

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*:

Department*:

2. Contact Person*: Phone: (xxx - xxxx) Email:

3. Alpha/Numeric Code (Subject area - number)*: -

4. Proposed title*:

Proposed effective term*: (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? Yes No

Approval of other academic unit (signature and title)

Is the course offered at more than one level? Yes No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

6. Credit hours*: Fixed: or Variable:

7. Delivery Mode: Primary* Secondary Tertiary

a. Activity Type *

b. Minimum Credit Hours *

Maximum Credit Hours *

c. Weekly Contact Hours *

8. Terms offered: Fall Spring Summer

Years offered: Every Alternate

Year Years

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes **Maximum Hours**

10. Grading System*:
 Normal Grading (A-F, S/U, WP/WF, PR, I)
 Satisfactory/Unsatisfactory (A-C, less than C)
 Grade Only (A-F, WP/WF, PR, I)
 Audit Only
 No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken **together**):

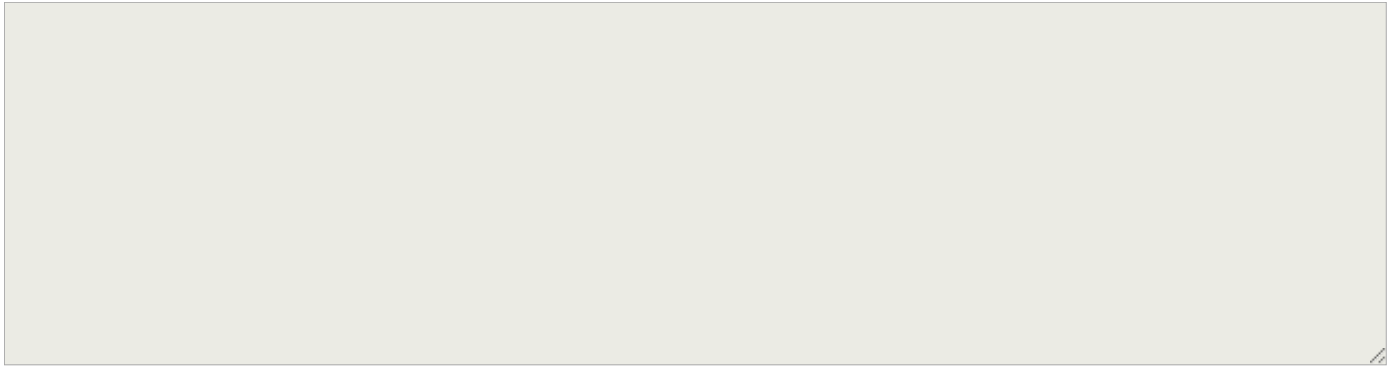
12. Catalog Description* (**75 words Maximum**)

This course provides an overview of public administration. It addresses organization theory, decision making, budgeting, public policy, and the changing role of public institutions. It covers important democratic, professional, ethical and human values that are central to public administration.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center’s template.

File Type	View File
Syllabus	View








14. Comments/Notes:



15. Rationale:

Graduate students in diverse programs will be interested in adding the PSC 5300 course to their curriculum. If the graduate degree in public administration is revived, this course will address, in part, needed curriculum reform. The discussion of public administration values such as efficiency, equity and accountability will be important in re-gaining accreditation from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). We are also submitting a proposal for a cross listed undergraduate course (PSC 4300 Principles of Public Administration).

Course Approval:

Department Curriculum Authority:	Jami Taylor		Date 2016/04/01
Department Chairperson:	Samuel Nelson		Date 2016/04/10
College Curriculum Authority or Chair:	David Black		Date 2016/12/01
College Dean:	Barbara Schneider		Date 2017/03/30
Graduate Council:	Constance Schall, GC mtg 4/18/17		Date 2017/04/19
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich		Date 2017/05/01
Office of the Provost :			Date

print

Administrative Use Only

Effective Date:

  (YYYY/MM/DD)

CIP Code:


Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

Principles of Public Administration
The University of Toledo
Department of Political Science and Public Administration
College of Languages, Literature and Social Sciences
PSC 5300 (CRN)

Instructor: Jami Taylor
Email: jami.taylor@utoledo.edu
Office hours: TR 11 a.m. – 1 p.m.
and by appointment
Office location: 3005 Snyder Memorial
Office phone: 419.530.6194

Class location: Snyder Memorial 3066
Class day/time: TR 9:30-10:45 a.m.
Term: Fall
Credit hours: 3

Course Catalog Description

An overview of public administration including organization theory, decision making, budgeting, public policy and the changing role of public institutions

Course Overview

This course is an introduction to theories about public administration and the current practice of public administration in the United States. At the end of the course, you should have a better understanding of what public administrators do, how they do it, and why, based not just on knowledge about structures and legal requirements but also on examination of how conflicting principles and values have shaped structures, processes, and activities.

To help you gain an understanding of what it is like to be a public administrator and apply general ideas to specific situations, we will read and analyze case studies drawn from the experience of government and nonprofit agencies.

Student Learning Outcomes

After completing this course, students should be able to

:

- Explain differences between public and private administration
- Identify the responsibilities of different levels of government and explain how these responsibilities have changed
- Describe and apply major theories of organizational behavior and decision making
- Explain the influences on the effectiveness of government agencies and programs
- Identify the conflicting values that shape the practice of public administration in the U.S. and describe their effects on government structures and policy processes
- Analyze a current policy issue and present recommendations for addressing the issue that demonstrate an understanding of the capacity and limitations of government.

Teaching Strategies:

- Reading assignments from textbooks and on-line sources
- Analysis of case studies through written responses to questions, and class discussions.

- Individual research that draws on information from multiple published sources and authors.
- Because this is a writing intensive course, students will submit a draft of the issue paper and the instructor will provide comments on substance, organization, and writing style.

Pre-requisites: PSC 1200 (American National Government) or equivalent.

Required text:

- Donald F. Kettl, *Politics of the Administrative Process*, 6th edition.(CQ Press, 2015)
- Jay Shafritz and Albert Hyde. 2017. *Classics of Public Administration*, 8th edition (Cengage, 2012).

Technology requirements: Supplementary readings and some assignments for this course will be posted on Blackboard. For information on technology requirements for Blackboard see <http://www.utoledo.edu/dl/helpdesk/blackboard.html>.

University Policies

Policy Statement on Non-Discrimination on the basis of Disability (ADA) The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

(http://www.utoledo.edu/policies/administration/diversity/pdfs/3364_50_03_Nondiscrimination_o.pdf)

Academic Accommodations: The University of Toledo is committed to providing Equal access to education for all students.If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office (<http://www.utoledo.edu/offices/student-disability-services/>)

Academic Dishonesty

Work or ideas not your own **must be cited, whether used in a case response, research paper, or exam. This applies to the work of other students as well as that from a print or electronic source.** Failure to do so is considered plagiarism, and will result in disciplinary action; as provided in the university’s policy, this can include a failing grade for the course and expulsion from the university. Plagiarism is a form of academic dishonesty, and is covered by the University of Toledo policy on Academic Dishonesty, found at <https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20%20Academic%20dishonesty.pdf> . This policy applies to all written materials submitted for this course (papers, case discussion responses, final exam).

Course Expectations:

Students are expected to complete the assigned readings by the dates indicated on the syllabus. When case study questions are assigned, you are expected to submit written responses by the due date, and to be prepared to discuss the case study on that date.

Late Assignments: Written assignments are due on the dates indicated in the syllabus. In the case of illness or family emergency, I will accept late submissions, provided that you contact me by phone or email no later than the due date of the assignment.

COURSE REQUIREMENTS AND GRADING:

1. Midterm exams (25%, 2 exams-12.5% each)
 - a. **First exam: October 1.**
 - b. **Second exam: November 10.**
2. Final exam (**December 16**) – comprehensive, 25 percent of course grade.
3. Case study assignments: written responses to case study questions are due the day that the case is discussed in class. You are expected to come to class prepared to discuss the case, that is, having read it carefully, thought about it, and responded to the study questions. You will receive a letter grade for each case study; answers turned in late will have one-half letter grade deducted for each day late. Grades for the cases will be averaged, and the overall case study grade will be worth 25 percent of the course grade.
4. Issue paper: The paper should examine a current issue in one of the following issue areas: education, economic stability, health care, national security, or the environment, and present your thoughts on government responsibilities in relation to the views presented in chapters 1, 2, 3, 7, and 14 of your textbook. Detailed guidelines for the issue paper will be posted on Blackboard and distributed in class. Brief statements of paper topics should be submitted by **October 20**. A first draft is due on **November 24**; the revised final draft is due **December 8**. The paper is worth 25 percent of your course grade.

Students needing special accommodations for taking tests should inform the instructor so that appropriate arrangements can be made with the Office of Accessibility.

SCHEDULE AND ASSIGNMENTS

August 25, 27	Introduction K: Reading: Chapter 1 S&H: Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects? (1980) Graham T. Allison.
September 1, 3	Roles and Responsibilities of Government K: Reading: Chapters 2, 3 S&H: The Study of Administration (1887) Woodrow Wilson. S&H: The Origins of the State in Ancient China (300 BCE) Confucius S&H: On Duties (44 BCE) Cicero S&H: Politics and Administration (1900) Frank J. Goodnow S&H: Street-Level Bureaucracy: The Critical Role of Street-Level Bureaucrats (1980) Michael Lipsky.
September 8	Assignment: Case 3.3 (questions 1, 2) responses due
September 10, 15	Theories of Public Organization K. Reading: Chapter 4 S&H: Bureaucracy (1922) Max Weber. The Life Cycle of Bureaus (1967) Anthony Downs.
September 17	Government Structure K: Reading: Chapter 5 S&H: Notes on the Theory of Organization (1937) Luther Gulick. S&H: Public Administrative Theory and the Separation of Powers (1983) David H. Rosenbloom
September 22	Assignment: Case 5.1 (questions 1, 2) responses due
September 24, 29	Organization Structure and Effectiveness K: Reading: Chapter 6 S&H: Scientific Management (1912) Frederick W. Taylor. S&H: Inside Collaborative Networks: Ten Lessons for Public Managers (2006) Robert Agranoff.
October 1	First Exam
October 6	Fall Break – No Class
October 8, 13, 15	Human Resource Management K. Reading: Chapters 8, 9

S&H: The Giving of Orders (1926) Mary Parker Follett.
S&H: A Theory of Human Motivation (1943) A. H. Maslow.
S&H: Theory Y: The Integration of Individual and Organizational Goals (1960) Douglas Murray McGregor.
S&H: "Understanding Organizational Culture" (1989) J. Steven Ott.
S&H: The Motivational Bases of Public Service (1990) James L. Perry & Lois Recascino Wise

October 20, 22

Decision Making
Reading: Chapter 10
S&H: The Proverbs of Administration (1946) Herbert A. Simon.
S&H: The Science of Muddling Through (1959) Charles E. Lindblom.

October 27

Assignment: Case 10.2 (questions 3, 4) responses due

October 29, November 3

Budgeting and Financial Administration
K: Reading: Chapter 11
S&H: Public Budgeting Amidst Uncertainty and Instability (1981) Naomi Caiden
S&H: The Road to PPB: The Stages of Budget Reform (1966) Allen Schick
S&H: Performance Measurement and Budgeting: Issues and Concepts (1993) Congressional Budget Office

November 5

Assignment: Case 11.3 (questions 1, 2) responses due

November 10

Second Exam

November 12

Implementation and Administration
K: Reading: Chapter 12
S&H: The Implementation Game (1977) Eugene Bardach

November 17

Assignment: Case 12.1 (questions 2, 3) responses due

November 19, 24

Regulation and the Limits of Government
K: Reading: Chapter 13
S&H: The Policy Window, and Joining the Streams (1984) John W. Kingdon.

November 26

Thanksgiving – No Class

December 1, 3, 8

Administrative Reform, Effectiveness and Accountability
K: Reading: Chapters 7, 14

S&H: In the Face of Administrative Evil (2004) Guy B.

Adams and Danny L. Balfour.

S&H: S&H: Toward a New Public Administration (1971)

H. George Frederickson

S&H: From Red Tape to Results: Creating a Government

That Works Better and Costs Less (1993) The

National Performance Review.

December 10

Assignment: Cases 7.2 (questions 3, 4) and 14.3 (question 3) responses due

December 16

Final Exam (8-10 a.m.)