MASTER OF PUBLIC ADMINISTRATION PROGRAM

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Sacramento, California

SELF STUDY REPORT
for the
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION
August, 1982
NASPAA Self-Study Report

MASTER OF PUBLIC ADMINISTRATION
Public Administration Program
School of Business and Public Administration
California State University, Sacramento

6000 J Street
Sacramento, CA  95819

Certified by:  

John Rehruss  Principal Representative  August 15, 1982
VOLUME I

FORMAL SELF-STUDY REPORT
## VOLUME I

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>3</td>
</tr>
<tr>
<td>Summary of Program Data</td>
<td>4</td>
</tr>
<tr>
<td>I. Introduction</td>
<td>7</td>
</tr>
<tr>
<td>II. Eligibility</td>
<td>10</td>
</tr>
<tr>
<td>III. Program Jurisdiction</td>
<td>13</td>
</tr>
<tr>
<td>IV. Curriculum</td>
<td></td>
</tr>
<tr>
<td>A. Purpose Of Curriculum</td>
<td>19</td>
</tr>
<tr>
<td>B. Decision Making and Communication</td>
<td>20</td>
</tr>
<tr>
<td>C. Common Curriculum Subjects</td>
<td>23</td>
</tr>
<tr>
<td>D. Advanced Curriculum Components</td>
<td>31</td>
</tr>
<tr>
<td>E. Minimum Degree Requirements/Length of Program</td>
<td>32</td>
</tr>
<tr>
<td>F. Internships</td>
<td>36</td>
</tr>
<tr>
<td>V. Faculty</td>
<td></td>
</tr>
<tr>
<td>A. Faculty Nucleus</td>
<td>40</td>
</tr>
<tr>
<td>B. Other Full-Time Faculty Who Teach for the Program</td>
<td>46</td>
</tr>
<tr>
<td>C. Earned Doctorate or Equivalent Degree Qualifications of Full-Time Faculty</td>
<td>47</td>
</tr>
<tr>
<td>D. Part-Time Faculty</td>
<td>47</td>
</tr>
<tr>
<td>E. Qualitative Adequacy of the Faculty</td>
<td>48</td>
</tr>
<tr>
<td>F. Diversity of Faculty</td>
<td>54</td>
</tr>
<tr>
<td>G. Policies and Procedures Concerning Faculty</td>
<td>55</td>
</tr>
<tr>
<td>H. Faculty Teaching Load Information</td>
<td>60</td>
</tr>
<tr>
<td>VI. Admission and Subsequent Progress of Students</td>
<td>62</td>
</tr>
</tbody>
</table>
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Student Services</td>
<td>67</td>
</tr>
<tr>
<td>VIII. Support Services and Facilities</td>
<td>71</td>
</tr>
<tr>
<td>IX. Off-Campus Programs</td>
<td>75</td>
</tr>
<tr>
<td>X. Planned Changes During Site Visit Year</td>
<td>75</td>
</tr>
<tr>
<td>XI. Self-Evaluation of Program</td>
<td>76</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
</tr>
<tr>
<td>A. Appendix 1</td>
<td>80</td>
</tr>
<tr>
<td>B. Appendix 2</td>
<td>84</td>
</tr>
<tr>
<td>C. Appendix 3</td>
<td>88</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

1. The CSUS degree is the Master of Public Administration.

2. It is described on pages 141-142 of the University 1982-84 Catalog.

3. All course work and the thesis project or examination must be completed within seven years.

4. The program is on the semester system.

5. Each semester has 16 weeks.

6. There are two semesters per academic year. Some work can also be taken in the summer session.

7. A full-time graduate student normally carries 12 hours per semester, although nine hours is the legal minimum. There is no legal maximum for full-time students. We know of no student taking over 15 hours in public administration.

8. All courses are for three units and require 48 class contact hours per semester.

9. Lower division courses are numbered 1-99, upper division courses are numbered 100-199, and graduate courses are numbered 200-299.

10. There are no off-campus locations offering the MPA.
SUMMARY OF PROGRAM DATA FOR CURRICULUM (SECTION IV) AND FACULTY (SECTION V)

STANDARD 4.22 COMMON CURRICULUM COMPONENTS

1. Total credits in required prerequisite courses (refer to IV.C.1). (Note: We do not call them prerequisites because the program can be started without them.)
   Total credits in required graduate courses (IV.C.2).
   0-15

2. Common curriculum components which have minimal or no significant coverage in the program's required courses.
   None

STANDARD 4.3 ADVANCED CURRICULUM COMPONENTS

3. Number of advanced area credits that a student is allowed to take in courses open to undergraduates.
   9

4. Number of elective courses which are offered primarily for students in the master's program under review.
   5

5. Number of specialty areas advertised as available.
   None

STANDARD 4.4 MINIMUM DEGREE REQUIREMENTS

6. Total credits in required prerequisite subjects.
   0-15

7. Number of graduate credits required for degree.
   21
   Number of graduate credits which can be reduced for significant professional employment.
   0
   Number of graduate credits which can be reduced for prior undergraduate education.
   0
   Absolute minimum units of course work needed to receive degree.
   30
8. Minimum number of credits toward degree which must be earned in coursework reserved exclusively for graduate students.

9. Is thesis, master's paper, or major professional paper (called project here) required? Yes

10. Is a comprehensive exam required? (A thesis project or exam must be selected.) No

11. Is an internship available to students in the program? Yes

   Minimum length of internship.
   1 Semester

   Maximum credit units for an internship.
   6 If Taken
   2 Semesters

   Internship credits counted toward minimum graduate hours needed for masters degree. 0

12. Usual or normal number of full-time equivalent months of study needed to complete degree requirements for students with little preparation in STANDARD 4.22 and little professional experience. 24 months

13. Usual or normal number of full-time equivalent months of study needed to complete degree requirements for a student with strong academic preparation but little professional experience. 18 months

14. Minimum number of full-time equivalent months of study exclusive of internship, needed to complete degree requirements for students who have strong academic and professional experience. 12 months
15. Number of individual faculty in nucleus. 6
16. Number of other full-time faculty members. 2
17. Number of students registered in program during the self-study year.

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<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Part-Time</td>
<td>106</td>
<td>104</td>
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<tr>
<td>Head Count</td>
<td>124</td>
<td>114</td>
</tr>
</tbody>
</table>

18. Percentage of nucleus full-time faculty with doctorate. 100%

Percentage of other full-time faculty holding doctorate. 100%

Percentage of total full-time faculty holding doctorate. 100%

19. Percentage of required courses taught by part-time faculty in self-study year. 5%

Percentage of Public Administration elective courses taught by part-time faculty in self-study year. NA

Percentage of required and elective courses taught by part-time faculty in self-study year. Over 5%

(Note: All graduate Public Administration courses, whether required or elective, were taught by faculty with a doctorate.)
I. INTRODUCTION

A. Environmental Setting and Historical Development

The Public Administration program at California State University, Sacramento, is part of the School of Business and Public Administration. The Campus, comprising 282 acres, is located about four miles east of the State Capitol, bordering on the American River and near freeway access to Highway 50. Sacramento is about 90 miles from San Francisco, 80 miles from major ski resorts, and 120 from Reno, Nevada. It is located on Highway 80, the thoroughfare between those cities, and also on Interstate 5 which connects San Diego and most West Coast cities to Seattle. Sacramento has a metropolitan population of 800,000. Agricultural center of the Sacramento Valley, it is the home of two major Air Force Bases, Mather and McClellan, and a major Army supply depot. The University of California at Davis, the state land grant college, is 20 miles west of Sacramento. A major airport north of town directly links several large state and national cities. Sacramento is growing rapidly, with most growth in the Sierra Nevada mountains' foothills and some high technology development along Highway 80 east of the city moving toward Lake Tahoe and Reno. State government and federal defense has always been, along with agriculture, its basic industry; but substantial leveling off of state and local government employment figures has occurred recently. While most observers would not call it a cultural center, the city does have a good zoo, museums, and symphonies.

California State University, Sacramento, has 21,500 students, equal to 17,000 full-time equivalent (FTE) students. In the past two years the University has grown somewhat and, because of funding shortages and classroom space limitations, has reached maximum capacity. About 24% of the student head count is enrolled as graduate students in one program or another. A substantial number of them, greater in proportion than undergraduates, are part-time students working full or part-time. Most undergraduates are full-time students, but only half of the Public Administration students attend school full time.

California State University, Sacramento, has students from all over the State. Most are from Northern California and a plurality from the nearby counties comprising the Sacramento service area. There are about 750 foreign students, generally in the Business and Engineering programs. The Campus is "commuter" in nature, as are most state university system campuses, with only about 1,000 dorm rooms. Many students live in apartments near the Campus.

Public Administration developed in the Government Department in the late 1960s. In 1973 the program became a department in the School of Business which then changed its name to Business and Public Administration. The program grew from about 50 FTE in 1973 to a maximum of about 185 FTE in 1977-78. Full-time faculty grew from four to eight during that time. After Proposition 13 the program declined abruptly in enrollment to about 120 FTE. Reduction through attrition of faculty
members kept the Department viable—in fact, after Proposition 13 FTE declines, the student/faculty ratio actually increased slightly from about 17 or 18 to about the University average of 20 or 21. Public Administration, because of enrollment declines, combined with Parks and Recreation to maintain departmental status from 1979 to 1981. It was then combined into a larger 40-person business department of Organizational Behavior and Environment in the fall of 1981. It exists as an "area" now, similar to Marketing or Finance. Enrollment has declined slightly in the past year, because of the general market for public sector employees. Effective Fall 1982, the undergraduate BS in Public Administration became a BS in Business Administration with a Public Management concentration, including essentially the same courses with an added business major core of courses. The MPA was upgraded effective the same date by reducing the number of electives and adding more tool and general background courses (Personnel, Accounting, Management Information Systems, Administrative Law, Intergovernmental Relations, etc.).

B. Applicability

The MPA is targeted specifically at full-time employees who predominantly work for the State of California, with a somewhat smaller number working for local governments. About 10% of the students are federal employees. About 15% of the population are full-time students and 15% to 20% are dual-degree majors in the Social Work (MSW) program.

Eight-five percent of the students work full time. Most of these are in low to mid-level positions. To meet the mobility needs of organizationally mature students, the faculty has evolved three types of classroom experiences. First, we alert students to the range of professional and organizational values and programs they will experience as they move into more responsible positions. Secondly, we seek to impart needed technical skills such as finance and budgeting, personnel management, policy analysis, and research methodology. While students may take three courses in an area of interest, the basic seven courses plus skill requirements are central to public sector managers. Finally we try to develop analytical research and written communication skills through papers in all courses, case analyses, and concept papers. This research direction presently culminates in a project or thesis which ranges from 35 to over 100 pages. Beginning January 1982 a comprehensive examination will accomplish a de facto fourth goal, speeding up the MPA completion time for some students. This will ensure maintenance of the written analytical skills criteria by requiring them to be exhibited in this examination. Basically, then, the program builds on pre-existing student occupational skills to prepare them for higher-level positions by (1) alerting them to issues they have not yet experienced, (2) providing them with somewhat generic management skills, and (3) strengthening their analytic skills, particularly in writing.
C. Curriculum Flexibility

The program is more structured than many others because it is consciously modeled after professional rather than graduate school programs. A more focused program allows time to concentrate on the important basic elements of a professional management program. The goals of allowing students to share experiences, to develop analytic skills, and to become acclimated to the assumption of management or higher-level management are best met by specifying the requirements that most students need.

Therefore, the basic 30-unit, 10-course program, includes required courses in budgeting, personnel, management and behavior, research methods, and policy analysis plus an introductory course and a capstone issues course. Students may elect to take a 3-course, 9-unit emphasis from a prescribed list of choices or take courses from a small number of Public Administration electives. Prerequisites can be met at the undergraduate level or at the beginning of the graduate programs. They are intergovernmental relations, the legal environment, statistics, accounting, and management information systems.

The faculty chose a structured program because the requirements of the common NASPAA curriculum demands courses focused on its elements. This curriculum is designed to specify the values, knowledges, skills, and aptitudes which will be required of public managers in the future. Our group of diverse and largely in-service students can best be exposed to the breadth and scope of public administration this way.

D. Off-Campus Locations

There are no off-campus locations.
II. ELIGIBILITY

A. Regional Accreditation

The Regional Accrediting Association is the Western Association of Schools and Colleges. California State University, Sacramento, was most recently accredited in 1974-1975. There were no off-campus location accreditations.

B. Program Objectives

1. The MPA is the nationally accepted degree for persons who anticipate professional careers in public service. It combines management skills, current and past information, and public service perspectives into a blend which provides the basis for assuming top positions in the public service. Operating under guidelines of the National Association of Schools of Public Affairs and Administration (NASPAA), the program exists to train and educate future government managers and executives for top positions. The curriculum is designed to fit national standards (Page 138, 1982-1984 CSUS Catalog).

2. Ninety percent of the students are part-time, taking three to nine hours per semester. Based on 1981-1982 figures, the percentages of enrolled students are as follows:

- Full-Time: 10%-15%
- Social Work (MSW) Students in the Dual Degree Program: 15%-20%
- Part-Time Employees, Generally with Professional Positions: 65%-75%
  - Federal: 5%-10%
  - State: 35%-45%
  - Local: 10%-20%

Precise figures are impractical because perhaps a third of the students change status during their MPA program (e.g., student to federal employee, state employee to local employee). In addition, the categories are overlapping--many MSW students obtain career positions before obtaining their MPA.
Most full-time students desire an MPA to (a) obtain additional credentials before joining the job market, or (b) obtain additional training prior to considering a career change, as in the case of retired military personnel. Most dual degree MSW/MPA students select the MSW first and then add the MPA because they realize that social work jobs have an intergovernmental/management element which they need. Most part-time professionals either wish to prepare for management responsibilities or wish to explore other technical areas with some administrative preparation.

3. The program is primarily aimed at persons who have professional positions in state and local government. Some students in the program have or probably will receive high level appointments such as city manager or agency top management. The curriculum aims at this level. While most of our graduates will not become top executives, this goal is useful for the curriculum. The program does not train for specialization in any narrow sense, although some students use their electives to develop skills in such areas as finance or planning.

Several of our MPA graduates have gone on for a DPA at the USC Sacramento campus.

The present goal is to increase student enrollment. Limits have not been set, but with the faculty resource available in the Department we could accommodate up to a 30% or 40% increase in admissions. Such an increase is in line with University enrollment guidelines for the School.

Our research and public service goals are to have every faculty member actively publishing, consulting, or in public service activities. We also intend to conduct at least one conference or workshop yearly. All of the faculty have published or have appeared on professional panels within the past two years. Most have public service activities and/or consulting arrangements.

4. There are several factors which might affect the program in the coming five years.

a. The slowdown in the public economy has temporarily reduced job opportunities.

b. The faculty senses a demand for MPA graduates with more quantitative skills. This is why the program was changed recently. This modification may temporarily reduce enrollments because students traditionally have avoided such programs.
C. Four Years of Operation

The first students were accepted into the present program in the School of Business and Public Administration in 1973. Of this group, the first graduated in 1975. Prior to 1973, the program was in the Government Department.

D. Off-Campus Locations

There are no off-campus locations.
III. PROGRAM JURISDICTION

A. Organization of Academic Unit

1. The Public Administration program is housed within the School of Business and Public Administration (SBPA). The SBPA is under the direction of a Dean who is directly responsible to the Vice-President for Academic Affairs who is in turn directly responsible to the President, CSUS (see Chart A).

2. The MPA program is organized within one of four departments in the SBPA. The Department of Organizational Behavior and Environment (OB&E) is a department in which five areas are housed. One of these areas includes the Public Administration program. The MPA program is technically headed by the Dean who delegates program management to the Associate Dean. Program content is initiated by the Area faculty. Final recommendations to the University are made by the School's Graduate and Undergraduate Committees. These recommendations must be approved by the School's Academic Council. The faculty are assigned to the areas within the department--four faculty only in the Public Administration area, three in the Human Resources area (one a nucleus faculty), and one jointly in the Real Estate and Public Administration area (see Chart B).

B. Policy Making Processes

1. The MPA degree is "owned" by the entire School and managed jointly by the Associate Dean and the faculty who are represented by an Area Representative. The Associate Dean is appointed by the President upon the Dean's recommendation, the Area Representative is elected by the Area faculty. Essentially, the Department Chair serves in an administrative role. The faculty select two candidates for appointment to the Chair's position by majority vote. Department Chairs serve three-year terms.

2. The budgeting process for the California State University system and its 19 campuses is essentially a formula-driven mechanism. The two essential features that ultimately determine the dollar size of the system budget are the program change proposal and the program maintenance proposal. The former result in budgeted changes in the way the system will operate in the future. The latter provides support levels for existing programs. Very few program change proposals are implemented. Those that are result from a system-wide priority development process.
As part of the Department of Organizational Behavior and Environment, the Public Administration academic area and program are the recipients of a portion of the School allocation, which in turn is the recipient of a portion of the University allocation, which in turn receives a portion of the total system dollar appropriation. All programs in the academic areas in the School receive an equitable portion of the School allocation based on the concept of mode and level of instruction. This concept takes into consideration the specific and individualized needs of different programs and provides an equitable support level for both small and large programs. The heavy load of graduate as opposed to undergraduate instruction, and the need for individualized treatment of students pursuing research projects, theses, and work experience internships are taken into consideration. In addition, the requirements for specific types of courses, varying numbers of class sections, class size, and the timing of course offerings are all weighted as part of the allocation process.
3. Course schedules and faculty assignments are made by the Department Chair with substantial consultation with affected faculty. The scheduling process is initiated when faculty members submit their preferences for class times, days, and courses. These considerations are balanced by the Chair against student needs in undergraduate and graduate programs, the availability of classrooms during peak usage, and other factors, including the implications of assignments for AACSB accreditation. The needs of the full-time faculty are usually accommodated. The total allocations of faculty workload resources is determined by the SBPA Dean at the beginning of each academic year based primarily on projected enrollment.

4. The recruitment of tenure track faculty is a process which seeks to involve all full-time faculty at each stage. All positions are advertised on a nation-wide basis. Since the faculty in the MPA program are few in number, the search has, in recent times, been composed of all the full-time faculty. Candidates are selected from all the applicants according to their qualifications and in line with the needs of the program. After selecting the most qualified candidates, all full-time faculty members are invited to participate in interviewing and evaluating the candidates. Tenure track recommendations are submitted to the Department Chair by the Public Administration faculty who in turn submits his/her recommendation to the SBPA Dean. Lecturer recommendations are generally made in the same manner as time permits.

5. Retention, tenure, and promotion (RTP) for CSUS faculty is processed through committee and administrative structure on three levels—Department, School, and University. Only tenured faculty may serve on RTP Committees. All of the Public Administration faculty are tenured and eligible to serve on the departmental RTP Committees. Only full professors may serve on the SBPA faculty RTP Committee.

The RTP review is based upon information provided by faculty members in the Personnel Action File and the Faculty Professional File. The Department Chairs write a separate evaluation and recommendation for faculty candidates based upon the files. The Departmental RTP faculty committee writes an evaluation and recommendation for each candidate. Both the Chair and RTP Committee evaluations and recommendations are forwarded to the SBPA RTP Committee and the Dean, along with their files for evaluation and recommendation at the school-wide level.

Faculty members are evaluated on criteria of teaching effectiveness, academic preparation, institutional service, community service and scholarly activities. Teaching effectiveness is given the greatest weight among the various criteria. After being evaluated at the secondary level, all of the faculty candidates files and evaluations are forwarded to the University President who makes the final decisions on RTP.

17
6. Changes in MPA curriculum and degree requirements in the SBPA must be approved by the full-time faculty teaching in Public Administration and by the Graduate Programs Committee and the Academic Council of the SBPA. The SBPA Dean gives final approval for most curriculum changes to the MPA. However, in some instances, recommendations and approval must be obtained from University committees such as the Curriculum Committee, Fiscal Affairs and Academic Affairs Committees, and approval of the Vice-President of Academic Affairs and the President. In other instances the change must be approved by the Chancellor, CSUC.

7. Criteria for admission to the MPA program is established by the SBPA Degree Programs Center in consultation with the SBPA faculty and according to standards set more generally by the University's governance structure. These criteria include the GRE, GPA scores of the applicant, and prerequisite courses for individuals who lack the necessary background. The faculty has the option for admitting a few (10%) applicants who do not meet the minimum criteria. In these cases the faculty determine the guidelines for admitting such applicants.

8. The Degree Programs Coordinator and the Associate Dean, SBPA, certifies the students have completed the requirements necessary for graduation.

C. Relationships with Other Academic Units

In addition to the relationships (previously mentioned) between the Public Administration area and other areas and departments in the SBPA and its various committees, the faculty also participate in numerous other University units.

--University Academic Senate, chief academic policy body at CSUS.

--School of Health and Human Services, in conjunction with the dual MSW/MPA degree.

--Dean of Extended Learning, in offering Public Administration classes through extension and summer sessions.

D. Off-Campus Locations

There are no off-campus locations.
IV. CURRICULUM

A. Purpose of Curriculum

The Master of Public Administration Program is designed to prepare students for professional leadership and management roles in public policy and administration. The curriculum reflects the design of the program by emphasizing those competencies necessary for intelligent policy analysis and decision making in not-for-profit settings. These competencies include 45 units of course work (core and program requirements) emphasizing:

--Environmental contexts of public policy.

--Analytical tools.

--Organization and management concepts.

--Concepts and techniques of financial administration.

The program additionally allows the student to pursue an administrative specialty. Up to 9 units of elective course work may be used to develop a particular expertise, or to explore relevant subject matter from fields such as political science, economics, and business administration.

Supervised work experience in a not-for-profit agency is required of those students without prior work exposure to public administration. The objective is to better enable the student to relate the "theory and practice" of public administration through combining course work and on-the-job forms of learning. Supervised work experience normally consists of service with a selected agency for one or two semesters. Credit is earned through registration in PA 295 (3-6 course units).

A final major element of the program is the "culminating requirement." Each student must complete a thesis or project (1-3 course units), or take a written examination (0 course units). Although these culminating requirements differ in their orientation, all share a common aim in evaluating the degree of competency attained by the student, and in providing feedback to program faculty on how well the objectives of the program are being realized.

In sum, all major components of the curriculum are linked to the primary objective of the program: to provide students with those knowledges, skills, values, and behaviors necessary in assuming professional roles in public policy and administration.
B. Decision Making and Communications

1. Policy Analysis and Decision Making

Program faculty believe that sound policy analysis and decision making develop from an understanding and knowledge of the following subject areas incorporated in program and core requirements.

--A survey of the field of public administration and its role in contemporary American government and society.

--Management and organizational concepts.

--Methodological processes in evaluating and producing information for analysis and decision making.

--Processes of financial administration in governmental units.

--Processes in public policy making, implementation, and evaluation.

--Contemporary problems, issues, and objectives relating to the management of personnel.

--The potential and capacity of public administration in dealing with the needs of society.

--Statistical analysis.

--Administrative law.

--Administrative relations between the national, state, local, and other governmental units in the United States.

--Accounting.

--Computer-based information systems.

The specific courses included in program requirements follow:

a. PA 209 - Survey of Public Administration.

b. PA 204 - Management and Organization Concepts.

c. PA 210 - Method and Research in Public Administration.

d. PA 211 - Public Policy Analysis.

e. PA 212 - Public Finance and Budgeting.
f. PA 253 - Personnel Administration.

g. PA 284 - Issues in Public Administration.

Each of these courses contribute to developing the student's capacity for diagnosing and acting in decision situations. PA 209 is a survey course developed to promote an understanding of political, social, and other perspectives in public policy and administration. Additionally, the student is introduced to administrative processes, e.g., budgeting, planning, and organizing. The course objective is to provide a general conceptual introduction to public administration. Providing this knowledge of political, social, and administrative structures and processes is essential in developing the capacity for diagnosing, implementing, and evaluating public policy issues.

PA 204 - Management and Organization Concepts - is an introduction and critical examination of management thought and practice. The course focuses on those behavioral science variables shaping organizational decision-making processes, and provides a framework of analysis for diagnosing problem situations and implementing courses of action.

PA 210 - Method and Research in Public Administration - develops the knowledge necessary in planning and conducting a thesis, project, or research in general. The techniques of analysis presented to the student, and their relationship to decisional processes, are designed to enhance the student's analytical skills in evaluating and generating information for problem-solving and decision-making purposes. Both quantitative and qualitative modes of analysis are examined. In order to develop those analytical abilities, experiential exercises and the creation of a research proposal are part of course requirements.

PA 211 - Public Policy Analysis - focuses on the study of public policy in the United States. The course deals specifically with processes of public policy making, implementation, and evaluation. Students examine a variety of political, economic, social, and other perspectives in analyzing policy issues. In this investigation, relevant decisional criteria for policy making, implementation, and evaluation are defined and analyzed. A framework for the analysis of public policy issues is developed in the course.

PA 212 - Seminar in Public Finance and Budgeting - introduces and examines processes of financial administration in governmental units. Relevant concepts from management, politics, and economics are employed in developing the student's analytical skills in financial administration. These financial skills and knowledge provided in the course incorporate essential perspectives in public policy analysis and decision making.
PA 253 - Personnel Management - provides students with those organization and management concepts comprising personnel functions such as employee assessment, supervision, and remuneration. These functions are studied in the context of social, political, legal, and economic forces influencing decisions relative to the management of human resources in organizations.

PA 284 - Issues in Public Administration - is a synthesis course considering the potential and capacity of public administration in dealing with the needs of society. Perspectives from economics, politics, and other fields are examined in the context of developing pro-active strategies for effective management. Cases in public management are employed to integrate the several course perspectives, and to develop problem-solving and decision-making abilities in the participant.

The courses included in the core requirements are:

a. BA 206 - Managerial Statistical Analysis.

b. BA 116 - Administrative Law.

c. BA 193 - Intergovernmental Administration.

d. ACCY 201 - Accounting.

e. BA 205 - Introduction to Computer-Based Information Systems.

BA 206, ACCY 201, and BA 205 emphasize quantitatively-oriented techniques of analysis. Managerial Statistical Analysis (BA 206) develops the student's ability to employ statistical methods for problem solving and managerial decision making. Computer-augmented instruction is used in the course. Accounting (ACCY 201) emphasizes the measurement and understanding of financial events, the reporting and analysis of these events, and the use of accounting data in managerial diagnosis and decision situations. Introduction to Computer-Based Information Systems (BA 205) acquaints the student with computer technology and processes. In addition to providing the participant with a working knowledge of the computer, the course emphasizes the roles of computerized information systems in managerial decision making and problem solving.

BA 116 - Administrative Law - provides the student with a working knowledge of the legal rights, duties, and liabilities of public officials in the conduct of their decision-making activities. Legal principles and tendencies in the development of public administration guide the student in developing legally sound courses of action. A case study approach is employed to enhance the student's problem-solving and decision-making capabilities.
BA 193 - Intergovernmental Administration - focuses on the organizational, financial, political, and legal relationships between national, state, and local governmental units in the United States; and how these relationships shape decision-making processes in the varying "levels" of government.

Both program and core requirements are designed to develop professionally-oriented, committed, creative, and knowledgeable public administrators versed in the skills of policy analysis and decision making.

2. Communications

The ability to organize and communicate ideas is critical to effective leadership, problem solving, interpersonal relations, and conflict resolution. Program faculty, aware of the significance of written and oral communications, regularly require a variety of written and oral presentations. These presentations include case studies, technical and research reports, term reports, journal and book reviews, and research proposals. Perhaps reflecting a nationwide trend, program faculty are placing an increasing emphasis on developing the communication skills of the student.

C. Common Curriculum Subjects

1. Required Prerequisites

These may be taken as an undergraduate or as a graduate.

The following courses are required of all students in addition to the core graduate courses:

BA 206 - Managerial Statistical Analysis (BA 202)

BA 116 - Administrative Law

BA 193 - Intergovernmental Administration

ACCY 201 - Accounting (may be taken concurrently with PA 209)

BA 205 - Introduction to Computer-Based Information Systems (may be taken concurrently with PA 209)

Once a student is enrolled as a candidate for the MPA, she/he must take the above courses at the graduate level (except for BA 193 and BA 116, which have no graduate equivalents). Other students may meet the requirement at the undergraduate level (i.e., statistics at the BA 40 level). In certain cases another undergraduate course may meet the requirements (i.e., Constitutional Law for Administrative Law). No waivers may be granted.
2. Required Graduate Courses

Note: Prerequisite for all courses listed below: classified graduate status.

PA 204 Management and Organization Concepts

Evolution of management and organization thought; examination of behavioral science variables influencing the working relationships among managers, individuals, and groups; the study of political and social behavior in organizations; identification, analysis, and synthesis of contemporary concepts and administrative practices; investigation of organization structure, function, and properties leading to an understanding of administration and organization. (3 units)

PA 209 Survey of Public Administration

A survey of the field of public administration and its role in contemporary American government and society. This course provides the foundation for advanced studies in public administration by introducing the student to administrative processes such as budgeting, planning, organizing, evaluation, staffing, etc. (3 units)

PA 210 Method and Research in Public Administration

To present an overview to the student and assist the student in developing an understanding and critique of social science research theories, conceptual models, and methodological techniques applicable to the field of public administration. To assist the student in developing an individual research design and enhance his analytic capabilities. Philosophy of science, evaluative research, and behavioral science concepts will be considered. Prerequisite: BA 202B or equivalent. (3 units)

PA 211 Public Policy Analysis

This course deals specifically with the process of public policy making, implementation, and evaluation of public programs. Environmental constraints on the policy process, the effect of structural arrangements, and the analysis of intended vs. unintended consequences will be covered. Questions such as the impact of racial and religious groups on allocation of public monies to schools and colleges, or the role of public opinion on the enforcement of civil rights litigations, will be examined.
PA 212  Seminar in Public Finance and Budgeting

Processes of financial administration in governmental units; concepts and activities in public fiscal management, budgeting, taxation, revenue planning, borrowing, fiscal controls; development of analytical skills in financial administration; public finance and budgeting as both a political and management process. (3 units)

PA 253  Personnel Management

Contemporary problems, issues, and objectives relating to the management of personnel are analyzed. The principal functions comprising the personnel program including those of employee assessment, utilization, supervision, and remuneration are studied in the context of the current social, economic, and political conditions with which the personnel policies and practices of the organization must be concerned. (3 units)

PA 284  Issues in Public Administration

A synthesis course of previous core courses and electives considering the potential and capacity of public administration to deal with the needs of society. A consideration of the economics, political, technical, and cultural interrelationships as they affect or are affected by public institutions; pro-active strategies for effective management. Prerequisite: All core courses and electives completed. (3 units)

PA 295  Public Administration Internship

Supervised work experience in an approved legislative or administrative office at some level of local or state governments. Open to all graduate students. Candidates for the Master's degree in Public Administration are required to complete 6 units of internship unless acceptable experience is presented in lieu thereof. Prerequisite: Consent of the instructor. Students who wish to take this course must complete the special forms which are available in the Degree Programs Center. (3-6 units)
PA 500  Master's Thesis

Requires completion of a thesis and an oral defense of it. Prerequisite: Advancement to candidacy, and proposal approved by thesis adviser and readers; Chair, Organizational Behavior and Environment Department; and Associate Dean, Degree Programs Center. Usually taken in the final semester of completion of all degree requirements. To be submitted after oral examination to the Associate Dean no later than date specified by the University for acceptance of theses for current semester. (1-3 units)

or,

PA 502  Master's Project

Requires completion of a project and an oral defense of it. Prerequisite: Advancement to candidacy; and proposal approved by project adviser and readers; Chair, Organizational Behavior and Environment Department; and Associate Dean, Degree Programs Center. Usually taken in the final semester of completion of all degree requirements. To be submitted after oral examination to the Associate Dean no later than date specified by the University for acceptance of projects for current semester. (1-3 units)

or,

Complete a comprehensive examination given by the faculty each June and January after completion of PA 284.

All courses but PA 284 can be waived if an equivalent course at an accredited university as taken and if the Area Representative approves. In addition, courses can be challenged by students who take an examination to see if they have mastered the material. PA 295, Internship, is routinely waived for students with 200 or more hours of public sector managerial experience. This covers 90%-95% of our students.

Nine hours (three courses) are to be taken as electives. Generally, these electives fall into several categories. Most students select an informal emphasis such as personnel, financial, or social work and take their nine hours from courses in these areas. For example, a dual degree Social Work student might count nine hours of social work policy as her or his electives, while a personnel emphasis might include labor relations and work behavior courses. Another choice is to take all courses in Public Administration such as Urban Administration (PA 231) and Public Sector Decision Making (PA 232) plus some other course. If a student elects a concentration, he or she must take courses in that area.
Should the student choose a project or thesis, it will be one of the courses in his/her elective. Since these are not formal areas, no rigid limits are applied. Appendix 11 lists typical optional emphases.

3. Curriculum Analysis Chart

(See Page 28)

4. Explanation of Coverage of Common Curriculum Components

Coverage of the political processes that influence government and the institutions and levels of government itself are largely covered in courses such as the survey course, the course in policy analysis, the issues course, and the course in intergovernmental relations. Some information may come from the electives, although these vary substantially. Cultural, ethical, and social values are emphasized most heavily in the issues course, as well as throughout courses in legal environment, policy analysis, and the survey course. A majority of students are generally familiar with some of these issues since they have been working in state or local government for some time. Specialists have correspondingly less sophistication.

Economic analysis and legal environment are somewhat more specific, but still are covered in several places. Legal questions, from affirmative action to administrative hearings, arise in several places but primarily in the administrative law course taught by a lawyer. Economic analysis arises primarily in the policy analysis or budgeting course and in one or more of the electives.

The next group of courses are organization and management concepts, behavior and motivation, and administrative planning and control. The seminar in management and organizational concepts addresses these issues. It is taught generally by specialists and has a highly behavioral orientation. A number of other courses touch these issues from different perspectives, such as control through the use of management information systems or leadership and motivation in the introductory and advanced seminars in public administration.

The next set of courses involve quantitative issues, statistics, EDP, and budgeting or finance. They are largely covered in the three core requirements courses in statistics, accounting, and management information systems. The core seminar in budgeting and finance is the primary place where these are covered.
### Common Curriculum Components

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**Required Courses**

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<tr>
<td><strong>BA 201</strong></td>
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<td><strong>EXPERIENCE OR PA 295</strong></td>
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<td><strong>BA 116</strong></td>
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<td><strong>BA 193</strong></td>
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</table>

**Note:** In the appropriate blocks, list the approximate percentage of the content of each course that focuses on each common curriculum component. One course may provide material for more than one component, but no course should add up to more than 100%. Only significant coverage of a component in a particular course should be included.
The final section on personnel management is covered primarily in the personnel management course, which concentrates on generic personnel issues. Many students take personnel courses as their elective courses, so the total personnel and labor relations content may be slightly understated.

All courses require written papers of varying lengths and most courses have outside speakers. Part-time teachers who are consultants or practitioners are used frequently. Again, because 85% of our students are employed full time by state and local governments (with scattered federal employees), the focus is on specific knowledges across occupational and specialty lines. While the student may choose an elective area, their job experience or other training (we get a number of dual degree MSW students) makes it unnecessary to require an outside area of interest.

5. Student Transcript Analysis: Required Courses Actually Taken
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The preceding chart represents a grade analysis of the core requirements to the MPA program.

*W = Waived
*TC = Transferred Credit

- **PA 209**  Introduction to Public Administration
- **PA 204**  Management and Organizational Concepts
- **PA 210**  Methodology and Research in Public Administration
- **PA 212**  Seminar in Public Finance and Budgeting
- **PA 284**  Issues and Paradoxes in Public Administration
- **PA 211/253**  Public Policy Analysis and Personnel Management were not required courses before September 1982.

Prerequisites, other than statistics, were not mandatory before September 1982.
6. Course Sequencing

Little sequencing is required, except that the final seminar (PA 284) must be taken after all other core courses are taken.

The survey course (PA 209) must be taken first although other courses may be taken concurrently. Students must determine whether or not they will write a project or thesis or whether they will take the comprehensive examination at the time they become advanced to candidacy. This choice may not be revoked.

D. Advanced Curriculum Components

1. Our elective courses are from the 30-unit common curriculum so that there are no advanced curriculum components. As noted, our program is essentially all required courses divided into prerequisite courses; core courses, and a group of three optional courses which we call part of the core but which may be considered advanced components.

We noted earlier that these nine hours, or three courses, can be taken as a set comprising an informal emphasis. This is outlined in Appendix 11. They can also be taken in Public Administration electives such as PA 231, Urban Planning; PA 232, Public Sector Decision Making; PA 299, Special Problems; and PA 500 or 502, Thesis or Project. PA 232 was developed to be given downtown and get outstanding speakers from the public sector. It has been a very successful course.

a. The rationale for this advanced course work is to give students some opportunity to either select a "mini" concentration, to build on other courses such as accounting or public policy analysis, or to deepen their public management background by taking PA 231, PA 232, or PA 299.

b. The preparatory courses, not the advanced curriculum, provide for application of analytical tools to public management situations. However, some students specialize in "tool" courses such as personnel, finance, and so on.

c. See "b" above.

d. In general, graduates may take undergraduate courses in the advanced curriculum (electives) only if the specific undergraduate course is listed as an option in the emphasis she/he chooses or if the graduate adviser approves a specific course. An example would be a course in preparing environmental impact statements for a person with an environment emphasis, since the Department of Environmental Studies does not have a graduate program. It is theoretically possible for students to select
all three electives in the advanced curriculum as undergraduate courses, but this has never happened to the best of our knowledge.

e. PA 231 - Urban Planning (offered in Spring).

BA 232 - Public Sector Decision Making (offered each semester).

PA 299 - Special Studies (by arrangement between the professor and student).

PA 500 or PA 502 - Thesis or Project (electives because student may elect to take a comprehensive examination.

PA 295 - Internship.

2. There are no program specialties.

E. Minimum Degree Requirements/Length of Program

1. Core requirement courses are:

Statistics—equivalent to basic business or math statistics. Can be met at graduate or undergraduate level.

Management Information Systems—equivalent to undergraduate course with a programming language (typically FORTRAN). Can be met at graduate or undergraduate level.

Accounting—equivalent to a year's introductory course. Can be met at graduate or undergraduate level.

Intergovernmental Relations—equivalent to a course in state and local intergovernmental relations, or state and local government. Normally met by taking BA 193, Intergovernmental Relations.

Administrative Law—equivalent to a lower division course in this area. Normally met by taking BA 116, but a course in Constitutional Law or similar would meet the legal environment requirements.

2. The minimum number of graduate hours required for graduation is 21-semester hours. Nine additional hours from a concentration or from Public Administration electives are required, making 30 total units.

3. The minimum number of hours in classes reserved strictly for graduate students is 21, the 7 core courses. A student choosing a 3-unit thesis or project would have these added to the 21 units.
4. Theses are for three hours and would count as an elective course. Projects (similar to theses but do not require original research) may be from 1 to 3 units, also constituting an elective. Theses require two readers; projects, one reader.

5. Our comprehensive exam option goes into operation in January 1983. It will be given in January and June of each year. Students who fail the exam may retake it only once. It is expected to speed up graduation for those students who would have trouble completing projects or theses. The comprehensive exam will be comprehensive over the core courses and with some options depending on the student's elective emphases. At least two faculty will read each paper, with a third for appeals or differences in faculty ratings. Examination will include optional and required questions and will require one complete day (eight hours) or perhaps two half days.

6. Internships are required of persons without significant administrative experience. An undergraduate internship will be considered sufficient experience, although we would recommend full-time MPA students take an internship whether or not they have had an undergraduate one. Internships receive a maximum of 6 hours credit, 3 each semester. They receive a letter grade. A 3-hour credit internship is for a semester, averaging 15 to 20 hours a week and totaling not less than 200 hours each semester.

7. The student with little or no educational and professional background will require (normally) 2 years to complete the program. She/he cannot take more than 9 hours, as a practical matter, with an internship. This leaves 39 units to be taken during the remaining 3 semesters and summers. (This assumes a full-time student; only about 15% of our total.) Part-time students who have little educational background normally take 3 to 4 years when the time to complete a project is included.

8. For full-time students with strong educational backgrounds but no professional experience, the program will normally take 3 semesters. (This involves nine hours, with an one semester internship, plus two other semesters of 12 and 9 hours plus writing the project or taking the examination.)

9. Students with strong preparation and professional experience can complete the program in 1 year by taking 15 hours per semester and writing the paper the following summer (or taking the examination). Few students are in this category.
10. All courses but Special Problems (PA 299) and Projects (PA 502) are for 3 credit hours per semester, or 45 contact hours per course. Most are one night a week, from 7:00 - 9:50 p.m., but a few meet twice a week, such as 5:30 - 6:45 p.m. on Tuesday and Thursdays. Each semester, at least one core course is given on five Saturdays, from 8:00 a.m. - 4:30 p.m.

11. Student Transcript Analysis (Page 35)
<table>
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<th>Age</th>
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<th>Total Semesters Registered</th>
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*Dual Degree Program Social Work/Public Administration
F. Internships

1. Public service experience beyond the clerical level is a degree requirement. The student may meet this requirement through taking the internship for one semester. If students elect to meet this degree requirement via an internship, they are encouraged to take the internship during the last semester or semesters of their programs.

2. The following are the general objectives of the internship.

   The internship program is designed to help the student:

   --Gain firsthand knowledge and understanding of public agencies, the governmental process, and the public structures and forces which affect them.

   --Understand the functional and social problems for which these organizations are responsible and the impact they have upon individuals, groups, and the community.

   --Integrate and apply knowledge, theory, and understanding from classroom courses and other life experiences.

   --Develop techniques and skills common to practice in public organizations such as: data collection and organization, communication skills, motivation of others, disciplined use of self in interaction with individuals and groups.

   --Assess his/her own values to determine if they are consistent with public service as a career.

   --Test his/her interests and aptitude for a career in public service.

   --Enhance the marketability of his/her degree.

   --Gain access to potential public positions and a competitive edge.

3. The following, taken directly from the Internship Policy Guideline, explains the basis for granting academic credit.

   a. The student is to participate in an intern position in an organization involved in the governmental process on a 15- to 20-hour week basis for the entire semester.

   b. The student will be required to prepare assignments each semester. (See attached assignment sheet for details.)
c. There will be two intern class sessions, the first in the early part of the semester and the second near the end of the semester. At these sessions the interns will share their intern experiences and discuss with an occasional speaker some aspect of the governmental process. The dates of each session will be given at the start of each semester. The student must attend the two class sessions to pass the course. Starting two weeks after the first internship class session, interns have a three week period during which time they shall meet on an individual basis with the intern coordinator to discuss the progress of their internship. The time of the meeting shall be during the coordinator's regular office hours.

d. For satisfactory completion of these activities, the intern will received 3 units of credit. The student will be graded on an A, B, C, D, or F scale. The student may enroll in an internship for 2 semesters for a total of 6 units. The student must participate in a valid internship position and under no circumstances will a student be given internship credit for his routine work. A copy of the Intern Evaluation Form which shall be used by the intern's supervisor to evaluate the intern is attached to these guidelines.

4. Students have an opportunity to test classroom and textbook theory during the internship, and their internship experience in the classroom with others. Most of this takes place during the class meetings of interns.

5. The Internship Policy Guidelines provide for supervision in the following manner:

   Responsibilities:

   a. The University and the Department. (Note: These responsibilities will be assumed by the intern coordinator.)

      --To assist the student in obtaining a satisfactory internship in an organization involved in the governmental process.

      --To maintain contact with the intern's organization and appropriate personnel in the organization in order to review the intern's performance and the organization's needs.

      --To perform the administrative and evaluative duties accompanying the intern program.
b. The public-oriented or governmental organization.

--To designate appropriate staff to coordinate the internship with faculty intern coordinator and to supervise the intern.

--To ensure that the intern is not involved in routine clerical or custodial assignments.

--The intern supervisor is to assist the faculty intern coordinator in evaluating the intern's performance and the overall effectiveness of the program. This evaluation will be done through personal discussions between the School intern coordinator and the intern supervisor, and the supervisor completing and returning to the School coordinator the provided Intern Evaluation Form.

There is an internship coordinator for city, county, special district, and regional governments, and another for state and federal government. On-site visits are made by the coordinator.

6. A placement is developed for each student by the coordinator which takes into consideration the student's experience, training, skills, and interests. Considerable care is taken to assure that the student can learn and that the agency benefits from the students efforts.

7. Paid internships occur on a case-by-case basis depending on an agency's budget. When paid internships occur, the agency pays the intern.

8. There are no regularly available placements due to the placement method used although some agencies such as the State Personnel Board or County of Sacramento have had a large number of interns. We have been able to place students in any functional area requested when the student had the appropriate academic training.

9. During 1981-1982 there were 29 interns. All the interns received 3 units of credit, served an entire semester, and worked 15 to 20 hours per week.
Rahim Alyusuf
Julius Cherry
Frank Manzanedo
Debra Katz*
June Cochrane
Steve Soto
Sara Carver
Larry Alsop
Mary Liebmann*
Brenda Whaley
Bryce Keller
Joe Jacobs
Diane Silva*
Dave Menacho
Saleh Almubarak
Noreen Paglio
Patricia Sannella
Rosemary Delfino
Deborah Fairweather
Robert Church*
Pat Argust*
George Johnson
Georgia Malki
Karin Nielsen
Karen Knudsen*

Department of Motor Vehicles
Assemblyman Eliho Harris
Office of State Health Planning
State Personnel Board
State Personnel Board
State Controller
Assemblyman Charles Imbrecht
Assemblywoman Jane Moorehead
Office of Statewide Health Planning
State Personnel Board
State Department of Forestry
Sacramento County Planning Department
Sacramento County Superintendent of Schools
Department of Health Services
State Personnel Board, Cooperative Personnel Services
State Personnel Board, Cooperative Personnel Services
State Personnel Board
Senator John Garamendi
Sacramento County Department of Finance and Administration
State Department of Accountancy
State Energy Commission
State Department of Motor Vehicles
VISTA-RSVP
Office of Statewide Health Planning
Department of Personnel Management

*Graduate Student

10. Approximately 125 interns were placed during the past four years.
V. FACULTY

A. Faculty Nucleus

1. Primary Responsibility.

<table>
<thead>
<tr>
<th>NAME</th>
<th>A.A. STATUS</th>
<th>ACADEMIC RANK, TITLE</th>
<th>TENURE STATUS</th>
<th>ADMINISTRATIVE UNIT</th>
<th>HIGHEST DEGREE, FIELD</th>
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<td>A. Anderson</td>
<td>Female</td>
<td>Associate Professor of Public Administration</td>
<td>Tenured</td>
<td>Department of O.B.&amp;E.</td>
<td>Ph.D., Pol. Sci.</td>
</tr>
<tr>
<td>A. Cowden</td>
<td>Female</td>
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<td>Ph.D., Pub. Adm.</td>
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<tr>
<td>C. Koehler</td>
<td>-</td>
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42
### 2. Courses Taught

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3. Faculty Involvement in Academic Matters

a. The appointment of the Public Administration Unit head involves some explanation. Since the MPA degree, like the MBA, is "owned" by the entire School of Business and Public Administration, the Dean is the formal unit head. The Dean is selected by the University President after an advisory vote by the School. The Dean delegates management of the program to the Associate Dean, while the Public Administration faculty initiates program and curriculum matters.

As a practical matter, the operating head is the Area Representative, who is chosen by the faculty. The Area Representative represents the Area on the School Academic Council (other areas are marketing, finance, human resources, etc.), works with the Department Chair on scheduling classes and the selection of part-time professors, arranges for curriculum changes, and is the administrative coordinator for the program. He/she receives 3 units of released time per year from teaching for these activities. The Area Representative is entirely the choice of the faculty with no ratification by Dean or Chair required.

The Public Administration area is in the Department of Organizational Behavior and Environment, along with three other areas. In the School, departments are primarily administrative in nature. Therefore, the Chair is not directly responsible for the Public Administration program—the Area is. However, the Chair is administratively responsible for matters such as allocating traveling money, research assistants, and for scheduling classes and hiring part-time instructors (the latter two matters involve considerable consultation with the Area Representative). In an administrative sense, then, the Chair is a powerful figure, similar to the Chair of a political science department with a public administration program within the department. The extent of the Chair's involvement with the program will vary greatly with each Chair. The Chair is selected by the Dean after faculty submit two names.

b. Selection and hiring of Public Administration faculty proceed as follows. Formally speaking, appointments made at the Associate or Full Professor levels require the Dean and the Department Chair to discuss the appointment in a meeting with the entire program faculty. As a primary source of guidance, there is a vote by secret ballot of the tenured program faculty. The recommendation is then submitted to the Tenured Faculty Committee for approval or disapproval.
Appointments at ranks below Associate Professor are made by the Dean after consultation with the Department Chair. As a source of guidance to the Department Chair and Dean, there is a vote by secret ballot of the tenured program faculty. Empirically speaking, the recommendation made by tenured program faculty is typically the determining factor in the selection and hiring of new faculty.

c. Admissions criteria are developed by program faculty within the framework of School and University standards. In addition to requiring a baccalaureate degree from an accredited institution, the student will typically possess a minimum GPA of 3.0 (B) in his or her last 60-semester units, and must achieve an acceptable score on the Graduate Record Examination.

d. All full-time faculty are responsible for advising students. Students are not assigned a specific faculty member, but are free to select one of their own choosing. Full-time faculty are required to hold three scheduled office hours per week for advising purposes, and to be available at hours mutually convenient to students and the faculty member. Most routine advising on course requirements or sequencing are provided by the School's Degree Program Center.

Students generally see their advisor to:

--Seek evaluation and approval of program credit for courses to be taken outside the program.

--Seek general advice or clarification of curriculum or administrative issues.

--Seek career counseling.

e. Program faculty develop and/or modify courses as well as suggesting needed changes in degree requirements. If it is the concensus of the faculty that new or modified curriculum and/or degree requirements are needed, the proposal is formulated and forwarded to the appropriate committees and administrative units for review and approval. If revisions are suggested, the revised proposal is returned to program faculty for their approval. All changes in the program are initiated at the program level.
B. Other Full-Time Faculty Who Teach for the Program

1. NAME: R. Goodfellow

        1981-1982

A.A. STATUS: --


ACADEMIC RANK AND TITLE: Associate Professor of Business Administration

ADMINISTRATIVE UNIT: Department of Organizational Behavior and Environment

HIGHEST DEGREE EARNED, MAJOR FIELD: Ph.D., Industrial Psychology

2. NAME: A. Harriman

        1981-1982

A.A. STATUS: Female


ACADEMIC RANK AND TITLE: Associate Professor of Business Administration

ADMINISTRATIVE UNIT: Department of Organizational Behavior and Environment

HIGHEST DEGREE EARNED, MAJOR FIELD: D.P.A.
C. Earned Doctorate or Equivalent Degree Qualifications of Full-Time Faculty

1. Percentage of nucleus full-time faculty holding earned doctorate--100%.

2. Percentage of other full-time faculty holding earned doctorate--100%.

3. Percentage of total full-time faculty holding earned doctorate--100%.

D. Part-Time Faculty

   | No. | %   | No. | %   | No. | %   | No. | %   |
   | 2   | 8%  | 0   | 0%  | 2   | 10% | 1   | 5%  |

*Required courses only.

NOTE: MPA students are not bound by a specific set of electives or specialties. Consequently, elective courses are frequently taken that cross disciplinary and institutional boundaries. For this reason, information on part-time faculty teaching these elective courses is fragmented or unavailable.

2. Adjunct and part-time faculty include:

   a. NAME: J. Kehoe

   YEAR: 1980

   JOB TITLE, AGENCY: Executive Vice President and General Manager, Sacramento Metropolitan Chamber of Commerce

   TITLE OF COURSE TAUGHT: Seminar in Public Finance and Budgeting

   HIGHEST DEGREE, FIELD: --

   INSTITUTION, YEAR: MPA, University of Michigan, 1959.
E. Qualitative Adequacy of the Faculty

1. Current Research--Outside Funded
   a. Allen Putt:

      "Utilization and Assessment of Public Transportation in the Tahoe Basin," funded by the Tahoe Regional Planning Agency.

   b. John Rehfuss:

      "Feasibility of Incorporating the City of Loomis," funded by the Placer County Board of Supervisors.

      Note: These are, strictly speaking, consulting activities but they were included because the assignments approximated most research projects.

2. Current Research--Personally Funded
   a. Allen Putt:

      Preparing a textbook on "Research Methodology in the Social Sciences," with Fred Springer.

   b. John Rehfuss:

      Preparing a textbook on "The Job of the Public Executive."

   c. Janell Anderson:

d. Ann Harriman:
   1) "The Impact of Reduced Work Time."
   2) "Comparable Worth."
   3) "Gender and Management."

e. Reginald Goodfellow:
   "Development of Computerized Human Resource Management
   Information Systems."

f. Anne Cowden:
   "The Impact of the New Federalism on California Counties."

g. Cortus Koehler:
   1) "County Government Management."
   2) "Management of Presidential Transition Teams."

3. Recent Research Activity

a. Allen Putt:
   1) Regulating California Campaign Finance.
   2) Drug Abuse Needs Assessment in Shasta, Napa, and Kings
      Counties.
   3) Evaluation of Drug Abuse Program in Lake County.
   4) California Housing and Community Development Housing
      Programs--an Evaluation.

b. John Rehfuss:
   1) A Study of the California Career Executive Assignment
      System (University funded).
   2) The Convergence of Private and Public Sectors.
   3) Management Development in the Public and Private Sectors.
   4) The Job of the Public Executive.
d. Janell Anderson:
   1) Public Participation in Public Health Regulations Adoption.
   3) Private Funding Sources for Local Government.
   4) Incentives in Regulation.

e. Anne Cowden:
   1) The California Fiscal Information System.

f. Anne Harriman:
   Reduced Work Time Implications (dissertation topic funded by NASPAA/NACO Personnel Management Research Fellowship). Work on this and other topics contained in current research has been supported by two CSUC faculty development grants.

g. Cortus Koehler:
   1) Administration of the Legislative Process.
   2) Health Administration.
   4) City Hall and Court Design and its Behavioral Consequences.
   5) Internship Administration.

4. Research Publications

   a. Allen Putt:


b. Cortus Koehler:

1) The Governing and Administration of California County Governments, County Supervisors Association of California, 1982.


3) "The Interns and the Internship: From Beginning to End," Teaching Political Science, April 1980.


c. Reginald Goodfellow:


2) Self-Perceived Sex Role Identification and Job Satisfaction in Managers, paper presented at the 59th Annual Convention, Western Psychological Association, San Diego, California, April 1979.


5) Word Processing Operators: Their Job and Attitudes, School of Business and Public Administration, California State University, Sacramento, California, October 1979.


9) Job Analysis of Special Education Teacher Positions, technical report outlining development of selection system for special education teachers, August 1981.

10) Sex Differences in Perceptions of Sexual Harassment, paper presented at the 62nd Annual Convention, Western Psychological Association, Sacramento, California, April 1972.


d. Anne Harriman:


3) "A Course SPAE Readers May Want to Imitate," ASPA Section on Public Administration Education Newsletter, March 1981.


7) "Leisure as Compensation for Managers and Professionals," a paper presented to a conference of Total Compensation in the 1980s: Trends and Challenges, sponsored by the UCLA Institute of Industrial Relations, Los Angeles, California.

e. Anne Cowden:


2) "California Fiscal Information System: Increasing Oversight or Redressing an Imbalance of Power?," a paper presented to the ASPA Annual Conference, Detroit, Michigan 1981, now being reviewed.

f. Janell Anderson:

1) Decision Making at the California Public Utilities Commission: Calculations and the Rate of Return, Davis, Institute of Governmental Affairs, University of California, 1979.

2) "The Role of the Public in the Regulation Adoption Process at the California Department of Health," a paper presented to the ASPA Annual Conference, 1979, in Baltimore and is currently being reviewed.

g. John Rehfuss:


4) "The Future of Public Administration," Bruce Storm and Ross Clayton, (Eds.), Agenda of Public Administration, University of Southern California, 1980.


F. Diversity of Faculty

1. Female:
   a. A. Anderson
   b. A. Cowden
   c. A. Harriman

2. Program faculty are committed to implementing affirmative action as expeditiously as possible in order to eliminate any existing discriminatory employment practices. The objective is to increase the number of appointments of those within the protected categories to faculty positions consistent with their representation in the general population. Although there are significant funding constraints on the hiring of new faculty, program personnel have been and remain committed to aggressively searching out qualified minority, female, and disabled persons to fill any existing or projected faculty positions.
G. Policies and Procedures Concerning Faculty

1. Criteria for Promotion and Tenure

All faculty, whatever their discipline, rank or experience, are engaged in common intellectual activities and perform essentially similar services for the University. In recognition of this fact, the same criteria are used to evaluate faculty for tenure and promotion. These criteria and examples of how each is operationally defined are summarized below.

a. Competent Teaching Performance

--Input from the individual faculty member, e.g., selection of appropriate instructional material, course syllabi, teaching awards or honors.

--Input from professional colleagues both on and off campus, e.g., letters of recommendation and evaluation regarding teaching performance, peer evaluations, results of class visitations, teaching awards or honors.

--Input from students, e.g., standardized teaching evaluations, letters of evaluation, oral testimony.

b. Scholarly or Creative Achievements

--Accomplishments in research and/or creative projects.

--Publications of articles, books, reviews, and research papers.

--Unpublished manuscripts.

--Membership and participation in activities of professional organizations.

--Presentations of professional lectures.

c. Contributions to the Community

--Office or directorship on a volunteer basis (national, state, local).

--Volunteer or paid consultant.

--Participation on committees of agencies or organizations (national, state, local).

--Participation in the mass media.

--Community honors and awards.
d. Contributions to the Institution

--Contributions to the faculty member's department, e.g., membership on a departmental committee, chair of a departmental committee, special assignments, curriculum development, student advising.

--Contributions to the School of Business and Public Administration, e.g., membership on a School committee, chair of a School committee, special assignments, curriculum development, student advising.

--Contributions to the University, e.g., membership on a University-wide committee, chair of a University-wide committee, special assignments, curriculum development, student advising.

e. Possession of Appropriate Academic Preparation

--Possession of appropriate doctoral degree.

--Relevant experience.

--Continued professional productivity.

2. Procedures for Promotion and Tenure

a. General Guidelines

Typically, a faculty member is considered for promotion when she/he has attained the highest step at each rank (each rank contains five steps). A consideration of promotion from a lower step can be initiated at the request of the candidate. Promotion from a step lower than the fifth step in the individual's present rank requires evidence of greater merit than would be expected at the fifth step. Promotion from step three or below requires compelling evidence of exceptional merit.

The awarding of tenure is a judgment by the faculty that the individual will contribute in the future to the development of the University. The normal pattern of awarding tenure involves the assessment of a faculty member's performance over a period of four successive academic years. The President has the authority to grant a fifth or sixth probationary year appointment. For those denied tenure following the final probationary year, a terminal year is awarded. A probationary academic employee shall not serve more than seven successive full-time years. If the academic employee is initially appointed to the rank of professor, she/he may be considered for tenure during the first year of service; not later than June 1 of the second year of service, she/he shall be notified by the President (or his/her designee) that she/he will either receive tenure or a terminal year.
Recommendation for early tenure is recognition for qualifications and performance substantially beyond that required for the granting of tenure after the normal four-year probationary period. To be considered for early tenure, a faculty member must demonstrate recognized outstanding performance in teaching effectiveness and possess appropriate academic preparation. In addition, recognized outstanding performance must be demonstrated in at least two of the remaining three University criteria for tenure and promotion: scholarly or creative achievement, contributions to the institution, and contributions to the community.

b. Specific procedures for both promotion and tenure follow:

1) Development of Professional and Personnel Files

Each faculty member has the responsibility of establishing and maintaining a record of professional information which provides a basis for informed judgment on his or her qualifications and performance. The Department Chair assists the faculty member in the development of this faculty Professional File and alerts the member in advance of the time when the files may be requested. A Personnel Action File is also employed in promotion and tenure decisions. This file is maintained in the Departmental Office, and contains such information as copies of Departmental recommendations on retention, tenure, and promotion, a copy of the faculty member's appointment letter, and other communications required by Departmental, School, and University policy.

2) Review of Departmental Committee and the Department Chair

Individual faculty members who wish to be considered for promotion and/or tenure submit their faculty Professional File, and the Department Chair submits the Personnel Action File to the Departmental Appointment, Retention, Tenure, and Promotion Committee. This is an elected Committee composed of full-time, in-residence, active, tenured faculty. In matters of promotion, only those higher in rank participate in the deliberations of individuals lower in rank and vote on such candidates. In matters of tenure, all members of the Committee deliberate and vote on the candidates under review. The Departmental Committee and the Departmental Chair participate in a primary evaluation of the candidate. They inform the faculty member under review in writing of their independent recommendation(s) with supporting reasons prior to forwarding these recommendation(s) to the secondary level of review.
3) Review by the School Committee and the Dean

The Secondary Level (School level) Appointment, Retention, Tenure, and Promotion Committee is composed of elected, tenured, active, in-residence, full professors. Their role is to provide recommendations on matters of retention, tenure, and promotion based on evidence in the candidate's Personnel Action Files. They additionally insure that the Departmental Committee's recommendations were the result of the proper application of approved Departmental criteria, polices, and procedures. If the School Committee does not concur with the recommendations of the Departmental Committee in matters of promotion, tenure, and retention, this action is explained in writing to the Departmental Committee and to the individual faculty member(s) affected by the Committee's decision(s).

The School Committee and the Dean inform, in writing, the Departmental Committee and the individual faculty member(s) under review of their recommendations, which will be forwarded to the President for final decision. The Dean of the School indicates in writing concurrence with the School Committee's report; if she/he does not concur, she/he specifies in writing the reasons, based upon evidence in the candidate's Personnel Action File. All recommendations are forwarded to the President.

The Chair of the School Committee and the Dean forward to the University Appointment, Retention, Tenure, and Promotion Committee—a committee of the Academic Senate—a statement that proper procedures have been followed, along with the School Committee's evaluations. The President makes the final decisions on promotion and tenure recommendations.

c. The candidate is entitled to be informed of and to read all materials in his or her Personnel Action File as it proceeds from one level of review to the next.

The candidate is further informed of the recommendation in his or her case at each stage of the evaluation and review process and of the reasons for that recommendation. The candidate receives copies of the letters of Departmental and School Appointment, Retention, Tenure, and Promotion Committees, and of the Department Chair and School Dean, regardless of whether the recommendation is positive or negative.

Candidates receiving a negative recommendation at the Department or School level have the right to appeal according to designated University procedures. A candidate who has received a negative decision from the President may appeal the case in accordance with existing University Grievance Procedures.
3. Competent teaching performance is singly the most important criterion in the evaluation of faculty. The promotion, tenure, and retention procedures are the primary review processes for insuring the maintenance of instructional quality.

All faculty members, including part-time faculty, are required to have all of their courses evaluated by students each semester through the use of a standardized teaching effectiveness instrument. The results of these course evaluations are given to the faculty member, and placed in his or her Personnel Action File for use in subsequent retention, tenure, and promotion considerations.

4. The normal teaching load is 24-semester hours (eight courses) per academic year. The number of different preparations for a faculty member averages out to three to five due to the need to offer multiple sections of required courses at repeated intervals.

5. California State University adheres to a statewide university staffing formula. The capacity for graduate level courses is established at 20 to 25 students. Departmental policy allows a faculty member to add five students more than the maximum enrollment class limit to their class if the instructor so desires. The reason for accepting up to five additional students is to allow for expected class attrition. Any adding of students beyond the additional five requires consultation with the Department Chair.

6. In order to promote a consistent set of quality control standards for the accomplishment of theses and master's projects, one faculty member is given three credits of released time each semester for assisting students in the completion of their theses or projects. The selected faculty member serves for one academic year unless reappointed by program faculty.

7. There are no off-campus locations. One course each semester is given at a downtown location.

8. No member of the full-time faculty during any one semester shall undertake more than the equivalent of three-semester units, over and above his or her regular teaching load, or other non-University work that requires more than is used in preparing for and conducting a three-unit course. Any regular outside assignment undertaken by a faculty member must be reported to the School Dean. Faculty members planning to undertake part-time or temporary employment with another State agency should first review the proposal with the Vice President of Academic Affairs.
H. Faculty Teaching Load Information

1. Class Sizes for Past Four Years by Number of Course Sections*

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<td>1 - 9</td>
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<td>10 - 19</td>
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<td>20 - 29</td>
<td>1</td>
<td>9</td>
<td>7</td>
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<tr>
<td>30 - 39</td>
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<td>1</td>
<td>-</td>
<td>-</td>
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<tr>
<td>40 - 49</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Over 50</td>
<td>-</td>
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*Required courses only. Information is not available for elective courses in other departments.
2. Actual Credit Hours Taught by Nucleus Faculty*

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<tbody>
<tr>
<td>A. Anderson</td>
<td>12</td>
<td>12</td>
<td>-</td>
<td>24</td>
<td>12</td>
<td>12</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td>A. Cowden</td>
<td>18</td>
<td>6</td>
<td>-</td>
<td>24</td>
<td>12</td>
<td>12</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td>C. Koehler</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>A. Putt</td>
<td>12</td>
<td>6</td>
<td>-</td>
<td>18</td>
<td>12</td>
<td>6</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>J. Rehfuss</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>9</td>
<td>12</td>
<td>3</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>P. Sparks</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>18</td>
<td>-</td>
<td>-</td>
<td>18</td>
</tr>
</tbody>
</table>

*Excludes internship and thesis/project courses.

I. There are no off-campus locations.
VI. ADMISSION AND SUBSEQUENT PROGRESS OF STUDENTS

The School of Business and Public Administration requires no minimum load for graduate students. However, to retain active status a student must take at least one class in either the fall or spring semester. A student is given seven years from the start of coursework to complete the MPA. Once past the seven years, a student begins to lose credit for coursework earned in the first year of coursework.

A. Policies and Practices

1. Admissions criteria:

   All applicants to the MPA program must submit a completed application for admission to graduate standing at California State University, Sacramento, and all transcripts of all previous college-level work in duplicate. To be admitted to classified standing in the MPA program, an applicant must meet the following criteria using a specified set of formulas. No conditional admissions are granted.

   a. Overall grade point average times 400 plus Test Score (Graduate Record Exam is required) = 2,000.

   b. The grade point average for the student's last 60 units times 400 plus Test Score (GRE) = 2,100.

   The student's combined GPA and test score must equal or exceed one of the formula totals.

   A student with a Baccalaureate Degree in Public or Business Administration from an accredited college or university may have completed all or more of the core requirements. However, under the requirements of the MPA, students are required to take a number of prerequisites if they have:

   a. Failed to complete one or more of the required courses as follows: Statistics, Administrative Law, Intergovernmental Relations, Accounting, and Computer-Based Information Systems. These classes are to be completed prior to the core program requirements unless an acceptable substitute has been previously completed.

   b. Less than a 3.0 grade point average in the required courses.

   c. A "D" in any of the core requirements.

   d. Completion of one or more of the required courses more than seven years prior to application for classified status.

   e. Completed a Bachelor's Degree in a foreign institution.
2. Admissions policies and practices for full- and part-time students are identical. The vast majority of the students are part-time. Most are in-service professionals.

3. There are no separate admissions policies and practices for minority, female, or physically handicapped applicants.

Applicants may petition the Degree Programs Center of the School of Business and Public Administration which administers the MPA to transfer units into the program. Of the 30-45 semester-units taken towards the MPA, nine semester graduate-units can be transferred in from a graduate school with the approval of the Area Representative of the Public Administration program. Twenty-one units must be in residence.

B. Admissions Data

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<tbody>
<tr>
<td>No. of Candidates Applied</td>
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<td></td>
<td></td>
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<tr>
<td>Full-Time &amp; Part-Time</td>
<td>146</td>
<td>152</td>
<td>100</td>
<td>119</td>
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<th></th>
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<tbody>
<tr>
<td>No. of Candidates Accepted</td>
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<td></td>
</tr>
<tr>
<td>Full-Time &amp; Part-Time</td>
<td>94</td>
<td>116</td>
<td>70</td>
<td>83</td>
</tr>
</tbody>
</table>

Grade point averages, admission tests, or other measures are not available.

C. Enrollments

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<tr>
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<tbody>
<tr>
<td>Full-Time</td>
<td>12</td>
<td>7</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Part-Time</td>
<td>117</td>
<td>114</td>
<td>92</td>
<td>106</td>
</tr>
<tr>
<td>TOTAL</td>
<td>129</td>
<td>121</td>
<td>106</td>
<td>124</td>
</tr>
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</table>
D. Number of Graduates

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</thead>
<tbody>
<tr>
<td>No. of Graduates</td>
<td>14</td>
<td>36</td>
<td>36</td>
<td>42</td>
<td>24</td>
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<tr>
<td>Female</td>
<td>2</td>
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<td>7</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Minority enrollment data is unreliable in its current state.

E. Student Attrition

1. Still Actively Pursuing the Degree
   - Female | 49
   - Male | 65
   - Total | 114

2. No Longer Active
   - N/A*
   - N/A
   - N/A

*Not available.

The program is acutely aware of the benefits of tracking alumni employment patterns. However, the difficulty in implementing such a system in terms of time, cost, and effort has created a procedure of informal follow up. Currently, the program is discussing more formalized methods of tracking our alumni, particularly in the Sacramento area. Outreach through University public relations and an alumni association has been discussed. The program is committed to continuing the efforts in this important area.

F. Employment Status of Graduates

This information is not maintained in any formal way. Individual faculty maintain contact and informal files on graduate employment status.

G. Follow Up of Graduates

1. The MPA program focuses on people who are in-service, planning for upward mobility, and who find their own promotions or new careers. Placement or graduate follow up has not been an issue. Approximately 15% to 20% of students begin their MPA work without any professional experience or are changing careers and attending class full time. The vast majority of these students, through internships and contacts with public officials, have professional positions before they graduate. For these reasons there has been little need to develop extensive placement activities.
On a biennial basis, starting in 1978, the program has implemented an MPA evaluation survey to obtain feedback on the current program and to establish criteria for future directions. The extensive questionnaire covers such areas as student perceptions of the Master's program, characteristics and needs of the student population, etc. The information is used to assist the program in scheduling, advising, program restructuring, and recruitment. A similar survey has also been developed to evaluate the dual degree Master's in Social Work/MPA program. There are plans to conduct these surveys in the 1982-1983 academic year. Copies of this document are on file for examination.

In addition to conducting biennial student surveys, the program maintains an advisory group to help establish connections and feedback from the practitioners in the field on program objectives and directions. The board consists of 15 members. The members represent state and local government, the State Legislature, nonprofit organizations, regional agencies, and the private sector. The board meets with the faculty periodically and is available for consultation between scheduled meetings. The board has been most useful in terms of advice, encouragement, and support. See Appendix 3 for a list of members.

2. Employment Sector

<table>
<thead>
<tr>
<th>Employment Sector</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>10</td>
</tr>
<tr>
<td>State Government</td>
<td>50</td>
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<tr>
<td>Local Government</td>
<td>25</td>
</tr>
<tr>
<td>Private Nonprofit</td>
<td>5</td>
</tr>
<tr>
<td>Private Business</td>
<td>5</td>
</tr>
<tr>
<td>Continuing Their Education</td>
<td>5</td>
</tr>
</tbody>
</table>

100%

There is no data by race, ethnicity, sex, or other criteria.
H. Off-Campus Locations

In general, this question is not applicable. However, the program does offer one course a semester in downtown Sacramento near the center of state government. In academic year 1980-1981, the Auditor General of the California State Legislature co-sponsored a graduate public policy course with the program. In academic year 1981-1982, the Sacramento Metropolitan Chamber of Commerce co-sponsored the course. For academic year 1982-1983, the Bank of America has agreed to sponsor the course. The course is designed to meet the needs of students employed in public sector governments located in downtown Sacramento. The class has drawn students from all levels of government.
VII. STUDENT SERVICES

A. Advertisement and Counseling

Describe the processes used to advise/counsel your students, including special programs for minorities, females, and the handicapped.

Each full-time faculty is expected as part of the workload to both teach a 12-unit load and be available for advising/counseling. Each faculty with the School of Business and Public Administration receives a computer printout of prospective advisee's who are assigned to that faculty. However, the majority of the direct general education counseling and degree requirement concerns are managed by the Degree Programs Center (DPC--see Program and Course Advisement).

1. Career guidance is provided on an ad hoc basis in the MPA program. Informal advising, career and job counseling are provided by faculty. In addition, those students working in an internship placement receive guidance and advise on career placement through periodic meetings with the internship coordinators.

Because a majority of the MPA students are in-service professionals and seeking mobility either within their current agency of employment or in other employment opportunities, career counseling tends to focus on strategies for career advancement or job development and mobility. Students are directed to faculty possessing specific expertise in relevant areas.

2. Program and course advising is the primary responsibility of the DPC, although the criteria for program and course advising are established by the public administration program. The DPC was established to serve business, public administration, and accounting students with all aspects of program advising, career advising/coordination, graduation contract approval (for major and minor programs), add/drop/late registration processing, graduate admissions, and clearing house activities relating to most types of petitions. A staff of academic advisors is maintained to help guide SBPA students through their programs. On specific course curriculum students are encouraged to seek counsel with the faculty member most knowledgeable in a specific area of expertise, e.g., public policy, finance, personnel, health research, urban government.

3. Academic progress counseling/advising happens at several stages in the student's matriculation.

--Selection of course sequence and electives in either general areas of interest or specific concentrations, e.g., urban government, planning, communications, finance, health, personnel, criminal justice, etc.
Discussions on whether a student will opt for completing the degree by writing a 1-3 project or thesis. Intensive preliminary discussions take place between the student and the academic advisor, as to the appropriate choice for the students' and the program's academic needs. Throughout the writing of the project or thesis much time is spent in guiding the student to an acceptable, academically sound work. One faculty member has been designated the primary coordinator of this process and receives 3 units of release time to oversee these numerous projects over the academic year.

As of Fall 1982 students will be able to choose between the project/thesis option and a written comprehensive exam. A student may elect this option, at the time the student advances to candidacy, i.e., having completed all core requirements. This examination must be taken within six months of completing program course work. Once the choice of examination is made, the option of a thesis or project cannot be selected. On petition, students may sit for the examination a second time if they do not receive a passing grade initially. The faculty will write and grade these exams. Because the examination process will be initiated in academic year 1982-83, no other data is available.

In addition to periodic advising, students may seek counseling when faced with either academic probation or disqualification. Students who are enrolled in graduate degree programs in classified standing are subjected to academic probation if they fail to maintain a cumulative grade point average of at least 3.0 in all units attempted subsequent to admission to the program. Graduate or post-baccalaureate students are subject to disqualification if, while on probation, they fail to earn sufficient grade points to be removed from probationary status. Disqualification may be either from further registration in a particular program or from further enrollment on the campus. A minimum grade point average of 3.0 for all grade work presented for the degree and for all post-baccalaureate work (exclusive of lower division credit) is required. No units with a grade lower than a C may be credited toward fulfillment of the requirement for an MPA.

Starting in the Fall of 1982 DPC will maintain and monitor a computer printout each semester on the earned grade point averages of all MPA students. If the student falls below a 3.0, the DPC will call the student and provide an academic counseling conference if desired by the student. MPA faculty may become involved at any point in this process.
B. Financial Assistance

1. Tuition as such is not charged to legal residents of California. However, California residents do pay registration fees of $211. Nonresidents and foreign visa students are required to pay non-resident tuition of $105 per unit in addition to the registration fees. There are a number of financial assistance programs, including loans and scholarships, which are available to students.

Recent decisions made on the federal level concerning availability of funds for student loans may have limited somewhat the amount of funds available. However, those students in the MPA program who receive financial aid do so primarily from such noninstitutional sources as Veteran's benefits. The vast majority of the students, 64 percent (1980), are financing their own education through employment.

Although some internship positions are paid positions, financial remuneration has not been the primary incentive for internship services. In addition, recent cutbacks in government spending have decreased the number of paid internship positions available.

As reflected in a 1980 survey of MPA students conducted in conjunction with a graduate research class, the following figures indicate the primary financial support for our students (N = 74):

<table>
<thead>
<tr>
<th>Source of Finances</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>64%</td>
</tr>
<tr>
<td>Loans</td>
<td>4%</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td>1%</td>
</tr>
<tr>
<td>Veterans Benefits</td>
<td>5%</td>
</tr>
<tr>
<td>Parents/Others</td>
<td>4%</td>
</tr>
<tr>
<td>Spousal Income</td>
<td>12%</td>
</tr>
<tr>
<td>Other Sources of Personal Income</td>
<td>7%</td>
</tr>
<tr>
<td>Reimbursement of Cost to Employer</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

These figures are relatively constant from the last survey in 1978. However, one area of loss has been in employer reimbursement which represented 3 percent of the sample in 1978. The impact of the fiscal situation in California created by Proposition 13 and subsequent like measures could be a factor.
C. Placement Service

Job placement services and counseling are available through the CSUS Career Development and Placement Center. The Center maintains a year around operation which assists students in career planning by providing information and counseling on career options and opportunities which can mesh with the student's own goals and desires. In the placement opportunities, the Center posts employment opportunities in the public and private sector, records employment openings on a 24-hour phone tape, and sets up interviews on-campus with employers. The Center offers classes for one-unit credit in interview techniques, practice interviewing (using video tape playback), resume writing, employment search techniques, self-assessment, and career awareness. The Center also maintains a Career Resources Library and educational placement files providing a mailing service for these files.

The program maintains an informal network career placement. In addition, a bulletin board is maintained on job placement and updated regularly. The internship program also provides some students with employment possibilities. Plans are under discussion with the faculty to expand our efforts in this area through extended outreach in terms of public relations, alumni, follow-up, the advisory board, and other community sources. Because most students are in service, limited need is presented for extensive career placement activities. However, with pre-service students and those seeking career mobility and change, job counseling and placement services are vital services.

D. There are no off-campus facilities.
VIII. SUPPORT SERVICES AND FACILITIES

A. Budget

1. The budgeting process for the California State University system and its 19 campuses is essentially a formula-driven mechanism. The two essential features that ultimately determine the dollar size of the system budget are the program change proposal and the program maintenance proposal. The former result in budgeted changes in the way the system will operate in the future. The latter provide support levels for existing programs. Very few program change proposals are implemented. Those that are implemented result from a system-wide priority development process.

As part of the Department of Organizational Behavior and Environment, the Public Administration academic area and program are the recipients of a portion of the School allocation which, in turn, is the recipient of a portion of the University allocation which, in turn, receives a portion of the total system dollar appropriation. All programs in the academic areas in the School receive an equitable portion of the School allocation based on the concept of mode and level of instruction. This concept takes into consideration the specific and individualized needs of different programs and provides an equitable support level for both small and large programs. The heavy load of graduates as opposed to undergraduate instruction, and the need for individualized treatment of students pursuing research projects, theses, and work experience internships are taken into consideration. In addition, the requirements for specific types of courses, varying numbers of class sections, class size, and the timing of course offerings are all weighted as part of the allocation process.

The MPA budget cannot be separated from the OB&E departmental budget for undergraduate and graduate programs. The SBPA and OB&E departments budgets for 1981-1982 are as follows:

<table>
<thead>
<tr>
<th>OB&amp;E Departmental Budget for 1981-1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and Services</td>
</tr>
<tr>
<td>Student Assistants</td>
</tr>
<tr>
<td>Clerical Positions</td>
</tr>
<tr>
<td>Travel and Faculty Recruitment</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
</tbody>
</table>

This, of course, does not include salaries for faculty or full-time clerical staff.

The SBPA budget allocations are provided in Appendix 2.
2. The budget allocation for the Public Administration area parallels enrollment trends. As enrollment declines, particularly in the number of undergraduate students, the FTEF continues to be reduce in the Public Administration area. The FTEF for the 1981-1982 academic year has been allocated at 5 postions, a decrease from 6.4 FTEF the previous year. In order to preserve the quality of the MPA program and provide better resource usage, the area terminated its undergraduate degree in 1981-1982 and now offers a Public Management major in the Business undergraduate degree program. Discussion concerning program viability and growth continues among faculty and the SBPA Dean with the emphasis on strengthing the MPA program.


<table>
<thead>
<tr>
<th>Rank</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$30,276</td>
<td>$31,728</td>
<td>$33,252</td>
<td>$34,860</td>
<td>$36,540</td>
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<td>Associate Professor</td>
<td>23,976</td>
<td>25,116</td>
<td>26,316</td>
<td>27,576</td>
<td>28,884</td>
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<tr>
<td>Assistant Professor</td>
<td>19,044</td>
<td>19,932</td>
<td>20,868</td>
<td>21,852</td>
<td>22,896</td>
</tr>
<tr>
<td>Instructor</td>
<td>17,412</td>
<td>18,192</td>
<td>19,044</td>
<td>19,932</td>
<td>20,868</td>
</tr>
<tr>
<td>Lecturer</td>
<td>14,712</td>
<td>15,336</td>
<td>15,996</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Library

1. The University Library has a book collection of over 680,000 volumes and over 6,000 magazines, technical and scholarly journals, and newspapers as well as several thousand of microfilms, maps, slides, and pamphlets. The Library is a depository for California State documents and for selected United States government materials. It receives on microcard complete depository and nondepository U.S. government publications and many of the documents and publications of the United Nations. The CSUS Library holdings are supplemented by the excellent collections of the California State Library in nearby downtown Sacramento. In addition, most California State agencies have libraries which are accessible to faculty and students.

The University Library Media Services Center provides individual and classroom listening and viewing facilities for video-tape, audio-tape, filmstrips, slides, and microfilm.
The Center for Instructional Media (CIM) has a film catalog which lists over 3,000 titles and is combined with the holdings of the Los Rios Community College District. The combined catalogue allows both community college and CSUS faculties to become familiar with the extensive offerings of both film libraries. The holdings of the Los Rios district are not housed on the CSUS campus but may be ordered and used by the CSUS faculty through CIM. CIM also provides delivery of instructional media materials and equipment to classrooms as well as individual faculty use. CIM also provides facilities and expertise for the design and production of instructional media tailored to meet the needs of Public Administration faculty and students.

2. Coordination between Library staff and Public Administration faculty in matters relating to acquisition, instruction, and research has been cooperative. The coordination is enhanced by the fact that our major acquisition contact with the Library is a graduate of the CSUS MPA program. The Public Administration faculty have become more systematic in their survey and acquisition procedures with each member of the faculty taking responsibility for acquisitions in specific areas of the curriculum.

3. Although the holdings of the Library cannot be ranked as being among the best of research libraries, the CSUS University collection is certainly adequate for a State university. When coupled with the nearby resources of the California State Library and University of California, Davis Library, it is adequate for most MPA graduate students' research needs. A representative sample of the journals and periodicals in Public Administration indicates their comprehensiveness. The faculty is continually working with the Library to upgrade and keep current with materials of interest to them and the students.

C. Support Personnel

The Public Administration faculty is supported by the departmental full-time secretary and two part-time student assistants who perform some typing and many clerical functions. Faculty also have part-time graduate assistants for research and teaching assistance. The SBPA also provides excellent typing services through its centralized Word Processing Center with seven full-time word processing personnel and three part-time student assistants. And finally, student advising support is provided by the Degree Programs Center with a full-time office manager, two full-time coordinators (one for undergraduate programs and one for graduate programs), one half-time coordinator, a full-time secretary, and two part-time student assistants. The Degree Programs Center is administered by the SBPA Associate Dean.
D. Instructional Equipment

The University Computer Center provides centralized technical assistance and data processing services for instruction, support, research, and administration. The Computer Center is equipped with two CYBER 170/730 computers which supports over 100 timesharing users simultaneously. Sufficient on-line disk storage is available to retain over one billion characters of information. In addition, a total of 64 timesharing ports are available on two Digital Equipment Corporation computers, a PDP 11/45 and a PDP 11/70. Also a central timesharing computer, located in Los Angeles, is available to instructional users in support of specialized computing requirements.

Running times are set so that any users, student, faculty, or administrator can get multiple runs each day via remote job entry stations. During the regular semester the student laboratories, in the Center and in the SBPA, are open from early morning through late evening and many weekends as well. Keypunches, terminals, graphics, displays, micro computers, and other facilities are available both in the Computer Center and the SBPA building.

E. Faculty Offices

1. Each full-time faculty member in the Public Administration program is assigned a private office in the SBPA building. These offices are clustered together near the OB&E departmental office.

2. Part-time faculty share one office.

F. Classrooms

There are not enough classrooms in the SBPA building to accommodate its large faculty. Thus, classroom space must be assigned to Public Administration faculty throughout the campus. Classroom facilities are insufficient during peak hours, especially daytime courses from 9:00 a.m. to 3:00 p.m. Evening classes are also presented with some insufficient space problems during prime use (5:00 to 9:00 p.m.). The classrooms themselves vary in quality depending on the age and location of buildings. The major complaint of most students and faculty concerning classrooms is their distance from the SBPA building and the lack of seminar facilities for graduate classes.
IX. OFF-CAMPUS PROGRAMS

There are no off-campus programs.

X. PLANNED CHANGES DURING SITE VISIT YEAR

A. The BS in Public Administration has been changed, effective September 1982, to a BS in Business Administration with a Public Management concentration. The impact of this change could affect the graduate program in ways as yet unclear, as for example, increasing or decreasing the number of undergraduate sections which faculty must teach. This change will be monitored closely to see if any modifications to the graduate program are required.

B. Discussion continues regarding the appropriate requirements for admissions. It is possible, but unlikely, that admission standards will be raised to a 3.0 and a score of 1,000 on the Graduate Record Examination, or some formula relating these two scores.
XI. SELF-EVALUATION OF PROGRAM

A. The basic rational for the CSUS program is the existence of a large number of middle-level public officials who hold responsible positions for the State of California and, to a lesser degree, in the Sacramento metropolitan area. The MPA provides a means of providing generalist management education and training for them. Upward mobility through the MPA program has been significant for many of these officials and for others at the local level.

Being in Sacramento provides major challenges! The capital of the largest state (budget of $25 billion in 1982-1983) provides a large and sophisticated market for public administration training. Because it is so large, there is competition from other universities, most notably, the University of Southern California, Golden Gate University, and other institutions as the University of San Francisco which set up one-night-a-week programs from time to time. The CSUS MPA focuses on the long-term needs of middle-level executives helping them understand management as generalists. This is crucial since most of them are trained and educated in a specific subject matter.

Being in Sacramento introduces additional complications to the public management program. The clientele is generally more sophisticated than would otherwise be the case in many other places. Sometimes they are skeptical about the application of management principles in a highly politicized, volatile environment.

Sacramento, being the center of political and administrative communication patterns, reacts very quickly, almost faddishly, to changes in the environment. Enrollment dropped 35% between passage of Proposition 13 in June and Fall enrollments in September. It also dropped about 20% this Fall with the freeze on state, local, and federal employment. In both cases most decline was in the undergraduate program.

The MPA program is designed for the part-time person and is given entirely in the evening and on the weekends. It has not attracted a large number of full-time students. This is partly because they usually have been able to obtain public sector employment and, thus, do not stay full-time for long.

B. Slow but steady progress toward program goals is being made. The present MPA curriculum is substantially upgraded with more quantitative skills required and a more professional approach to public management than in the past. Faculty resources in Public Administration have been expanded by working with Business professors who have training or experience in Public Administration. There are at least four or five instructors who have Public Administration graduate training or significant public experience who presently teach Business courses.
A specific goal is increased visibility to the practitioner community. The program presents a yearly California Fiscal Conference, and this Fall the Conference on "State and Local Financing--Where Do We Go From Here?" should again attract over 100 attendees. Faculty are publishing more than in the past--within two years, for example, four faculty have published or have had articles accepted in major public administration journals. Finally, most of the nucleus faculty do a significant amount of public sector consulting.

Along with the steady increase in the quality of the MPA program is a corresponding increase in the academic strength of our graduates. Their theses and projects are more rigorously screened, with a corresponding increase in quality. In the last three years, two students have been chosen as Presidential Management Intern candidates. A 1980 evaluation indicated that students generally believe that the program is benefiting them. The mix of students has been enriched recently by the influx of dual degree Master of Social Work students who already have graduate academic background when they begin the program (they complete the MSW first in most cases). These accomplishments are consistent with our goals.

C. One major strength is that CSUS, through the MPA program and the School of Business and Public Administration (SBPA) in which it is housed, has a long-term commitment to the public administration community. Unlike competitors, the MPA program cannot be moved to more lucrative or profitable sites. The program is permanently in Sacramento. CSUS has the further advantage that fees and charges are considerably lower than private institutions in the area.

The public administration position in the School of Business and Public Administration has several advantages. Since the School of Business and Public Administration is very large, with about 20% of the University's enrollment, the MPA program is well protected. In the event of declines in enrollment, faculty can easily be assigned to comparable MBA or BA courses. Rises in enrollment can also be more easily handled by using public administration-trained Business professors. A richer curriculum can also be developed in terms of elective courses within the School. It is possible to develop more tailor-made courses for the MPA students using Business faculty, such as courses in public sector marketing or production/control for the public sector. However, so far teaching demands for Business faculty have kept this kind of interaction in curriculum matters from occurring.

The program has a small, relatively close knit faculty with strong academic and professional credentials. Action on curriculum or other program matters can be made quickly.
D. Probably what is most needed in the program is a considerable enrichment in terms of speakers, alternative orientations, and interest-broadening approaches. These programs are found most places where there are large numbers of professional or at least full-time students. Lack of money and a heavy teaching load combined with the predominance of nighttime, part-time student body, makes this type of intellectual enrichment most difficult. It is a badly needed improvement, but realistically it may well be unattainable. Resources are likely to become even tighter in the future and this presents even more difficulty in developing any kind of enriched program. In the face of declining enrollments, the short-term goal is to maintain our current program and implement the new curriculum.

"Marketing" the program is needed, but difficult given shortages of faculty time and institutional funds. We have been able to extend our program "downtown" by giving one course in a Civil Center office building, providing some courses on weekends, and putting on downtown conferences once a year. Weekend courses supplement night offerings for students unable to commit one day each week. In addition, released time will be provided to one faculty member to coordinate publicity for the new MPA Program.

Faculty would like an additional member to deepen and enrich curriculum offerings. Until the program grows at least 25%, this is unlikely.

E. Future plans include refining the curriculum as experience indicates a need for adjustment. Sponsoring conferences as noted in "B" above will continue. Short workshops will be added. Finally, a more aggressive marketing campaign in our service area will be launched when we are on the NASPAA-approved list. The low cost and stronger quantititative curriculum should compete well.
APPENDIX
Appendix 1

RULES FOR SELECTING ELECTIVES IN THE MPA PROGRAM

If you are operating under a 1980-1982 or earlier catalog:

1. Unless written approval by the Graduate Coordinator is granted, all course electives must be from an emphasis on the attached lists.

2. No more than 14 units may be undergraduate courses, even if on an approved list.

3. All courses must be upper division.

4. Courses PA 232, PA 296, PA 299, and PA 231 are automatically approved with any list.

If you are operating under a 1982-1984 or later catalog:

1. Unless written approval by the Graduate Coordinator is granted, all course electives must be from an emphasis on the attached lists.

2. No more than 14 units may be undergraduate courses, even if on an approved list.

3. All courses must be upper division.

4. Courses PA 232, PA 296, PA 299, and PA 231 are automatically approved with any list.

Adopted by Public Administration Area
February 12, 1982
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>157</td>
<td>Punishment and Society</td>
</tr>
<tr>
<td></td>
<td>176</td>
<td>The Sociology of Work</td>
</tr>
<tr>
<td></td>
<td>177</td>
<td>The Sociology of Leisure and Popular Culture</td>
</tr>
<tr>
<td>Social Work</td>
<td>135</td>
<td>Problems of the Aged</td>
</tr>
<tr>
<td></td>
<td>151</td>
<td>Health Services and Systems</td>
</tr>
<tr>
<td></td>
<td>257</td>
<td>Policy and Planning for the Aged</td>
</tr>
<tr>
<td>Psychology</td>
<td>150</td>
<td>Psychological Aspects of Aging</td>
</tr>
<tr>
<td></td>
<td>151</td>
<td>Psychological Aspects of Death</td>
</tr>
<tr>
<td>Recreation Administration</td>
<td>124</td>
<td>Recreation and Gerontology</td>
</tr>
</tbody>
</table>
MENTAL HEALTH AND WELFARE ADMINISTRATION

Anthropology 186 Culture and Poverty

Psychology 141 Mental Deficiency

Health & Safety 118 Community Health
122 Mental Health
124 Consumer Health and "Self Care"
132 Poverty and Health
206 Community Health Education Programs

Social Work 243 Mental Retardation: Social and Behavioral Aspects
253 Community Mental Health Policy and Services
258 Economics and Social Work Practices
265 Administration in the Health Services
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>103</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>212</td>
<td>Management Science</td>
</tr>
<tr>
<td>213</td>
<td>Advanced Management Science</td>
</tr>
<tr>
<td>114</td>
<td>Information Systems Analysis and Design</td>
</tr>
<tr>
<td>115</td>
<td>Simulation for Managerial Decision Making</td>
</tr>
<tr>
<td>214</td>
<td>Seminar in Systems Analysis</td>
</tr>
<tr>
<td>215</td>
<td>Concepts for Information Systems Development</td>
</tr>
<tr>
<td>216</td>
<td>Database Management</td>
</tr>
<tr>
<td>217</td>
<td>Computer-Based Information Systems</td>
</tr>
<tr>
<td>218</td>
<td>Major Applications of Management Information Systems</td>
</tr>
</tbody>
</table>

(Note: There are 13 other emphases with listed courses in the Degree Programs Center.)
Appendix 2

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BUDGET FOR 1981-82

SUPPLIES AND SERVICES ALLOCATION

TOTAL ALLOCATION .................................................. $109,155.00

School Services:

Equipment Maintenance ................ $20,025.00
Institutional Memberships .......... 3,300.00
Admin. Services Lab (OB&E) .................. 200.00
Degree Programs Center ........... 3,500.00
Word Processing Center .............. 40,000.00
Dean's Office ......................... 7,555.00
Reserve ................................. 4,575.00
Total: ................................ $79,155.00

Departments:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Acctg. (21.29)</td>
<td>$7,076.50</td>
<td>$13,954.00</td>
<td>$6,387.00</td>
</tr>
<tr>
<td>MIS (17.04)</td>
<td></td>
<td></td>
<td>5,112.00</td>
</tr>
<tr>
<td>Management (29.77)</td>
<td>5,235.43</td>
<td>10,062.00</td>
<td>8,931.00</td>
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<tr>
<td>OB&amp;E (31.90)</td>
<td>5,189.56</td>
<td>9,420.00</td>
<td>9,570.00</td>
</tr>
<tr>
<td>Totals: 100.00%</td>
<td>$20,850.00</td>
<td>$38,700.00</td>
<td>$30,000.00</td>
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</tbody>
</table>

TOTAL ALLOCATION .................................................. $109,155.00

8/20/81
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BUDGET FOR 1981-82

STUDENT ASSISTANT ALLOCATION

ALLOCATIONS:

Student Assistant (.80) ........................................ $ 6,904
Temporary Help. ..................................................... 7,170
Converted Clerical Positions. ................................. 51,402

Total Allocation .................................................. $65,476

School Services:

<table>
<thead>
<tr>
<th>Department</th>
<th>Position</th>
<th>1981-82</th>
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<tbody>
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<tr>
<td>Degree Programs Center.</td>
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<td>Word Processing Center.</td>
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<td>7,500</td>
</tr>
<tr>
<td>Dean's Office</td>
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<td>7,300</td>
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Allocation of Clerical Positions:

<table>
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<tr>
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</thead>
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<td>Management</td>
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<td>(.50, CA II, Steno)</td>
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<tr>
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<td>111-1126-108</td>
<td>7,140</td>
</tr>
<tr>
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<td>(.50, CA II, Steno)</td>
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</table>

Departments:

<table>
<thead>
<tr>
<th>Department</th>
<th>1981-82</th>
</tr>
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<tbody>
<tr>
<td>Professional Accounting</td>
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<tr>
<td>MIS</td>
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<td>Management</td>
<td>7,442</td>
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<td>OB&amp;E</td>
<td>7,975</td>
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</table>

TOTAL ALLOCATION ............ $65,476

8/81 ............................. 85
CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
School of Business and Public Administration  

BUDGET FOR 1981-82  

TRAVEL AND FACULTY RECRUITMENT ALLOCATION  

TOTAL TRAVEL ALLOCATION ................................. $14,700.00  

Estimated Travel Expenses:  
Dean and Associate Dean. ....................... $2,500.00  

Balance to Allocate 12,200.00  

| Department | Amount  
|------------|--------  
| Accounting | $(21.29) $2,597.00  
| MIS | $(17.04) 2,079.00  
| Management | $(29.77) 3,632.00  
| OB&E | $(31.90) 2,146.93 $10,454.93  

$ 2,745.07  

At this time no allocation for faculty recruitment has been received.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BUDGET 1981-82

TELEPHONE ALLOCATION:

<table>
<thead>
<tr>
<th>Department</th>
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<td>Dean.</td>
<td>$5,400</td>
</tr>
<tr>
<td>Associate Dean.</td>
<td>2,640</td>
</tr>
<tr>
<td>To Be Allocated.</td>
<td>$15,890</td>
</tr>
<tr>
<td>Professional Accounting</td>
<td>(21.29)</td>
</tr>
<tr>
<td>Management Information Science</td>
<td>(17.04)</td>
</tr>
<tr>
<td>Management</td>
<td>(29.77)</td>
</tr>
<tr>
<td>OB&amp;E</td>
<td>(31.90)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

87
APPENDIX 3

PUBLIC ADMINISTRATION ADVISORY COUNCIL

Samuel J. Cullers
Planning Consultant
1900 Point West Way, Suite 171
Sacramento, CA 95815
920-2711

Martin Huff
President of the Board
California Tax Reform Association
1228 1/2 H Street
Sacramento, CA 95814
446-0145

John Kehoe
Cook Company
2020 Hurley Way
Sacramento, CA 95825
920-9000

Ron Kurtz
Executive Officer
State Personnel Board
801 Capitol Mall
Sacramento, CA 95814
445-5291

Al Loeb
Director
Department of Mental Health
(Retired)
2260 Parktowne Circle
Post Office Box 254829
Sacramento, CA 95825
489-9392

Sid McCausland
Deputy Director
Public Employees Retirement System
Post Office Box 1953
Sacramento, CA 95809
322-5478

Sally McFarland
80 Moonlit Circle
Sacramento, CA 95831
392-4941

Susanne Morgan
Deputy Director
Department of Finance
State Capitol, Room 1145
Sacramento, CA 95814
445-9862

Jerry Pauly
County Personnel Officer
County Administration Building
700 H Street
Sacramento, CA 95814
440-7097

John Rehfuss
Public Administration Program
School of Business and Public Administration
California State University,
Sacramento
6000 J Street
Sacramento, CA 95819
454-6752

Rebecca Singleton
State of California
Community College System
1238 S Street
Sacramento, CA 95814
445-8283

Tom Hayes
Auditor General
660 J Street, Suite 300
Sacramento, CA 95814
445-0255

Walter Slike
City Manager, Sacramento
City Hall
915 I Street
Sacramento, CA 95814
449-5704
VOLUME II

COURSE ABSTRACTS AND VITAS
SUMMARY OF FACULTY RESUMES

NUCLEUS
Janell Anderson
Anne Cowden
Cortus Koehler
Allen Putt
John Rehfuss
Patrick Sparks

OTHER FULL-TIME
Reginald Goodfellow
Anne Harriman
A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT
Janell Anderson, Associate Professor, 1975.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF
STUDY, DISSERTATION TITLE
4. "Decision Making at the California P.U.C."

C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL
General Public Administration, Public Policy, Budgeting; California State
University, Sacramento, 1975-Present.

D. SIGNIFICANT PRACTITIONER EXPERIENCE
Administered Intergovernmental Personnel Act Grant, arranging conferences
for academics and practitioners, and edited Newsletter; California

E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS
Member of the:
1. American Society of Public Administration.
3. Western Political Science Association.

F. SELECTED RESEARCH PROJECTS
1. Rate of return at the California Public Utilities Commission.
2. Economic regulation and the California Coastal Initiative.
3. Participation in administrative process at the California Department of
Health.

5. Incentives in Regulation.

G. PUBLICATIONS


H. SELECTED PROGRAM/WORKSHOP APPEARANCES


I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES

None.

J. SELECTED CONSULTING ACTIVITIES

1. California Technical Assistance Associates Incorporated, proposal for outreach program for PERB.

2. California Consumer Affairs Department, for testimony before the California Public Utilities Commission.
ANNE COWDEN

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

Anne Cowden, Assistant Professor, 1979.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF STUDY, DISSERTATION TITLE


C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL

General Public Administration, Budgeting, Finance, Personnel, Behavior; California State University, Chico, 1975-1977; California State University, Sacramento, 1979-Present.

D. SIGNIFICANT PRACTITIONER EXPERIENCE


E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS

1. ASPA, Sacramento Chapter--Member.
2. Council Member, Los Angeles Chapter.
3. Member of Intergovernmental, Education and Budgeting/Finance Sections of ASPA.

F. SELECTED RESEARCH PROJECTS

2. Local Government Contracting Out.
G. PUBLICATIONS


H. SELECTED PROGRAM/WORKSHOP APPEARANCES


I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES

1. Board Member, Diogenes (Sacramento Human Service Organization).


3. Member, Sacramento Metropolitan Chamber of Commerce, Committee on Transportation, 1981.

J. SELECTED CONSULTING ACTIVITIES


2. Menlo Park, Civil Service Examination Development.

CORTUS KOEHLER

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

Cortus Koehler, Full Professor, 1973.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF
STUDY, DISSERTATION TITLE

1. B.A., Political Science and Real Estate, California State University, Los Angeles, 1964.
4. "Toward a Pragmatic Model of the Local Legislative Process."

C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL

Local Management, General Public Administration, Methods and Research, Urban Affairs and Planning; California State University, Sacramento, 1973-Present; University of California at Santa Barbara, 1971-1972; North Texas State University, 1972-1973.

D. SIGNIFICANT PRACTITIONER EXPERIENCE

Lloyds Public Relations, 1967-1974, project basis. Public opinion surveys, political campaign activities.

E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS

1. Directed Legislative Consultants Business and Government Forum in Sacramento, 1979, sponsored by Chancellor of State College System, etc.
3. Pi Alpha Alpha (Political Science Honorary)--Member.
4. Beta Gamma Sigma (Business Honor Society)--Member.

F. SELECTED RESEARCH PROJECTS

1. Various matters such as county government, Frank Lloyd Wright, architecture and city planning, administration of the legislative process, public sector internships, etc.
2. Eight Council of Planning Library Bibliographies have been prepared since 1977.
G. PUBLICATIONS

1. The Government and Administration of California County Governments, County Supervisors Association of California, 1982.

Examples of ten referred articles include:


H. SELECTED PROGRAM/WORKSHOP APPEARANCES


I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES


2. Sacramento Mall Review Committee.

3. Sacramento County Reapportionment Advisory Committee.

4. Chair, County Local Government Reorganization Committee.

J. SELECTED CONSULTING ACTIVITIES

County Supervisors Association of California, management and training.
ALLEN D. PUTT

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

Allen D. Putt, Associate Professor, 1976.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF STUDY, DISSERTATION TITLE

3. Ph.D., Political Science, University of Kansas.

C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL

Methods and Research Introduction to Public Administration, Personnel, Management; Old Dominion University, 1974-1976; University of Arizona, 1971-1974; California State University, Sacramento, 1976-Present.

D. SIGNIFICANT PRACTITIONER EXPERIENCE


E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS


F. SELECTED RESEARCH PROJECTS

G. PUBLICATIONS


H. SELECTED PROGRAM/WORKSHOP APPEARANCES


I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES

Arizona ASPA Chapter, Selection Committee on ASPA Superior Service Awards, 1973.

J. SELECTED CONSULTING ACTIVITIES

2. City of Virginia Beach, 1975-1976. Training a research team in program evaluation.
3. Alliance of Government Employees, City of Tuscon. Organization and recruitment activities.
JOHN REHFUSS

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

John Rehfuss, Full Professor, 1978.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF STUDY, DISSERTATION TITLE

1. B.A., Political Science, Willamette University, 1956.
2. M.S., Public Administration, University of Southern California, 1958.

C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL


D. SIGNIFICANT PRACTITIONER EXPERIENCE

2. City Manager, Palm Springs, 1964.

E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS

3. Program Director, 1975, NASPAA Conference.
4. NASPAA Principal Representative.
5. Sacramento Chapter, ASPA--Member.
6. American Society of Training Directors (Sacramento Chapter)--Member.
7. Western Governmental Research Association--Member.
8. Editorial Board, IJPA.

F. SELECTED RESEARCH PROJECTS

1. Study of California CEA System.
2. Suburban Politics and Governance.
5. Special Districts in Illinois and the United States.
6. City Managers and District vs. At-Large Elections.

G. PUBLICATIONS

Over 30 other articles in referred and nonreferred journals.

H. SELECTED PROGRAM/WORKSHOP APPEARANCES

I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES
1. Member, Sacramento County Economy and Efficiency Commission, 1982.

J. SELECTED CONSULTING ACTIVITIES
1. Financial Feasibility of Incorporating, Loomis, California, for Placer County, 1982.
5. Miscellaneous assignments while Director of Center for Governmental Studies, Northern Illinois, 1972-1976.
REGINALD GOODFELLOW

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

Reginald Goodfellow, Full Professor, 1976.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF
STUDY, DISSERTATION TITLE


C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL

Introductory and Industrial Psychology, Personnel Management, Managerial
Behavior; Bowling Green University, 1970-1972; California State University,
Sacramento, 1975-Present.

D. SIGNIFICANT PRACTITIONER EXPERIENCE

2. 1971-1973—Consultant Armco Steel Corporation, Middletown, Ohio (Part-
Time).
3. 1974-1976—Senior Consultant, Selection Consulting Center, Sacramento,
California.

E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS

1. Licensed Psychologist in California.
2. Accredited Personnel Diplomat, American Society of Personnel
Administrators.
3. American Psychological Association—Member.
4. International Personnel Management Association—Member.
5. IPMA National Assessment Council—Member.
F. SELECTED RESEARCH PROJECTS

Among over 30 technical reports.


2. The Selection of Entry-Level Firefighters in the City of Stockton."


G. PUBLICATIONS


H. SELECTED PROGRAM/WORKSHOP APPEARANCES


I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES

None.

J. SELECTED CONSULTING ACTIVITIES

See (D) above. Now a Senior Consultant with Applied Research Consultants Incorporated.
ANN HARRIMAN

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

Ann Harriman, Associate Professor, 1972.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF STUDY, DISSERTATION TITLE

1. B.S., Business Administration, University of California, Berkeley, 1954.
5. "Implications of Reduced Work Time for Management and Professional Employees."

C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL

Organizational Communication, Management and Organizational Concepts, Women in Management, Personnel Management, Introduction to Public Administration; California State University, 1971-Present.

D. SIGNIFICANT PRACTITIONER EXPERIENCE

1. Kaiser Foundation Hospital, Walnut Creek, Personnel Director, 3 years.
2. California Department of Employment, Employment/Claims Assistant, 3 years.
3. Sacramento City College, Director of Student Placement Office, 3 years.

E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS

1. ASPA, Board Member, Sacramento Chapter, 1982-1983.
2. International Personnel Managers Association--Member.
F. SELECTED RESEARCH PROJECTS

1. Flex Time and Compressed Time Work Schedules.
2. Women in Management.
4. Quality of Working Life.

G. PUBLICATIONS


H. SELECTED PROGRAM/WORKSHOP APPEARANCES


I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES

1. University of Faculty Women's Association since 1973, including Treasurer and Secretary.
2. College of Business and Public Administration, Affirmative Action Council, Women's Business and Professional Organization (Faculty Adviser), Academic Council.

J. SELECTED CONSULTING ACTIVITIES

2. California Management Development Center and individual departments, courses and seminars on writing techniques and training of women, 1973-Present.
PATRICK SPARKS

A. NAME, ACADEMIC RANK AND TITLE, DATE OF APPOINTMENT

Patrick Spark, Associate Professor, 1976.

B. NAME OF DEGREE, INSTITUTION CONFERRING, DATE CONFERRED, MAJOR FIELD OF STUDY, DISSERTATION TITLE

1. B.S., Creighton University, Psychology, 1965.

C. PRIMARY TEACHING AREAS AND TEACHING EXPERIENCE AT GRADUATE LEVEL

Personnel Management and Organizational Behavior, Introduction to Public Administration, Issues and Paradoxes in Public Administration; University of Southern California, 1972-1976; California State University, Sacramento, 1976-Present.

D. SIGNIFICANT PRACTITIONER EXPERIENCE


E. INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ASSOCIATIONS

1. ASPA--Member.
2. American Society for Training and Development--Member.
3. American Management Association--Member.

F. SELECTED RESEARCH PROJECTS

1. Value Engineering and Management.
3. Organizational Design in Public Agencies.

G. PUBLICATIONS

None.
H. SELECTED PROGRAM/WORKSHOP APPEARANCES

None.

I. SELECTED INVOLVEMENT IN PUBLIC SERVICE ACTIVITIES


J. SELECTED CONSULTING ACTIVITIES

None.
SUMMARY OF COURSE SYLLABI
*Spring 1982

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BA/PA 116 - Administrative Law

COURSE OUTLINE

INSTRUCTOR'S NAME: Anthony S. DaVigo, J.D.
OFFICE: BUS-3043
OFFICE HOURS: By appointment
TELEPHONE: Office--445-6054
Residence--989-5656

TEXT


***

This is an upper-division course of extraordinary difficulty. Legal terminology is used in text and lecture material. Substantial segments of the course are presented exclusively by lecture. Those who do not plan to attend and take notes, and to read and outline the text, or who have never studied law of any kind, or who are in the first or second level of higher education, are urged to carefully reconsider their enrollment in the class.

Your instructor is available for consultation by appointment. If experiencing difficulty in course comprehension, bring your text outline and lecture notes with you to consultation. All matters covered in the text, supplemental material, and lecture are subject to examination.

***

GRADING PLAN

Grading will be based on:

<table>
<thead>
<tr>
<th>Quiz Scores</th>
<th>45 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>45 Points</td>
</tr>
<tr>
<td>Instructor's Discretion (attitude, participation, etc.)</td>
<td>10 Points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
</tr>
</tbody>
</table>

Additional points, not to exceed 10, may be awarded for submission of a term paper.

SCHEDULE OF ASSIGNMENTS

The following schedule of lectures, assignments, and exams is subject to change as announced in class.
Assignments cover the following topics, generally at the rate of one per class meeting, in the following order:

Liabilities, Immunities, and Tort Claims

Rules and Quasi-legislation

Rulemaking Procedures

Procedural Due Process and Hearings

Institutional Decisions and Bias

Separation of Functions

Procedures of Administrative Adjudication

Government Code, Sections 11500-11528, and Sample Pleadings

Special Problems Including Open Meetings, Freedom of Information, and Conflicts of Interest

There are four quizzes and an optional term paper.
The purpose of this course is to introduce the student to governmental relationships. The course will explore the various levels of government and their roles and relationships to each other in terms of organizational and fiscal relations. Intergovernmental relations is an important area to develop in order to understand the interworkings of the governmental structure. Given such measures as Proposition 13 in the state of California and pressure on the federal level for a balanced budget, the role of intergovernmental relations is becoming an increasingly important one.

All students in the class are responsible for the required readings. Additional material may be handed out periodically. All assigned materials should be read for the week of the first class session (Tuesday) of that week.

Each student will be expected to serve as a discussion leader for a topic area. The student will be responsible for the following:

1. Present a brief synopsis of the reading assigned for that week.
2. Generate a critical class discussion.

Each student will be expected to complete the following requirements for the course. Each task shall be given a percentage value towards the final grade.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Concept Papers</td>
<td>25%</td>
</tr>
<tr>
<td>Class Leader</td>
<td>25%</td>
</tr>
<tr>
<td>Take Home Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Each student will write two concept papers (four to seven pages) on an assigned topic which will deal directly with the readings for the class. The content of the papers and exams should reflect a familiarity with all readings and lectures pertinent to the topics, an ability to analyze and conceptualize, and an integrated understanding of questions posed. Topics for the concept paper will be handed out the third week of class.

Each student will be expected to take the midterm and the final exam. General study questions will be distributed prior to the exams.

Each student will be expected to participate in class discussions in a relevant and informed manner.

No late papers will be accepted unless accompanied by a legitimate reason prior to the due date.
REQUIRED READINGS


A detailed outline of readings for each session will be forthcoming by the third week of class.
COURSE OBJECTIVE

Introduction to the field of accounting for MBA or MS students with nonbusiness undergraduate degrees.

TEXT


ASSIGNMENTS

Problem solutions are to be handed in at the end of the class period during which they are discussed. Each problem will be weighted 2 points; if more than one session late, 1 point. An accounting pad with 6 or 7 columns is suggested for most assignments.

EXAMS

There will be four short quizzes, 25 points each; and two major exams, 100 points each. Midterm and final exams will be multiple choice and comprehensive over the half of the text to which it applies.

GRADES

Grades will be based mostly on cumulative points for exams, quizzes, and assignments. Regular attendance is expected.

REQUIRED STUDY

All chapters in text.

SUGGESTED STUDY

Questions and exercises related to chapters. ALEX--Accounting Learning EXperience--at Media Services Center, Library (slides/tapes).
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters</th>
<th>Problems, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Introduction</td>
<td>1-2 (In Class)</td>
</tr>
<tr>
<td>28</td>
<td>1</td>
<td>2-2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3-2</td>
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<tr>
<td>4</td>
<td>3</td>
<td>4-2</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>5-1 (5-3 In Class)</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>*Quiz--Worksheet 7-1, 7-3, 8-1</td>
</tr>
<tr>
<td>16</td>
<td>6 &amp; 7</td>
<td>9-1, 9-6</td>
</tr>
<tr>
<td>18</td>
<td>7 &amp; 8</td>
<td>*Quiz--Bank Reconciliation 10-1, 10-4</td>
</tr>
<tr>
<td>23</td>
<td>9</td>
<td></td>
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<tr>
<td>25</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3/2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12 &amp; 13</td>
<td>11-1, 12-1</td>
</tr>
<tr>
<td>9</td>
<td>13 &amp; 14</td>
<td>13-2</td>
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<tr>
<td>11</td>
<td>14</td>
<td>14-2, 14-4</td>
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<td>16</td>
<td>EXAM</td>
<td>Chapters 1 Through 14</td>
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<td>15</td>
<td>15-1</td>
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<td>23</td>
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<td>25</td>
<td>17</td>
<td>16-2</td>
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<tr>
<td>30</td>
<td>18</td>
<td>17-2, 17-3</td>
</tr>
<tr>
<td>4/1</td>
<td>19</td>
<td>18-1, 18-5</td>
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<tr>
<td></td>
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<td>19-1, 19-3</td>
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<tr>
<td></td>
<td></td>
<td>Spring Recess</td>
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<tr>
<td>13</td>
<td>20 &amp; 21</td>
<td>*Quiz--Statement of Changes in Financial Positions; 20-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21-1</td>
</tr>
<tr>
<td>15</td>
<td>21</td>
<td>22-1</td>
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<td>20</td>
<td>22</td>
<td>23-1, 23-4</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24-2</td>
</tr>
<tr>
<td>27</td>
<td>24</td>
<td>*Quiz--Part Seven; 25-1 (25-5 In Class)</td>
</tr>
<tr>
<td>29</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5/4</td>
<td>26 &amp; 27</td>
<td>26-3, 27-2</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>28-4</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Review or Other</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Review or Other</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>FINAL EXAM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 Class: 5:15 - 7:15 p.m.; 7:00 Class: 7:30 - 9:30 p.m.</td>
</tr>
</tbody>
</table>
*Spring 1982

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BA/PA 204 - Management and Organizational Concepts

OFFICE: BUS-2045
OFFICE PHONE: 454-7037
OFFICE HOURS: TTh, 4-5 p.m.
Th 10:30-11:30 a.m.
and by appointment

TEXTBOOK


COURSE OBJECTIVES

Presumably, for the majority of the class this is your first class in management and/or organizational behavior. However, if past experience is repeated, there will be significant differences in the levels of experience in complex organizations. Through the readings, discussions, and other classroom activities we will be drawing on the resources available to us to:

1. Identify the major concepts and issues in the study of organizations and management.
2. Identify both the historical and contemporary contributors to the field.
3. Analyze and evaluate extant theories in the field.
4. Assess the usefulness applicability of extant theory to managers.

COURSE ACTIVITIES

Classroom activities will include lecture, discussion, and, as appropriate, films, experiential learning exercises, case studies, and guest speakers.

Outside assignments include readings from the text, plus additional articles as assigned. In addition, each student will prepare a semester paper on a topic of his/her choice and make a brief presentation to the class.

In addition, students will take a one-hour midterm exam and a two-hour final exam.
CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>1/28</td>
<td>Opening Exercise: Learning Styles Inventory</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Discussion</td>
<td>Read: Aldag, Section I, pp. 1-22.</td>
</tr>
</tbody>
</table>

The calendar proceeds as follows, in summary form:

1. A lecture of organizational design and on organization theory.
2. Discussions of the text with a specific reading from business or general journals.
3. An exercise in conflict resolution.
4. Three sessions devoted to presentation of semester papers.
Fall 1982

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BA 205 - Introduction to Computer-Based Information Systems

INSTRUCTOR: Lewis A. Myers, Jr.
OFFICE: BUS-2089
OFFICE HOURS: Monday and Wednesday, 10:00 - 11:30 a.m.; and by appointment
OFFICE PHONE: 454-7130

TEXTS


COURSE OBJECTIVES

This course is designed:

1. To introduce the student to basic concepts associated with the development of computerized business information systems.

2. To provide the student with the skills and ability to solve typical business application problems using the FORTRAN programming language.

COURSE METHODOLOGY

The course will be lecture-oriented, supplemented by programming and problem homework assignments. Students will be expected to have read the reading assignments prior to class and to be prepared for unannounced quizzes and class discussion.

COURSE GRADE

The course grade will be based upon the following components weighted as indicated:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>15%</td>
</tr>
<tr>
<td>Homework and Programs</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>25%</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Students will be expected to take the exam when scheduled. Students missing an exam will receive a zero (0) for that exam unless a valid reason for missing the exam can be verified.

### SCHEDULE OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/9</td>
<td>Introduction</td>
<td>*(K), Chapter 1</td>
</tr>
<tr>
<td></td>
<td>9/14</td>
<td>Business Computer Systems</td>
<td>*(K), Chapter 2</td>
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<tr>
<td></td>
<td>9/16</td>
<td>Card Punch/Terminal</td>
<td>**(D/H), Appendix A and B</td>
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<tr>
<td>3</td>
<td>9/21</td>
<td>Systems Applications</td>
<td>*(K), Chapter 3</td>
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<tr>
<td></td>
<td>9/23</td>
<td>Programming Discipline</td>
<td>(D/H), Chapter 2</td>
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<tr>
<td>4</td>
<td>9/28</td>
<td>Developing Computer Systems</td>
<td>*(K), Chapter 4</td>
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<td></td>
<td>9/30</td>
<td>Intrinsic Functions, Etc.</td>
<td>(D/H), Chapter 2</td>
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<tr>
<td>5</td>
<td>10/5</td>
<td>Review for Exam #1</td>
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<tr>
<td></td>
<td>10/7</td>
<td>EXAM #1</td>
<td></td>
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<td>6</td>
<td>10/12</td>
<td>Sequential File Processing</td>
<td>*(K), Chapter 5</td>
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<td></td>
<td>10/14</td>
<td>Input/Output</td>
<td>(D/H), Chapter 3</td>
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<tr>
<td>7</td>
<td>10/19</td>
<td>Direct Access File Processing</td>
<td>*(K), Chapter 6</td>
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<td>10/21</td>
<td>Repetitive Structures</td>
<td>(D/H), Chapter 4</td>
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<td>8</td>
<td>10/26</td>
<td>Developing Computer Systems II</td>
<td>*(K) Chapter 7</td>
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<td></td>
<td>10/28</td>
<td>Subprograms</td>
<td>(D/H) Chapter 5</td>
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<tr>
<td>9</td>
<td>11/2</td>
<td>Teleprocessing Systems</td>
<td>*(K) Chapter 8</td>
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<tr>
<td></td>
<td>11/4</td>
<td>Files on External Storage</td>
<td>(D/H) Chapter 6</td>
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<td>11/9</td>
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<td>*(K), Chapter 9</td>
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<tr>
<td></td>
<td>11/11</td>
<td>EXAM #2</td>
<td>(D/H), Chapter 7</td>
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<tr>
<td>11</td>
<td>11/16</td>
<td>Database Systems</td>
<td>*(K), Chapter 10</td>
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<tr>
<td></td>
<td>11/18</td>
<td>Additional Data Types</td>
<td>(K), Module C</td>
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<td>12</td>
<td>11/23</td>
<td>Distributed Systems</td>
<td>*(K), Module E</td>
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<td></td>
<td>11/25</td>
<td>Computer Crime, Security, and Control</td>
<td>(K), Module F</td>
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<tr>
<td>13</td>
<td>11/30</td>
<td>Word Processing Systems</td>
<td>*(K), Module I</td>
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<tr>
<td></td>
<td>12/2</td>
<td>Microcomputers</td>
<td>(K), Module J</td>
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<tr>
<td>14</td>
<td>12/7</td>
<td>BASIC Programs</td>
<td>*(K), Module I</td>
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<tr>
<td></td>
<td>12/9</td>
<td>Survey of Programming Languages</td>
<td>(K), Module J</td>
</tr>
<tr>
<td>15</td>
<td>12/14</td>
<td>Leading Edge of the Technology</td>
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</tr>
<tr>
<td></td>
<td>12/16</td>
<td>Review for Final</td>
<td></td>
</tr>
</tbody>
</table>

*Kroenek Textbook

**Davis & Hoffman Textbook
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

BA 206 - Statistical Analysis

INSTRUCTOR: Dr. Carl L. Gordon
OFFICE: BUS-2090
OFFICE PHONE: 454-7140 (Department Office 454-6307)
OFFICE HOURS: Tuesday and Thursday, 12:30 - 2:00 p.m.

TEXT

COURSE DESCRIPTION
Statistical Analysis is a graduate course in the use of statistics as a management decision-making tool. The course will cover: a) basic statistical techniques, b) probability, c) sampling and sampling distributions, d) statistical inference and hypothesis testing, e) analysis of variance, and f) regression and correlation.

COURSE OBJECTIVE
The objective of this course is for each student to develop a comprehension of the basic concepts of statistics, and be able to apply these ideas to actual problems in business and public administration. This course is designed to introduce a scientific method that will contribute to the management decision-making process.

EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam I</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam II</td>
<td>20</td>
</tr>
<tr>
<td>Homework</td>
<td>20</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 Points</strong></td>
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<tr>
<td>WEEK</td>
<td>TOPIC</td>
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<td>------------------------------------------------------</td>
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<tr>
<td>1</td>
<td>Frequency Distributions and Summary Measures</td>
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<td>2</td>
<td>Probability</td>
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<tr>
<td>3</td>
<td>Probability Distributions</td>
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<tr>
<td>4</td>
<td>Statistical Investigation and Sampling</td>
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<tr>
<td>5</td>
<td>MIDTERM EXAM I</td>
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<tr>
<td>6</td>
<td>Sampling Distributions</td>
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<td>7</td>
<td>Estimation</td>
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<tr>
<td>8</td>
<td>Hypothesis Testing</td>
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<tr>
<td>9 &amp; 10</td>
<td>MIDTERM EXAM II</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>Regression and Correlation Analysis</td>
</tr>
<tr>
<td>13 &amp; 14</td>
<td>Chi-Square and Analysis of Variance</td>
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<tr>
<td>15</td>
<td>Nonparametric Statistics</td>
</tr>
<tr>
<td>16</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVES

The purpose of PA 209 is to acquaint graduate students with the field of Public Administration. The course is primarily academic in nature and is intended to prepare students for further study in Public Administration. As such, it will survey a broad range of literature, history, processes, techniques, and issues from the discipline and pose questions of both theoretical and practical import such as the nature of "the public interest" on the one hand and the nuts and bolts of budgeting on the other. Because of its breadth, the course will be approached through a variety of activities, materials, and techniques focusing upon a major theme for each weekly session and requiring several forms of participation from all students.

COURSE REQUIREMENTS

Students are responsible for:

1. All required and/or assigned reading.

2. Four short (3-5 pages) papers.

3. In-class discussions (large and small group) and evaluations.

4. In-class examinations.

Questions have been prepared for each class session to guide the discussions of the reading and to guide the preparation of the concept papers. The papers are intended to teach students how to focus on relevant topics in Public Administration. All students will be assigned four short papers on various topics. All papers must be typed, double spaced, and turned in on the date assigned. Late papers will not be accepted. Any student who for some reason is unable to meet an assignment has only one opportunity to make up the assignment. This is on one evening only. (See Page 12 of this syllabus.)

Students who are not prepared and do not participate will not pass the course. All students will be evaluated on a weekly basis for their participation.
Two examinations are given at the conclusion of the course. These examinations will cover all the material presented in the course. The exams will consist of essay questions and students will be given some choice in the questions to be answered. Since the examination sessions must be attended by all students, please make arrangements now so that conflicting commitments will be avoided. See the weekly schedule for the exam dates.

**GRADING**

Grades are based on the quality of each student's performance in all aspects of the assigned activities. The emphasis for each activity is weighted for grading purposes as follows:

- Concept Papers: 50%
- Final Exams: 35%
- Class Discussions: 15%

**REQUIRED READING**


**WEEKLY SCHEDULE OF READINGS AND TOPICS**

**PART I: THE STUDY OF PUBLIC ADMINISTRATION: SUBSTANCE, BOUNDARIES, PHILOSOPHIES**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 26-28</td>
<td>COURSE INTRODUCTION</td>
</tr>
</tbody>
</table>

The Weekly Schedule of Readings and Topics includes specific questions in the syllabus to guide readings as well as specific questions for the particular concept paper.

Topics include the history of public administration, ethical considerations, informal organization, the systems approach, etc. The topics generally follow Stillman, supplemented by Henry. The four concept papers generally cover: 1) history and definitions, 2) the public interest, 3) organization theory, and 4) bureaucratic personalities.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

PA 210 - Method and Research in Public Administration

INSTRUCTOR: Professor A. D. Putt
CAMPUS OFFICE: BUS-2034
OFFICE PHONE: 454-7056
OFFICE HOURS: Monday, 4:00 - 6:00 p.m.; Wednesday, 4:00 - 6:00 p.m

COURSE OBJECTIVE

The course objective is to provide participants with conceptual and technical skills necessary in evaluating, planning, and managing research. The desired outcome is to enhance performance in applying and generating research information in public sector settings.

FORMAT OF THE COURSE

The course content is communicated through readings, discussions, lectures, and exercises presented in four parts.

  PART I: Research and statistical concepts: A review.
  PART II: Foundations of public sector research.
  PART III: Methods and procedures in public sector research.
  PART IV: Communicating research results.

COURSE REQUIREMENTS/EVALUATIVE CRITERIA

I. Research Proposal

Each participant will develop a study proposal based on a research question/topic mutually agreed upon by the student and instructor. The topic should bear an obvious resemblance to the area of public administration. The length of the completed proposal is limited to fifteen typewritten pages (double-spaced), excluding appendices. In submitting your proposal, please include illustrations of materials required for implementation, e.g., questionnaire(s), cover letter(s), follow-up letter(s), coding forms, and instructions. The proposal is due the final class meeting, and is assigned a weight of 40% in computing the final course grade.

Note: I will review a draft of your proposal if it has been typed, and if submitted no later than April 14, 1982. Your draft will be returned in two weeks from date of receipt. Earlier drafts are welcomed!
Please submit a typed, one to two page outline of your research proposal by the third class session. The outline will be studied and returned with comments the following class session. The outline should provide the following information:

1. A clear, specific statement of the research problem or topic.
2. The major dependent variable(s) in your study.
3. The major independent variable(s) in your study.
4. Methods, procedures to be employed.

II. Research Exercises

Research is partly a trade or craft: skills are refined through a practice-based, "hands-on" approach. Thus, a substantial portion of the course is devoted to directly experiencing research methods, procedures, and techniques through in-class and take-home exercises. Take-home exercises are typically assigned one week in advance, and discussed and collected the following session. Since these research exercises have been developed to better prepare you for the following meeting, late submissions are NOT well received. Take-home exercises are assigned a weight of 40% in computing the final course grade.

III. Participation

In-class participation is based upon "being there," i.e., physically and mentally present, participating. Participation is given a weight of 20% in assigning the final course grade.

COURSE REQUIREMENTS/EVALUATIVE CRITERIA SUMMARIZED

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>40%</td>
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<tr>
<td>Research Exercises (5)</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

COURSE PUBLICATION

Objectives and Approach

A summary of the detailed objectives and approaches involves:

1. The ability to identify key principles and generalizations.
2. The ability to develop skills in interpretation and critique of public policy programs.
3. Weekly suggested readings for personal development of knowledge in specific policy areas.


Each student prepares a written policy paper, worth 50% of the grade, and is responsible for classroom presentations based on the outside reading, worth the other 50%.

Student Responsibilities

This course requires a great deal of weekly preparation from students in order for students to learn about, as well as how to do, policy analysis. The course requires extensive reading and in-class discussions of the reading assigned each week. Participation in class is a significant part of the course and will affect grades accordingly.

Finally, each student will write a policy issue paper in order to synthesize the various elements learned during the course. Students will also be reporting on these projects in the classroom as an adjunct to the analytic process. See weekly schedule, weeks 11-15.
GRADING

Grades for the course will be based on the following:

All in-class work - 50%
All written work - 50%

Incompletes are given only in rare cases and will require completion before the end of the following term (in this case, May 1, 1982). Incomplete grades also necessitate that the student forego the possibility of receiving an A for the course.

TEXTS

Required:


COURSE OBJECTIVES

The objective of the course is to present, involve, and engage the student in the series of issues in the arena of public finance and budgeting. The course will emphasize both the theoretical and practical aspects of the field on all levels of government.

REQUIRED TEXTS


REQUIREMENTS

Requirements are as follows:

5 Concept Papers 60%
1 Research Paper 30%
Participation 10%
100%

CONCEPT PAPERS

The five concept papers cover these general topics:

1. Integrate Levine's analysis of economic and political constraints with the analytic approaches of Wanat and Wildavsky.

2. Discuss and analyze major proposed budget reforms, including the Reagan administration's proposals.

3. Trace fiscal federalism evolution to date and project a 1980 scenario.
4. Discuss the impact of citizen initiatives.

5. Develop some scenarios for alternative service delivery systems.

They are to be five to seven pages in length, to rely on some outside sources (journals listed), and are due on the Saturday of the class. The class that day covers, generally, the topics of the papers.

Each concept paper should include some evidence of outside sources. Some recommended journals to use as sources are:

Public Administration Review
Urban Affairs Quarterly
State Government
Government Finance
The Public Interest
Public Finance Quarterly
Policy Analysis
California Taxpayers Newsletter
Public Policy
The Bureaucrat
Business and Society
The course will focus on the web of political and administrative interrelationships inherent in the urban environment; and the nature of the influence and control an interdependent pluralistic government system has upon urban planning.

Each person in this seminar has experienced the results (or lack thereof) of, and/or been professionally involved directly or indirectly in the urban planning process. One of the most significant aspects of this seminar will be the sharing of these experiences with each other as they relate to topics we shall deal with throughout the course. Therefore, each person is requested to participate to the fullest in each seminar session; and the degree and quality of the individual's participation will be considered when determining course grades.

COURSE REQUIREMENTS

1. Read course materials and be prepared to participate in class discussions.

2. Individual Project: Each person shall prepare an analytical oral presentation comparing and contrasting the planning operations of a unit of government. The paper shall focus on the following as they relate to the administration of land use planning and development.

   a. Structural organization of planning and planning-related functions (planning department, public works department, building inspection department, environmental unit, planning commission, and/or legislation body).

   b. The interdependent aspects of the functions relevant to planning.

   c. Administrative processes and procedures of the planning commission and legislative bodies as their activities relate to planning matters.

   d. Resource capability to administer the planning process.

   e. Political environment and process.

   f. The presentation shall be limited to 30 minutes. The student may use whatever aids and techniques are necessary to deliver a sound analytical presentation.
PLANNING COMMISSION ASSIGNMENT

Attend a City or County Planning Commission Meeting. Then write a five-page (typed, double-spaced) analysis focusing on the meeting process and address each of the following aspects:

1. Identification of the participants as to position not names.
2. Roles of participants.
3. Capacity of the meeting to disseminate information to citizens.
4. Capacity of the meeting process to serve as a mechanism for citizen input.
5. Citizens' perception of the meeting (e.g., do citizens understand the interaction between the participants, etc.).

Your paper should not cover the chronological events of the meeting nor the issues dealt with on the agenda.

TERM PAPER

The third week of the semester each student will be provided a different set of survey data on some aspect of the urban administration and planning process. The student is to use this data as a basis for the development of an analytically-oriented research paper. The format for the paper shall follow Campbell. In developing the paper the student must make an exhaustive search and use of the relevant literature, government reports, and other research. Each student must meet with the instructor after receiving his/her survey data to discuss the development of his/her paper.

Your course grade will be based equally on the Individual Project, Planning Commission Assignment, Term Paper, and class participation.

The professor will not approve any drops after the voluntary drop date. Students registered in the course after this date are responsible for meeting all course requirements according to the schedule set forth in the syllabus. No incompletes shall be issued.

SCHEDULE

Topics covered in the weekly meetings include:

1. Forms of local government.
2. Factors in the planning process.
3. The urban development process.
4. Citizen participation.
5. Providing public services.
6. Role of state and federal governments.
7. Field trips to Planning Department and related activities.
COURSE OUTLINE

This course is designed to expose students to the on-going process of decision making in the public arena. The major focus will be on the evolution of the policy-making process as viewed through specific topic areas. The three major areas of analysis will be: (1) local government financing, (2) school financing and the voucher plan, and (3) toxic waste.

These three topics as well as others will be presented through readings and guest speakers. Each topic will be presented by three to four speakers, depending on availability and scheduling of said speakers. Emphasis will be placed on the management of said topic issue areas.

COURSE REQUIREMENT

Each student should be prepared to discuss the reading materials at each class session. A one to two page analysis of the readings is due on the session in which the readings are required. Included within the analysis there should be three to four pertinent questions to direct at a guest speaker or the class.

Each student is required to write three case studies on the topics presented. These are to include: (1) pertinent readings, (2) guest speaker's comments, and (3) three to five outside articles. The papers are to be a minimum of ten and a maximum of twelve pages. Bibliography and footnotes are to be included at the end of the paper. Papers are due two weeks after the conclusion of a topic. A four-topic area chosen by the student with the professor's approval is due on the May 13 session. This paper will be presented to the class. It should reflect the analytical skills developed in the class.

RULES OF THE GAME

1. No late papers unless the professor has been notified in advance.
2. All sessions should be attended.
3. Papers should be typed.
4. Be prepared to participate in an active and informed manner in the discussions.
GRADES

The following is a percentage breakdown of the grades.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Case Studies</td>
<td>60% (15% Each)</td>
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<tr>
<td>Short Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

REQUIRED TEXTS


READING ASSIGNMENTS

Most weekly reading assignments are from the assigned texts plus The Public Interest, Policy Review, Policy Analysis, and others and focus on one of the three topics. They are designed to complement the speakers and to provide the student with guidance for preparing their one to two page analysis. Each week selections from each of the required texts is also included.

The last two sessions of the class are given over to class reports on the three chosen topics (again, toxic waste, local government financing, and schools financings, specifically the management of the topic issues).
INTRODUCTION

This is the basic personnel management course. While it is part of the human resource training for the MPA or MBA program, it is not "behavioral" in a strict sense. It is simply aimed at exposing managers to be to the gamut of issues that involve direct interaction with and use of human resources. I hope that each of you will be exposed to a wide range of personnel issues, and have focused the class in this way. That is why we are using a very recent textbook (published in 1981) and will have a final exam over it. I am equally concerned that you develop some knowledge of the personnel literature in a few selected areas. Thus, you will write several short papers on personnel issues.

TEXT

The basic text is Schuler, Randall, Personnel and Human Resource Management, West, 1981.

The cases are in Glueck, William, Cases and Exercises in Personnel, Business Publications, 1978.

CLASS PAPERS

Each student will be responsible for preparing four individual research papers of five to seven pages each in specific areas. These may be selected from the attached list, or they may be chosen by the student with my approval. They are due when noted on the schedule, without fail. These are designed to familiarize you with the personnel literature. I do not want references to textbooks, but rather original research. You can use the footnotes at the end of each chapter as guides and refer to the text by William Glueck, Personnel, on file in the Reference Book Room, for additional sources at the end of each chapter. If you find the CSUS Library inadequate, try the State Library, open 8:00 a.m. - 5:00 p.m., Monday through Friday, or the University of California, Davis, Library.
GRADING

Grading is as follows:

- Participation and Attendance: 30 Points
- Final Examination: 30 Points
- Papers: 40 (10 Points Each)

TOTAL POINTS: 100

FINAL

There will be an open book final over Schuler, in essay form. I will provide you with sample forms during the semester. The purpose will not be rote memorization, but some general understanding of the issues in personnel management.

ATTENDANCE AND PARTICIPATION

Class discussion and participation is crucial to this course. We will spend some time, besides that in small groups, on the cases, in discussion of the major personnel themes. You are expected to have read the book so that you can contribute. My role will be to give short outline lectures to set up a topic for discussion. Those who miss classes or who do not contribute to discussion will not score well on the part of the grade based on participation.

SCHEDULE

The following topics are covered in order, generally one per week:

- Human Resources Planning
- Recruitment
- Selection, Placement
- Performance Appraisal, Discipline
- Compensation and Incentives (2 Weeks)
- Affirmative Action
- Labor-Management Relations
- Training and Development
- Health and Safety
- Quality of Work Life
- Personnel Data
- The Future of Personnel Management

Cases are used, one per week from the assigned case book.

Optional topics for the four term papers are listed.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Business and Public Administration

PA 284 - Seminar: Issues and Paradoxes in Public Administration

SYLLABUS

OFFICE: BUS-2035
EXTENSION: 7054
OFFICE HOURS: MWF, 10:55 - 11:55 a.m.
CLASS TIME: T, 7:00 - 9:50 p.m.
PLACE: M/H-209

PURPOSE

The purpose of this seminar is to provide a summary view of public administration for the advanced graduate student.* As such, there is an emphasis on the fundamentals of the field. Those issues taken up for study, then, are intended to encourage students to reflect upon their prior studies and experiences in public administration and to synthesize its parts into a broad framework.

The issues taken up for study and discussion are central to an understanding of contemporary public administration. The reading materials chosen indicate that the following issues are crucial:

1. The general framework of public administration and its relation to the future.
2. The legitimacy crisis in government and mechanisms to deal with it.
3. The resolution of the policy/administration dichotomy in public administration studies.
4. The role of the courts in public administration.
5. The role of the staff expert and the outside evaluation/consultant in public administration.
6. New social inventions which permit "government" to occur as a cooperative effort between public and private institutions, e.g., Chrysler's bail-out; government underwriting of private investment in the energy field; NASA and military "contracting out"; regulated deregulation in communications and transportation. This raises the whole question of the meaning of "civil service" and the issue of how lateral personal mobility between "public" public services and "private" public services can be facilitated.

Students who have not completed all core courses and the internship in the MPA program will not receive credit for PA 284.
STUDENT RESPONSIBILITIES

1. Weekly reading assignments.
2. In-class participation.
3. Leadership of class discussions.
5. Term paper.

WEEKLY TOPICS (SUMMARY)

1. Overview of public administration.
2. The legitimacy crisis and its resolution.
3. Cooperative public and private government mechanisms.
4. Public administration's split personality.
5. ASPA Regional Conference in Stockton—attendance.
6. The role of the course.
7. Staff experts and outside consultants.
8. Oral reports.

Students are required to make one oral report, prepare a term paper, and lead class discussions, in addition to the weekly readings from all sources as assigned.

GRADING POLICY

All course grades will be based on the following:

<table>
<thead>
<tr>
<th>All In-Class Work</th>
<th>50%</th>
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<tbody>
<tr>
<td>All Written Work</td>
<td>50%</td>
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</tbody>
</table>

No incompletes are given in PA 284.

REQUIRED READING


*On reserve.