WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Political Science/Public Administration

POLS 228  
Course No.  

PUBLIC SERVICE  
Course Name  

Prerequisites POLS 120: Introduction to American Politics

GEP Goal Area(s):*

CORE GOAL AREAS

_____ Goal 1: Communication
_____ Goal 3: Natural Science
_____ Goal 4: Mathematics/Logical Reasoning
X  Goal 5: History and the Social and Behavioral Sciences
_____ Goal 6: The Humanities and Fine Arts

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

_____ Intensive:

_____ 1. Writing
_____ 2. Oral Communication
_____ 3. a. Mathematics/Statistics
   b. Critical Analysis

_____ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

Kara Lindaman  
Name (please print)  
x5406  
Phone  
klindaman@winona.edu  
e-mail address

[Revised 9-6-11]
Application for POLS 228: Public Service to satisfy Goal Area 5: History and the Social and Behavioral Sciences.
NOTE: Course already approved to satisfy Goal Area 9: Ethical and Civic Responsibility.

C. OUTLINE OF MAJOR CONTENT AREAS:

I. Citizenship
   A. Duty-based Citizenship
   B. Engaged Citizenship

II. The politics-administration dichotomy
   A. The separation of powers
   B. The science of administration

III. Bureaucratic accountability and democratic responsiveness

IV. The role of government
   A. Public goods
   B. Theory of local expenditures
   C. Market failure

V. Intergovernmental Relations
   A. Federalism
   B. Fiscal Federalism
   C. Networks

VI. Organizational analysis
   A. Decisionmaking
   B. Organizational culture

VII. Public Management
   A. Administrative Reform
   B. Privatization and contracting out

VIII. Public personnel

IX. Public budgeting
   A. Incrementalism
   B. Policymaking models

X. Implementation and program evaluation

XI. Democracy and bureaucracy
   A. Administrative ethics
   B. Representative bureaucracy
GOAL 5: HISTORY AND SOCIAL AND BEHAVIORAL SCIENCES
a. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
b. Examine social institutions and processes across a range of historical periods and cultures.
c. Use and critique alternative explanatory systems or theories.
d. Develop and communicate alternative explanations or solutions for contemporary social issues.

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<th>Learning Objective</th>
<th>Learning Opportunity</th>
<th>Assessment and Evaluation</th>
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<td>a. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.</td>
<td>Students read and discuss the behavioral revolution and how it pertains to the study of politics and, thus, the creation of the field of public administration. The design of public administration as a science, through the understanding of efficiency, builds on the delivery of public goods and services. However this also raises the issues of democratic responsiveness and the subject of bureaucratic discretion, especially in street-level bureaucrats or font-line public servants.</td>
<td>Students are asked to demonstrate their understanding of the contextual development and multiple methodological approaches to public administration through group discussions and work such as the &quot;ethic of a lifeboat&quot; and on examinations in the forms of objective, short answer, and long essays. At the crux of their understanding is the rational choice model of political science through budget-maximizing behavior compared to democratic theory and engagement through responsive public service delivery.</td>
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<td>b. Examine social institutions and processes across a range of historical periods and cultures.</td>
<td>Students read and discuss the role of institutions and organizations and their change and adaptation to the societal and situational contexts. Contemporary issues surrounding organizational change, adaptation, and failure are discussed and analyzed around decisionmaking and policymaking models and themes.</td>
<td>Students engage in case analysis both in the formal—paper and presentation—style and information style—participation in group discussion and group analysis. Their analysis is also applied to questions on examinations which ask students to apply concepts and themes to real life examples and decisionmaking challenges.</td>
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<td>c. Use and critique alternative explanatory systems or theories.</td>
<td>Students begin with the politics-administration dichotomy with a full understanding of the impact of the Progressive movement on the study of politics and on the development of a neutrally competent and specialized bureaucracy or civil service.</td>
<td>Students are tested on their understanding of the theoretical evolution of public administration and the multiple accountability framework to challenge them to deliver goods and services more efficiently, more effectively, and more equitably. They do this through their policy recommendations in the National Issues Forum, in their case analyses and recommendations, and their</td>
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<td>d. Develop and communicate alternative explanations or solutions for contemporary social issues.</td>
<td>In many of the political issues surrounding the delivery of public goods and services, students read and discuss contemporary issues from public safety, public schools, and social services. The primary questions with each issue are: Should the good or service be public or private (contracted out)? What level of government should do what? And, Who should be accountable and responsible to whom?</td>
<td>Students produce a case paper, which challenges the student to answer these questions and apply their thoughts through readings and analysis on a contemporary issue. Students also serve as a case discussant for the class on a different assigned case to encourage their analysis and facilitation in a group setting. Students also participate in a National Issues Forum in-class to encourage their discussion, participation and reflection in deliberative democracy on the role of the “public,” the mission of “public” schools, or the “role” of government. This process encourages students to work collaboratively and deliberatively in a highly participatory environment to learn to discuss the issues in a responsible and shared way to promote collective action and understanding.</td>
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WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department’s A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department’s A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   _______ Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   _______ Completed _______ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department’s representative is prepared to address A2C2’s questions on this matter.
   _______ Completed _______ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   _______ Completed
   Name and office phone number of proposal’s representative: Matt Bosworth x5002
   Darrell Downs x5405

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   _______ Completed _______ NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   _______ Completed _______ NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations. _______ Completed _______ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
      _______ Completed _______ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
      _______ Completed _______ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   _______ Completed _______ NA

[Signature]
Department’s A2C2 Representative or Alternate

Date
2/20/2012

[Revised 9-05]