

The Context of Public Administration
 Spring 2018 First Year Core
 Public and Nonprofit Administration and
 Public Policy Concentrations



Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. *We think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Faculty	Email	Office Hours
Melissa Beard, PhD	beardm@evergreen.edu	By appointment
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Eric S Trevan, PhD	trevane@evergreen.edu	Typically available 11-3 T, W, Th or By Appointment

Time and Location

Thursdays 6pm-10pm PST
 Seminar II E1105
 Seminar Rooms: E2105, E2107, E2109

Leadership Seminar: Saturday, May 19th, 9a-5p, TBD

Course Description

Building on our work from Winter quarter, we will examine the public policy, budget, and fiscal foundations of serving the public. This quarter we explore what it takes to move a policy and budget agenda for the public good in a democracy. We engage in policy analysis to examine public problems and critique possible solutions; craft our recommendations into effective materials for decision makers; while weighing sources of revenue against policy implementation expenditures. We will focus on how public funds are generated and allocated while recognizing the impacts of constant change in governing.

Learning objectives

1. Examine and evaluate models describing the policy process and analysis.

2. Recognize terms and tools for communicating with, and as policy and budget analysts, decision-makers, and the public all within various political, social, cultural, economic, and governing contexts.
3. Develop policy and budgeting skills for financial management, revenue, and implementation.
4. Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams while depicting complex ideas and information.

Required Readings

Books

1. Menifield, C. E. (2017). *The basics of public budgeting and financial management: A handbook for academics and practitioners*. Rowman & Littlefield. ISBN: 978-0761861416
2. Sabatier, P. A., & Weible, C. M. (Eds.). (2014). *Theories of the policy process*. Westview Press. ISBN: 978-0813349268
3. Shoup, C. (2005). *Public finance*. Routledge. ISBN: 978-0-202-30785-5
4. Stone, D. A. (1997). *Policy paradox: The art of political decision making* (Vol. 13). New York: WW Norton. ISBN: 978-0393976250
5. Thaler, R. H., & Sunstein, C. R. (1999). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven, CT Yale University Press. ISBN: 978-0-14-311526-7

Previous Class Book for Reference

6. Bardach, E. & Patashnik, E.M. (2008). *A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving*, 3rd Edition. CQ Press. ISBN-978-0-87289-952-0

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening

to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate

behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations** (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. *It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed and addressed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.*

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them <https://evergreen.edu/emergencyresponse>

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Assignments

Teach to Learn (Team Assignment)

Due: Week you are assigned, posted to Canvas by 6:00pm.

Description: This assignment for the quarter will be completed in teams. Teams will select one set of the readings that are covered in this course and develop a 30-minute teaching session (including Q&A) to inform the class about your chapter(s).

In a 3-person team, you will: Select one set of chapters listed for each week. Learn about the topic you selected, and then teach the learning community. Choose related readings and media to enhance the overall lecture. If there is a related audio or video component, these cannot exceed 5 minutes.

The goal of the assignment is that we become informed about your topic. The primary deliverable is the content of your class, not the format of your class. The focus should be on themes and lessons from the literature/course you design. Please use visuals in digital format in order to be submitted on Canvas.

Bill Analysis and Fiscal Note

Due: April 12th posted to Canvas by 6:00pm.

Bill Analysis Description: A bill analysis is an internal report on your agency's position about the bill, its impacts, and is used to inform agency leaders to make key decisions. It should be written from a non-partisan stance and present facts; not opinions. Consider the following questions: What problem does the bill address? Can the agency implement the bill as written? If effects of the bill are negative, or the bill is poorly worded, can it be fixed? How? What are the gaps or flaws in the bill that the agency needs to address? Do effective dates cause the agency problems? Offer suggestions for new language.

Bill Analysis: A bill analysis typically includes: bill title & number, agency name, a one paragraph summary of the bill followed by sections about the Legislative history (sponsors, hearings, floor debates, votes, amendments), current law/practice, justification for the bill/problem addressed, and your suggested amendments/rejection/or approval with rationale to support. You may analyze either a proposed bill or one already passed/enacted. You will need to take a position (nonpartisan) as an employee of a specific agency. Use the template provided and plan to provide a document 3-4 pages in length. www.leg.wa.gov has links to bills which include bill analyses, however, these analyses are not as detailed as one you do for an agency.

Fiscal Note Description: A fiscal note is a report that describes the costs to your agency of proposed legislation and is used to inform legislators as they make decisions. A fiscal note typically includes: bill title & number, agency name, a brief description of what the measure does that has fiscal impact, cash receipts impact (anticipated revenue), expenditures, and expenditure detail. The cash receipts impact and expenditures sections include assumptions you are making and any caveats as legislation is not typically as detailed as is needed for a complete fiscal assessment. Use an example fiscal note from www.leg.wa.gov as a template and plan to provide a document 2-3 pages in length.

State Budget Analysis, Part 1

Due: April 19th posted to Canvas by 6:00pm.

Length: 5 pages max of content, double-spaced. Does not include title page, works cited page, or appendices.

Analysis: Select a state other than Washington and perform an analysis of its revenue system. Compare it to the “Principles of a High Quality State Revenue System” model produced by the National Conference of State Legislatures (NCSL). What does it do well, and where is it weak? Also describe the most pressing budget issue or issues in your chosen state. The NCSL website is a good place to begin your research, along with state websites. Maximum five pages, double-spaced.

State Budget Analysis, Part 2

Due: May 3rd posted to Canvas by 6:00pm.

Length: 5 pages max of content, double-spaced. Does not include title page, works cited page, or appendices.

Analysis: Research and report the major categories of spending in your chosen state and define the percentages of total spending that each represents. How would you characterize the scope and approach of state government – limited? Expansive? Finally, what is the overall state of their budget at this time – what size deficit (or surplus) is projected, and what approaches are being considered to manage or reduce it? What is the state’s long-term fiscal outlook? You may be reporting some of the information in a concise graphic, a table or other visualization, and enough description that an unfamiliar reader will understand the categories.

Policy Analysis (Team Assignment of 2-3 individuals)

Draft Due: May 17th posted to Canvas by 6:00pm.

Final Due: June 7th posted to Canvas by 6:00pm

Length: 15 pages max of content, double-spaced. Does not include title page, works cited page, or appendices. Follow APA format.

Description: Research entities, think tanks, advocacy groups, non-profit organizations, private companies, or government agencies may write policy analyses. The purpose of the policy analysis is to inform decision makers and persuade them to adopt your recommendation. Refer to the Bardach book to help you with this assignment. The policy analysis should be written in a neutral tone to demonstrate a well thought out (yet persuasive) recommendation.

1. Your policy analysis should include the following: a one pager (separate document), title page, table of contents, executive summary, literature review (policy background, comparison to similar policies), definitions of key terms, problem statement, your recommendation, stakeholders, SWOT analysis/needs assessment of your recommendation, pros and cons of your recommendation (persuade the reader to adopt your recommendation; include impacts on stakeholders), implementation action plan for your recommendation including a list of roles/persons required for action, authority/approvals needed, interdependencies and contingencies, time frames,

evaluation criteria for measuring the success of your recommendation, and stakeholder feedback loops.

2. Create a budget for your recommendation. Note the revenues/expenditures associated with action items to implement your recommendation. In making the budget for your recommendation, you are to use cost effectiveness analysis with multiple options. Use three options and you must make a recommendation on one of the options and provide a narrative explaining the recommendation. That is, which option should produce good results with the least amount of spending?
3. End with reference pages and appendices.
4. Use the policy frameworks discussed in Sabatier in order to frame your analysis.

Note about the literature review section: It should provide the background of your policy, the problem with it, and the basis for your recommendation. Write a clear one-sentence problem statement. As a team, define all key terms used in your problem statement. A “literature review” is a review of relevant resources to help you respond to the policy problem you identify. Write with resources discussed across paragraphs (compare/contrast sources). Use very few direct quotes and no long quotes if possible. We write literature reviews to: Understand the background of a topic; define terms; set boundaries for scope of analysis (clarify what is out of scope); challenge assumptions rather than simply support predetermined conclusions; compare and contrast sources (find agreement and disagreement on terms, facts, definitions, reasons, major debates); tell the policy story; build credibility through knowledge and evidence. Readers need useful resources (not your opinion).

Leadership Symposium Briefing

Due: May 24th posted to Canvas by 6:00pm.

Description: You will attend the Leadership Symposium Saturday, May 19, 2018. Your supervisor would like to be briefed on the symposium and an overall summary of the event. Please provide a 2-page briefing that includes the following:

- Summary
- Key Points Covered
- Speakers
- General Atmosphere
- Additional Relevant Information

Visual Aid and Presentation of Policy Analysis

Due: June 7th posted to canvas by 6:00pm.

Presentation: 10 minutes. Highlight the main points and take away messages of your policy analysis. All members of the group are expected to participate in the presentation/facilitation as able.

Q and A Session: 5 minutes. The presenters will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prez.com, haikudeck.com, projeqt.com), word cloud (wordle.net or

woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infoagr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
<http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than 3 minutes of the presentation time.

Group Reflection

Due: June 10th posted to canvas by 6:00pm.

Description: This is a three-page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

Faculty Evaluations and Student Self Evaluations

DUE Week 11 (during evaluation conference). Required to receive credit/complete

Faculty reserve the right to make changes to this syllabus

Spring 2018 Schedule (Faculty may alter schedule)

DATE	TOPIC/ACTIVITIES	READINGS	ASSIGNMENTS DUE
Week 1 Thursday 4/5/18	Introduction to Public Policy	<ul style="list-style-type: none"> • Sabatier 1-3 • Sabatier 4-6 • Seminar-Thaler Part 1 	Choose State for State Budget Analysis Assignments and Weeks for Teach to Learn
Week 2 Thursday 4/12/18	Public Policy Frameworks	<ul style="list-style-type: none"> • Sabatier 7-9 • Sabatier 10-11 • Seminar-Thaler Part 2 	Bill Analysis and Fiscal Note
Week 3 Thursday 4/19/18	Public Budgeting and Finance Analysis	<ul style="list-style-type: none"> • Menifield 1-2 • Shoup 1-2 • Seminar-Thaler Part 3 	State Budget Analysis Part 1
Week 4 Thursday 4/26/18	Taxes	<ul style="list-style-type: none"> • Shoup 8-12 • Shoup 13-18 • Seminar-Thaler Part 4 	
Week 5 Thursday 5/3/18	Capital Improvement Plan and Government Outlays	<ul style="list-style-type: none"> • Menifield 4 • Shoup 3-7 • Seminar-Thaler Part 5 	State Budget Analysis Part 2
Week 6 Thursday 5/10/18	State and Local Budgets and Personnel Services	<ul style="list-style-type: none"> • Menifield 3 • Menifield 5 • Seminar-Stone Part 1 	
Week 7 Thursday 5/17/18	Budget Techniques and Analytical Models	<ul style="list-style-type: none"> • Menifield 6 • Shoup 19-21 • Seminar-Stone Part 2 	Policy Analysis Draft
Saturday 5/19/18	Symposium—Leadership and Hyper-partisanship		
Week 8 Thursday 5/24/18	Financial Management	<ul style="list-style-type: none"> • Menifield 7 • Shoup 22-25 • Seminar-Stone Part 3 	Leadership Symposium Briefing
Week 9 Thursday 5/31/18	Effective Communication	<ul style="list-style-type: none"> • Menifield 8 • Seminar-Stone Part 4 	
Week 10 Thursday 6/7/18	Final Presentations		Policy Analysis Final Visual Aid & Presentation Group Reflections (Due 6/10)
Week 11 6/11/18- 6/15/18	Evaluation Week		Faculty Evaluations & Student Self Evaluations