

Policy, Finance, and Budgeting for Public Administration
MPA 1st year core (Tribal), Spring 2013
1st Weekend – April 12 - 14
2nd Weekend – April 26 - 28
3rd Weekend – May 10 - 12
Location: Sem II B1105

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TESC MPA 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. “You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

Curriculum at a Glance, 2013 MPA 1st year core (subject to change)

Quarter	Content Areas	Knowledge, Skill, Ability Development Objectives
Spring – Public Policy, Public Budgeting, & Finance	<ul style="list-style-type: none"> • Policy & Budget Analysis • Program Evaluation & Performance Measurement • Strategic Plans, Business Plans, Marketing Plans • Managing Public Goods • Social Entrepreneurship 	<ul style="list-style-type: none"> • Applied learning • Writing plans for decision • Critical Thinking, Reading, & Writing • Working in teams • Information Display

The final class in first year core will provide an introduction to policy analysis, policymaking, budgeting, and financial management from the perspective of tribal governments. These topics and related skills are fundamental to public administration. We will engage in policy analysis to rigorously examine the issues and challenges faced by tribal nations and critique possible solutions; craft preferred solutions, initiatives and programs through a mastery of the policymaking process; generate revenue streams through tribal entrepreneurship then allocate funds to programs and track how these funds are spent. As public administrators, we may be pulled in at any point in this process, so it is necessary to have reasonably strong skills in each of these areas.

Learning Objectives (Spring)

Students will:

- Be knowledgeable of a variety of models describing the policy process
- Understand and apply differing approaches to policy analysis,
- Analyze the complex nature of tribal problems in several policy arenas
- Understand the basic budgeting skills, models, fiscal and business policy
- Understand financial management

***Books Carried Over From Winter Quarter**

Shafritz, Russell, Borick (2010). *Introducing Public Administration*. 8th edition. Longman Publishers. ISBN: 9780205855896, ***used all year***

Denhardt, R., Denhardt, J.V., & Aristigueta, M. (2012). *Managing Human Behavior in Public and Nonprofit Organizations*. 3rd edition. Sage Publications. ISBN: 978-1412991650. \$61 used ***used Winter & Spring***

***New Books Spring Quarter**

Forsythe, D. & Boyd, (2012). *Memos to the Governor: An Introduction to State Budgeting*. 3rd edition. Georgetown University Press. ISBN: 978-1589019249

NASBO. Budget Analyst Training Guide. 219 page PDF available for FREE on-line at: http://www.nasbo.org/sites/default/files/training_modules.pdf

Bardach, E. (2011). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 4th Edition. CQ Press. ISBN: 978-1608718429

Miller, K. (2011). *Extreme Government Makeover: Increasing Our Capacity to Do More Good*. Governing Books. ISBN: 978-0983373308

Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business. ISBN: 978-0307887894

Articles (to be posted on course website):

Budget game #1. http://marketplace.publicradio.org/features/budget_hero/

Budget game #2. <http://media.fusewashington.org/flash/youbudget.html>

Cornell, S. (1998) Strategic Analysis: A Practical Tool for Building Indian Nations. Harvard Project on American Indian Economic Development.

Cornell, S. and Kalt, J. (2006). Two Approaches to Economic Development on American Indian Reservations: One Works, the Other Doesn't. ISBN 0-9743946-1-0

Jorgensen, M. (2007), Rebuilding Native Nations, Chapters 6 - 10

Kelly, J. (2005, Jan/Feb). The Dilemma of the Unsatisfied Customer in a Market Model of Public Administration. *Public Administration Review*. v. 65, n. 1, pp. 76-84

Levine, C. (1985, Jan/Feb). Where Policy Comes from: Ideas, Innovations, and Agenda Choices. *Public Administration Review*. v. 45, n. 1, pp. 255-258

McCawley, P. (2001). "Logic Model for Program Planning and Evaluation." University of Idaho.

McCleary v. State of Washington (2012, Jan 5). WA Supreme Court case n. 84362-7

Mulroy, E. & Lauber, H. (2004, Oct). A User-Friendly Approach to Program Evaluation and Effective Community Interventions for Families at Risk of Homelessness. *Social Work*. v.49, iss. 4, p. 573

Priest, S. (2001, Spring). A Program Evaluation Primer. *The Journal of Experiential Education*. v.24, iss.1, p. 34

Posner, P. (2007, Nov/Dec). The Continuity of Change: Public Budgeting and Finance Reforms Over 70 Years. *Public Administration Review*. pp. 1018-1029

Schneider, A & Ingram, H. (1993, June). Social Construction of Target Populations: Implications for Politics and Policy. *The American Political Science Review*, v. 87, n. 2, pp. 334-347

Stone, D. (1989, Summer). Causal Stories and the Formation of Policy Agendas. *Political Science Quarterly*, v. 104, n. 2, pp. 281-300

Violence Against Women Act (VAWA):

E-notes of VAWA <http://www.enotes.com/violence-against-women-act-1994-reference/violence-against-women-act-1994>

DOJ, Office on Violence Against Women, Tribal Communities
<http://www.ovw.usdoj.gov/tribal.html>

Resources for Your Reference:

Public Financial Management blog <http://blog-pfm.imf.org/pfmblog/>

U.S. Fiscal Forecast on-line <http://www.dev.ourfiscalfuture.org/thereport/>

Association for Budgeting and Financial Management <http://www.abfm.org/>

National Association of State Budget Officers www.nasbo.org

American Association for Budget and Program Analysis www.aabpa.org

Citizen's Budget Commission <http://www.cbcny.org/>

Government Finance Officer's Association <http://gfoa.org/>

Government Accountability Office <http://www.gao.gov/>

University of New Mexico, *Handbook on State-Tribal Relations*. Available at:

<https://repository.unm.edu/dspace/handle/1928/2742>

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Fri 4/12	Review of Statistics Class Review Syllabus (including defining 3 types of Plan <i>Policy in Context in Indian Country</i> <ul style="list-style-type: none"> • Lecture/workshop • Seminar 	Doreen Jorgensen, Rebuilding Native Nations – Chapters 6 – 10 Levine, Where Policy Comes from Ideas	Assignment# 1 Seminar Paper
Sat 4/13 am	Joint cohort session	VAWA	
Sat 4/13 pm	<i>Policy in Practice</i> <ul style="list-style-type: none"> • Lecture/Workshop • Seminar • Display options • 	Cornell, Two Approaches to Economic Development Stone, Policy Paradox book Stone, Causal Stories article	Assignment #2 Seminar paper
Sun 4/14am	<i>Policy and Budget Analysis</i> Lecture/workshop Seminar	Bardach (Book and article)	Assignment #3 Policy Analysis
Sun 4/14pm	<i>Decision Making</i> <ul style="list-style-type: none"> • <i>Lecture Workshop</i> • <i>Seminar</i> <i>PowerPoint Possibilities</i>	Denhardt, Ch 3 and 5 BIA budget	
Fri 4/26	<i>Financial Management</i> Lecture/Workshop Seminar <i>LEAN Ways & Fair Means</i>	Shafritz, Ch 13 Lewis, Ch 5 Posner, The Continuity of Change Ries, The Lean Startup	Assignment #4 Seminar Paper
Sat 4/27 am	<i>Excel workshop</i> – Guest speaker (Larry Dzieza)		Assignment #5 Spreadsheet (done in class)
Sat 4/27 pm	<i>Budget Game Makeover</i> (Larry Dzieza)	Miller, Extreme Govt Makeover	
Sun 4/28 am	<i>Strategic Analysis</i> <ul style="list-style-type: none"> • Guest Speaker: Cost/Benefit Analysis • Seminar 	Cornell, Strategic Analysis Schneider, Social Construction Shafritz, Ch 9	Assignment #6 Strategic Analysis report
Sun 4/28 pm	Student Reports	McCleary Case	

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Fri 5/10	Guest Speaker	Priest, A Program Evaluation Primer	
Sat 5/11 am	Program Evaluation	McCawley, The Logic Model Mulroy and Lauber, A User-Friend Approach Shafritz, Ch 14	
Sat 5/11 pm	Social Entrepreneurship	Bornstein, How to Change the World Kelly, The Dilemma of the Unsatisfied Customer	Assignment #7 Seminar paper
Sun 5/12 am	Display Boards and Reviews		Assignment #8 Written Plan and Display Boards
Sun 5/12 pm	Display Boards and Reviews Reminder of ability to see Capstone Presentation on June 8 and 9		

Assignments, Spring 2013

Assignments #1, #2, #4, and #7

Using the readings assigned for the day the paper is due, critically analyze the author's arguments, assumptions, and evidence.

Assignment #3

Using the Bardach approach, select a policy arena (k-12 education). Next, select a specific polity to assess (Ex. WA State Board of Education policy requiring 1,000 student instruction hours offered per year). Policy briefs should "briefly" present a policy overview, identify stakeholders, discuss arguments – both pro and con – about the policy including fiscal implications, if any), identify impacts, then persuade the reader towards supporting, rejecting, or amending the policy. It is meant for quick, concise, clear, information consumption.

Assignment #5: Spreadsheet

DONE IN CLASS within groups of two or three students. Details about this assignment will be distributed during class in the computer lab.

Assignment #6

Complete a Strategic Analysis of your tribe or a tribal government you are familiar with using the Cornell instrument.

Assignments continued on next page

Assignment #8: Written Strategic Plan, or Business Plan, or Marketing Plan plus a Display Board that illustrates your paper

In groups of 2, 3, or 4 students, write either a strategic plan, or a business plan, or a marketing plan about your recommendation to address both a budget and a policy problem. Details about these plan options will be discussed in class and samples will be posted on moodle.

- 1) Select a specific policy and identify a problem with it.
- 2) Select a specific budget closely associated with the policy and identify a problem with the budget.
- 3) Make one recommendation to address both problems.
- 4) Write a strategic plan, or business plan, or marketing plan to actualize/promote your recommendation. This is an opportunity to engage in “policy entrepreneurship”; how will you make your plan a reality? You can pick the audience to direct your plan towards.
- 5) Prepare a display to exhibit your plan. This may be a poster, brochure, movie, webpage, prezi, white board animation, time toast or other professional display about your plan. The key is that the information display you create must be a “stand-alone” display and not require any explanation from you. Your final display will be reviewed by current practitioners in the field. Faculty will select reviewers from the profession of public administration to assess the feasibility of your plans.

Human Subjects Review (HSR) Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will not collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

<http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>

Format: All papers should be typed, double spaced (unless otherwise stated), 12 point font, and follow APA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

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 absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit. After three absences you may be denied full credit.*** Finally, if you do miss a class, you are still 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. However, if there is a need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case by case basis. Refer to MPA student handbook. Full loss of credit decisions will be made by the faculty team. ***Full loss of credit for two terms of core may result in expulsion from the MPA program.*** Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit, at the end of each quarter along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly or to Program Secretaries)

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. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations will be provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. 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 in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy.

<http://www.evergreen.edu/policies/g-studentada.htm>

Expectations of Students and faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. 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.***

We will abide by the social contract: WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-120 WAC

We will abide by the non-discrimination policies and procedures at TESC:

<http://www.evergreen.edu/policies/g-nondiscr.htm>

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 television or radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email prior to 3:00 pm. You are responsible for checking your email.