cases are taking courses that they intend to use to fulfill degree requirements in other graduate programs at UMD and beyond.

Currently, we are the only SEPPCE Department without a full-time administrative assistant and, combined with the serious limitations of the COIN system as a student information database (as opposed to a registration system) and the limited utility of standardized institutional research reports, we do not have ready access to the data we need to systematically track our enrollment, registrations, applicant pipeline, and other crucial data. This creates significant challenges for us in terms of student recruitment, student communications, alumni relations, and strategic planning. It also limits our ability to provide precise information about growth trends across our programs absent a substantial investment of faculty time and effort to manually extract and analyze this data. This is something we have been unable to find the time and energy to do at this point in our development.

This has two implications for the following discussion. First, it means that the standard UMD practice of comparing program size almost exclusively through the use of student counts by program code is likely to be highly misleading in our case. Based on our experience, we are confident that an objective and comprehensive examination of our course enrollments, matriculation trends, and measures of student interest (inquiries received through UMass Online) would conclude that our online programs have been growing strongly and are poised to continue to do so.

It also makes it challenging to project growth. In the absence of the detailed data that we need to systematically describe and project growth, we have relied on prospective student inquiry data to estimate our growth potential. Over the past two to three years, with very little effective support from PCE, we can document over 1,500 inquiries about our online programs submitted from UMass Online (with the overwhelming majority expressing interest in the MPP program). If we conservatively estimate that we will receive an average of 500 inquiries per year, we only need to yield 4% of these inquiries to operate at maximum capacity (20 students per cohort at current resource levels). Raising that modest yield to 10%, which we think is a very realistic goal with proper marketing support (which we believe would both increase inquiries and application yield), would be all the growth that would be needed to justify expanding our offerings in the manner described below. Bottom line, while we would prefer to have more (and better) data, we believe our growth assumptions are both reasonable and conservative.
Opportunities and Limits to Growth

Currently, the Department of Public Policy is not sufficiently staffed to meet the current requirements of its existing programs without the support of affiliated faculty and part-time lecturers (PTLs). The ways in which tenure-track professors in the Department (“core faculty”) and affiliated faculty (including tenure-line faculty from other Departments and PTLs) currently support the Department’s programs are described in the figure below.

### Department of Public Policy—Faculty Teaching Load Allocation

<table>
<thead>
<tr>
<th>Core Faculty</th>
<th>Course Load</th>
<th>Course Release</th>
<th>Fall, 2012</th>
<th>Winter, 2013</th>
<th>Spring, 2013</th>
<th>Summer, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Goodman</td>
<td>two and two</td>
<td>1 (Department Chair)</td>
<td>POL 581* (f2f and online)</td>
<td>POL 585 (online)</td>
<td>POL 585* (f2f)</td>
<td></td>
</tr>
<tr>
<td>Clyde Barrow</td>
<td>one and one</td>
<td>2 (CPA Director)</td>
<td>POL 586 (online)</td>
<td>POL 586 (online)</td>
<td>POL 586 (online)</td>
<td></td>
</tr>
<tr>
<td>Shawn Swann</td>
<td>three and three</td>
<td>NA</td>
<td>POL 590 (f2f and online) and POL 596 (online)</td>
<td>POL 590 (f2f and online) and POL 596 (online)</td>
<td>POL 590 (f2f and online) and POL 596 (online)</td>
<td></td>
</tr>
<tr>
<td>Chad McGuire</td>
<td>three and three</td>
<td>14 credit hours</td>
<td>Internship Coordinator</td>
<td>2 sections of POL 599 (online) and POL 663 (online)</td>
<td>2 sections of POL 599 (online) and POL 663 (online)</td>
<td></td>
</tr>
<tr>
<td>Weida Li</td>
<td>three and three</td>
<td>NA</td>
<td>POL 586* (f2f and online) and POL 512 (online)</td>
<td>POL 512 (f2f and online) and POL 531 (online)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affiliated Commitment</th>
<th>Core Faculty</th>
<th>Course Load</th>
<th>Course Release</th>
<th>Fall, 2012</th>
<th>Winter, 2013</th>
<th>Spring, 2013</th>
<th>Summer, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devon Lynch</td>
<td>one and one</td>
<td>Joint appointment with Economics</td>
<td>POL 540 (f2f)</td>
<td>POL 540 (f2f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joao Palmeira</td>
<td>one (Fall only)</td>
<td>Education Leadership</td>
<td>POL 570 (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Daise</td>
<td>one and one</td>
<td>Education Leadership</td>
<td>POL 542 (online)</td>
<td>POL 561 (online)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ricarda Rose</td>
<td>one (Spring only)</td>
<td>Education Leadership</td>
<td>POL 511 (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Marchello</td>
<td>one (Spring only)</td>
<td>PTL</td>
<td>POL 661 (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fred Killops</td>
<td>one (Spring only)</td>
<td>PTL</td>
<td>POL 511 (f2f)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sibel Allegrini</td>
<td>one and one</td>
<td>PTL</td>
<td>POL 540 (online)</td>
<td>POL 511 (online)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To support the MPP program, available teaching load must be deployed to cover both face-to-face (f2f) and online sections of the program. For Fall 2012, we are offering the following sections:

### Face to Face Courses

- POL 102 - Introduction to Public Policy
- POL 500 - Public Institutions and Policy Process
- POL 540 - Microeconomics for Public Policy
- POL 580 - Statistics
- POL 585 - Applied Policy Research Seminar

### Online Courses

- POL 500 - Public Institutions and Policy Process
- POL 512 - Performance Measurement
- POL 540 - Microeconomics for Public Policy
- POL 542 - Law and Education
- POL 560 - Environmental Consequences of Globalization
- POL 570 - Foundations of American Education
- POL 580 - Statistics
- POL 581 - Research Methods for Public Policy
- POL 599 - Public Policy Internship
- POL 663 - Ocean Policy and Law
Given the recent unexpected resignation of Professor Weiwei Lin, we currently have the capacity to offer 9 sections staffed by core members of the Department faculty. Given that we are actually offering 15 sections (we rely heavily on the support of affiliated faculty as shown above in the department teaching load allocation table. The affiliated faculty members include the following:

- Devon Lynch, Economics\(^{11}\)
- Joao Paraskeva, Educational Leadership\(^{12}\)
- Mark Paige, Educational Leadership
- Ricardo Rosa, Educational Leadership
- Part Time Lecturers\(^{13}\)
- MPP Graduate Students (Teaching Assistantships)

**Master of Public Policy Program**

The MPP has shown over a three-fold increase in enrollment since the online program was launched in the fall of 2010. Applications received for the MPP, and particularly for the online MPP, were at an all time high in 2011-2012 for the Fall 2012 entering class. If this continues, it is anticipated the MPP program will require additional sections of certain identified courses by AY 2013-2014. This includes the following courses:

- POL 500: From 2 sections each semester to 3 sections (1 additional online section)
- POL 562: From 1 online section during the academic year to 2 sections

In addition, the current faculty resource sharing arrangement between Educational Leadership and Public Policy cannot be sustained over the near-term without additional resources. As both programs grow individually, there will be increased pressure placed on the enrollment capacities of the cross-listed course sections offered and associated pressure on the teaching load allocations of both programs. Courses impacted by this current arrangement include:

- POL 580 (MPP and ELPS Core Course)
- POL 581 (MPP and ELPS Core Course)
- POL 585 (MPP and ELPS Core Course)
- POL 511 (Education Policy Course – certificate and MPP concentration area)
- POL 570 (Education Policy Course – certificate and MPP concentration area)
- POL 542 (Education Policy Course – certificate and MPP concentration area)

---

\(^{11}\) Part of Professor Lynch’s line is contractually dedicated to the Department of Public Policy making his 1/1 a recurring asset that can be applied to the program for teaching purposes.

\(^{12}\) Educational Leadership faculty currently services our educational policy courses (to include the online graduate certificate and MPP concentration in education policy). Currently, nearly half of the Department of Educational Leadership’s core faculty teaching load (as doctoral faculty they teach a two and two schedule) is dedicated to supporting our programs (Educational Policy certificate and concentration courses). Given the substantial growth of their own programs, we anticipate that this commitment of resources is not sustainable.

\(^{13}\) Part Time Lecturers (PTLs) have already been utilized to fill gaps in required courses within the MPP program (including POL 510, 540, and 541). In addition, PTLs have been utilized to relieve demand for courses offered in the online graduate certificate in environmental policy (and concentration track within MPP).
POL 561 (Education Policy Course – certificate and MPP concentration area)

The strategic question we face essentially becomes, do we invest additional resources to meet expected growth, or do we purposefully set limits on the number of seats available to Educational Leadership students and increase admission standards to limit enrolment in the MPP program? While as noted above we do not have ready access to the data required to make a precise estimate of the extent of the demand for the online MPP program, our experience over the past three years leads us to believe that with the necessary resources and marketing support, the online MPP can effectively serve approximately 50 online students per academic cohort, where current assets (assuming the replacement of Weiwei Lin) permit the support of 20 online students per academic cohort (assumes on cohort is admitted each Fall).

Online Graduate Certificate Programs

The Department’s online graduate certificate programs include the current programs (education policy and environmental policy) as well as a planned online graduate certificate in public management. The certificate programs have shown consistent and steady growth and served as an important ‘pipeline’ for students into UMass Dartmouth graduate degree programs generally and the MPP program specifically. Having students in the certificate programs can ultimately cause some problems in sections filling up in the near future as certificate students compete for “seats” with fully online MPP students who are concentrating in the same areas as certificate students. As such, the courses offered in the certificate programs have the potential for overfilling and requiring additional section offerings. This is particularly true of any education policy course that is also serving certificate students, MPP students, and potentially Educational Leadership students. These ‘chokepoints’ are of particular concern for the Department as we respond to opportunities for growth while managing the potential implications for these opportunities over time.

14 The ability to increase standards for admissions is most applicable to the online program, as the Department has made commitments to f2f students including the recent development of the ‘4+1’ and similar programs to identify and maintain a strong f2f component of the program. Thus, enrollment limits would be primarily focused on online student applications. It is currently felt that the Department can safely maintain a cohort of 20 online students each Fall under current staffing (assumes the replacement of Professor Weiwei Lin).

15 The unexpected resignation of Professor Weiwei Lin has frustrated the planned rollout of the public management certificate.

16 Students successfully completing an online graduate certificate are directly incented to continue their studies in the MPP program. First, all courses earned in the certificate with a 3.0 or higher grade can be transferred into the MPP program (essentially completing the POL500 and concentration requirement of the MPP program). In addition, successful completion of the online graduate certificate waives the GRE requirement for the applicant. Applicants can apply for either the f2f or online MPP utilizing these advantages.

17 Identifying and understanding these chokepoints require a close examination of relationships between current program commitments and the impacts of these commitments over time in light of expected growth. The Department is in the best position to assess the potential for chokepoints when it controls the assets supporting its programs. For example, the Department is currently reliant on the support of the three faculty members of the Department of Educational Leadership, whose doctoral programs are growing rapidly and they are reliant on three of our faculty. This is not simply a concern about the future availability of those faculty to teach courses that are required for each program, enrollment growth in either program can seriously impact core course offerings within the both programs that are currently expected
Master of Sustainable Development (MSD) Program

The MSD program is believed to have substantial growth potential. The online graduate certificate program in sustainable development currently has approximately 15 students enrolled with little to no administrative support for that program. Using these enrollments along with student inquiries fielding by Public Policy and the Office of Campus and Community Sustainability, there is immediate evidence that an online graduate program would yield strong enrollment over a relatively short period of time. This assumption is bolstered by evidence presented in the current demand and job growth for this field in the proposal for the MSD; the link to proposal is located earlier in this report. With sufficient support, we believe that the MSD could yield a regular cohort of 50 or more online students each academic year.

The challenge to growing the MSD is two-fold. First, there is the need to provide the initial support and funding for the program. This includes developing the 6 core courses required for the online program. In addition, the first track within the MSD ready for online delivery would be the environmental policy track. This track mimics the POL courses for the environmental policy certificate and MPP concentration. Consequently, developing this program would create another potential chokepoint for POL courses in this area. Consequently, if a decision is made to move forward with the MSD, resources will need to be committed to support the extra course sections that will be required.

Commitments to the Department of Educational Leadership

The Department’s current partnership with the Department of Educational Leadership places significant constraints on the capacity of Public Policy to properly plan and coordinate the delivery and growth of its online programs. Currently, Public Policy has agreed to accommodate 100% of Educational Leadership’s doctoral students in three of our core MPP courses.

The rapid growth of the Educational Leadership program (their latest cohort has 16 students) is already creating enrollment issues for some of these courses (which typically have their enrollment capped at 20 students). Program accreditation requirements (and in the case of Education Leadership state licensure requirements) substantially limit the ability of either Department to meet this additional demand simply through the appointment of part-time lecturers. Similar challenges are presented in online courses in Educational Policy courses where, given mandatory training and other requirements, quickly adding staff and course sections even if staffed by PTLs is easier said than done.

Presently, there is no way of guaranteeing that the faculty of the Department of Educational Leadership will continue to be available to teach required courses for MPP concentrators in Education Policy and in our online Graduate Certificate program in Educational Policy. If growth in the educational policy certificate or MPP concentration gets to the point where additional sections are required, it is unclear how these courses will be staffed. Finally, Public Policy is not empowered to assess the quality of the online course sections being developed outside of its department and thus a limit on its ability to engage in the kinds of quality control it seeks for online program consistency. All of these issues constrain the ability and the capacity of our Department to respond to the growth opportunities presented by demonstrated student demand for online courses and programs.

to serve both MPP and Educational Leadership students (creating the potential for new sections which create both programmatic and resource constraints in both Departments).
Online Course Ownership

With the recent unexpected resignation of Professor Weiwei Lin, as well as the current work being done by the Department to prepare for its upcoming AQAD review and NASPAA program accreditation, it has become clear that a truly functioning and resilient online program requires a good deal of control over the individual online course content structures for the program itself. What this means is that the Department needs to: (1) identify online course structures that have been developed by faculty members that represent excellent ‘foundations’ for the course being delivered in the program; (2) encourage the development of similar course foundations by all faculty members within the department to develop a consistent theme and depth of online courses within the program; and (3) ensure the Department’s capacity to offer these same course foundations within the program regardless of what happens to faculty within the Department over time.

Currently, we believe the Department is doing a good job of accomplishing (1) and (2). What is needed to ensure the quality and sustainability of our online programming now and in the future is the support to fully implement (3). We believe that support to either purchase the rights to the course fully (the more expensive option), or to purchase a right to use the course materials for a period of time via a license (the less expensive option) is necessary if our Department if it is to be proactive in managing growth within its online programming while limiting the impact of unforeseen events (professors leaving the Department and University and taking their course intellectual property with them) that can inhibit the delivery of an online program in ways that do not occur in f2f settings.18

PTL Limitations

Part-time lecturers can manage some of the current and expected growth in the Department’s online programs. As indicated in the “Teaching Load Allocation Table” above, the Department already utilizes PTLs to service a number of course sections. However, there is a limit to this strategy both in terms of quality control and compliance with relevant accreditation standards (which enforce strict limits on the use of non-core faculty in accredited programs) and internally approved and collectively bargained policies and procedures. Further, the use of PTLs for online course delivery is especially challenging because of the unique nature of online courses; PTLs need to be trained for online delivery (without compensation), must be on the payroll prior to being provided access to training, and also must be oriented by the Department to comply with our expectations regarding online course instruction (as online PTLs typically deliver already developed faculty content for additional sections). For these reasons our Department favors the strategic use of PTLs through the development of close and long-term relationships with a few key lecturers to run online course sections and the reform of training and HR policies that serve to frustrate the ability of programs and Departments to deliver online courses and quickly scale up to meet student demand.

18 The development of online courses is fundamentally different than implementing a f2f course section. There is significantly more lead-time required for the online delivery in terms of development of the course materials and instructor preparation (training, etc.). Public Policy has spent considerable time and energy in working with faculty to develop a coherent style of online course structure and delivery across the courses within its program. Without the ability to ensure the course structure remains within the program, there is limited capacity for the Department to manage its online growth in a meaningful way that ensures quality outcomes for students.
Resources and Support Required

To effectively respond to the challenges and opportunities outlined above, we request the following support:

- Immediate authorization to replace Professor Weiwei Lin.\(^{19}\)
- Authorization to hire a full-time professional administrative assistant with a redefined job description (currently the Department by a half-time assistant).
- An additional tenure-track faculty line (or FTL) in Public Policy to service the online programs with potential emphasis in education policy or sustainability.\(^{20}\)
- A sustainable plan to shore up the capacity of both the Department of Educational Leadership and the Department Public Policy to ensure that both Departments will be able to meet their commitments to one another for the foreseeable future.\(^{21}\)
- PTL lines to supplement additional course sections needed to relieve pressure at strategic “chokepoints” in online course delivery.\(^{22}\)
- Marketing support (potentially in collaboration with UMass Online) to highlight the program to expanded markets for growth opportunities and improve application and students yields in both degree and certificate programs.
- Funds to purchase ‘licenses’ in integral online courses developed by faculty to ensure the institutional consistency and integrity of existing online programs.\(^{23}\)
- For the MSD program, formal commitments from other colleges and departments to dedicate the faculty resources and course scheduling that will be required to support the program.

\(^{19}\) Cost determined based on current faculty federation contract for Assistant/Associate Professor who can replace courses taught by Dr. Lin and potentially with a background in the education policy field. This ‘need’ is not identified for growth, but rather to simply maintain the current delivery of online programming. The growth under this hire would be to finalize development and implementation of the public management certificate program for online delivery.

\(^{20}\) Cost determined based on current faculty federation contract for FTL/Assistant/Associate Professor with relevant experience in education policy (if replacement for Dr. Lin does not have this expertise) or relevant sustainability expertise to enhance growth of MSD and potentially develop sustainability track for MPP program.

\(^{21}\) As Public Policy moves for accreditation with NASPAA, it clearly needs to fully control its online programming in order to ensure compliance with specific accreditation standards. In addition, the ability to control all course content within its departmental online programs is a key to future growth of these programs for the Department.

\(^{22}\) The addition of PTL lines would be to supplement program section offerings. Funding to develop and maintain a core set of PTLs within the Department (2-4 individuals) that takes into consideration the special preparation and requirements of online instructors are necessary to properly grow the online programs within the Department. Cost assessed based on PTL contracts and number of sections delivered by Department requiring PTL staffing.

\(^{23}\) Cost based on type of license purchased for the course. A determination of ‘value-added’ would be the initial criteria for identifying courses within the online programs for purchase. Licenses can be purchased for a period of years to ensure the integrity of the online program regardless of faculty movement. It is expected that licenses for a shorter duration of time would be less costly than licenses for a longer period of time.
Conclusion

Assuming we receive authorization to replace Professor Weiwei Lin and can successfully recruit and hire her replacement prior to the start of the Fall 2013 semester, we believe that at current capacity, the Department of Public Policy can support a consistent cohort of **20 online students** in the MPP program each academic year. In addition, we can support **15-20 online students** in associated programs (online graduate certificates, non-matriculated graduate students). However, current resource levels are insufficient to permit the build-out of any additional programs (extension of public management online certificate, development of online Master of Sustainable Development etc.). In addition, expected growth in on-ground (f2f) programs as a result of the implementation of our 4+1 programs and other student recruitment efforts can be expected to place further limits on the number of online students in coming years absent additional faculty and financial resources.

The Department conservatively estimates that it can grow to a point where it can handle approximately **50 online students** in the MPP program with additional support and the necessary resources. In addition, the Department believes that with the necessary resources and support, it can also service and grow the Master of Sustainable Development program to a point where it can reach **50 online students** once fully “built out”. The impact of growing these programs on certain areas needs to be closely watched and resources allocated to these areas if/when they become overburdened. Therefore success will require the flexibility to revisit key assumptions and resource allocations in a more entrepreneurial and nimble way than is currently the case.

We are highly confident that the current and continuing work of the faculty of the Department of Public Policy is moving our online programs in a strategic direction that includes the opportunity for substantial growth. We also believe that we have demonstrated the will and the ability to effectively develop and implement quality online programs, suggesting that investments in our Department would yield measureable and significant results.

Finally, we believe strongly that recent improvements made to the Department website, the work in revising and adding depth to each online course, the strategic decisions within the Department in identifying and seeking growth, and our current preparations for the pursuit of NASPA program accreditation for the program all bode well for our future. However, our ability to fully capitalize on these opportunities and build on this hard work clearly will depend in large part on the resources made available to the Department and on the continued support of SEPPCE and University leadership that will be required if we are to meet both the challenges and the opportunities facing our online programs.