

**The Evergreen State College  
Master of Public Administration Program  
Policy, Finance and Budgeting for Public Administration  
Administration and Policy (PNAPP) Cohort  
Spring 2015 3-12-2015 Version**

**Lecture - SEM II D1105  
Seminar – Doreen: D2105 Larry: D3107 Marc: D2109 Michael: D2107  
See Canvas for changes and updates**

Faculty	Email	Office Hours
Marc Baldwin	<a href="mailto:baldwinm@evergreen.edu">baldwinm@evergreen.edu</a>	By appointment
Larry Geri	<a href="mailto:geril@evergreen.edu">geril@evergreen.edu</a>	By appointment
Michael Lane	<a href="mailto:lanem@evergreen.edu">lanem@evergreen.edu</a>	By appointment
Doreen Swetkis	<a href="mailto:swetkisd@evergreen.edu">swetkisd@evergreen.edu</a>	By appointment

**TESC MPA MISSION STATEMENT**

**“Be the Change”**

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.

**Spring 2015 Course Description:**

The final quarter of first year core will provide an introduction to policy analysis, policymaking, budgeting, and financial management. These topics and related skills are fundamental to public and nonprofit administration. We engage in policy analysis to rigorously examine public problems and critique possible solutions; try to craft our preferred solutions into effective laws and programs through a mastery of the policymaking process; generate (through taxes) then allocate public funds to these programs and track how these funds are spent. Ultimately, budgets reflect a society’s policy choices—or at least the choices made by legislators on behalf of society. As 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 for the quarter**

Students will gain:

1. Knowledge of a variety of models describing the policy process;
2. An understanding of differing approaches to policy analysis, and the ability to apply them;
3. Improved understanding of the complex nature of public problems in several policy arenas;
4. An understanding of basic budgeting skills, models, and tax policy;
5. An introduction to financial management;
6. Improved analytical and writing skills.

**Expectations**

**Format of Assignment Submissions:** All papers will be submitted as requested by your seminar faculty member. All papers must meet assignment parameters and cite works using a parenthetical *citation* style (APA preferred). 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 Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

**Late assignments:** are not accepted without prior (to deadline) approval by your seminar faculty member. Multiple late assignments put you at risk for no credit.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions (Facebook, text messages), and listening to and dialoging with the guest speakers. If an absence is unavoidable, *faculty must 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.* Make-up work must be completed by the end of the quarter in question for course credit. Multiple absences put you at risk for no credit.

**Use of Electronic Devices:** This course uses the web platform, Canvas. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

**Credit:** Students will receive 6 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

**Evaluation:** Written self-evaluations and at least one faculty evaluation of your seminar faculty are required for credit at the end of each quarter, along with faculty evaluations of students. During Evaluation Week, you will schedule an evaluation conference with your seminar faculty member.

**Multiculturalism & Diversity:** We work to weave multiculturalism and diversity throughout our learning in readings, lectures, seminar, and group projects.

**Learning Styles:** Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

**Accommodations:** are provided for any student who desires them through a working relationship with Access Services, the Graduate Writing Assistant, 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). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students with Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** We commit to promoting 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; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.**

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

**Guest Policy:** guests are welcome as long as they are not disruptive; please notify faculty if you are bringing a guest and be prepared to introduce your guest.

**Inclement Weather:** In the event of bad weather or emergencies students should check with television, web pages, and 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 by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

**Communicating with Each Other:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email account and the Canvas course site regularly.

**Books (any edition):**

Bardach, E. 2008. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 3<sup>rd</sup> Edition. CQ Press. 978-0872899520

Kingdon, John. 2003. *Agendas, Alternatives, and Public Policies*. New York: Longman/Addison-Wesley. Paperback. ISBN: 0673523896.

Rubin, Irene. 2010. *The Politics of Public Budgeting*. Washington, D.C.: CQ Press. Paperback. ISBN: 9781604264616.

Stone, D. 2001. *Policy Paradox: The Art of Political Decision Making*, 3<sup>rd</sup> Edition. W.W. Norton & Co. ISBN: 978-0393976250

**Readings: (all will be posted to the class Canvas site)**

TBD

**Additional Course Resources for Your Reference:**

US Congressional Budget Office: [www.cbo.gov](http://www.cbo.gov)

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

OECD Member Budget Links: <http://www.oecd.org/EN/document/0,,EN-document-287-9-no-23-20455-287,00.html>

Selected Statistics for United States Government: <http://www.fedstats.gov/>

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

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

National Association of State Budget Officers [www.nasbo.org](http://www.nasbo.org)

American Association for Budget and Program Analysis [www.aabpa.org](http://www.aabpa.org)

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

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

Washington Office of Financial Management: <http://www.ofm.wa.gov/>

National Conference of State Legislatures: <http://www.ncsl.org/research/fiscal-policy/principles-of-a-high-quality-state-revenue-system.aspx>

## **Assignments:**

**Seminar papers.** Write seminar papers for the readings assigned for weeks 1 and 7. Use the same format required during fall and winter quarters. ***For the Week 7 Seminar Paper: Include a discussion of issues surrounding the “collaboration” between the nonprofit sector and public policy.***

**Assignment 1.** Kingdon’s classic text depicts the so-called “policy windows” model of public policy, perhaps the most well-known of the many models that have been developed to “explain” how public policies are crafted in the U.S. The chapter from Geri and McNabb summarizes several other such models. For this assignment, select a public policy with which you are familiar. How well does the Kingdon model describe the events that led to its enactment? Is there another model that describes this process more effectively? Why are scholars in the field of public policy so focused on modeling the process? 3-4 pp., double-spaced.

**Assignment 2.** Stone presents many dilemmas facing the development and implementation of policy. Pick a dilemma identified in *Policy Paradox* and link it to your own organizational experience or an example with which you have had experience. 2-3 pp., double-spaced.

**Assignment 3.** Research and write a policy memo on a policy problem of your choice. Start with a policy “arena” in which you have an interest (e.g., energy, education), then narrow your topic to a particular policy problem (e.g., should the state of Washington immediately close the TransAlta coal plant in Centralia?) Your memo should provide an overview of the policy arena and specific problem, briefly identify stakeholders, discuss arguments (both pro and con) about the policy, and identify likely impacts, including budgetary considerations. As with other memos, it should be addressed to a specific decision maker, begin with a summary, and be clear about its goal—which is usually to persuade. In most cases, policy memos provide a clear recommendation reader towards supporting, rejecting, or amending the policy. It is meant to provide quick, concise and clear information for decision-makers. 2-3 pp., single-spaced.

**Assignment 4.** Use Excel (or any spreadsheet program of your choice) to produce a one-year operating budget for a real government department or agency in the state you are researching for your State Budget Analysis. Show your assumptions about service expenditures, personnel costs in the form of concise budget notes (aka budget narrative).

**Assignment 5.** One of the most difficult fiscal issues facing many state and local governments is what to do about their pension systems. These pensions now support about 8 million retired civil servants and are expected to help support the retirements of 1 in 6 Americans now in the workforce. But many of these systems are chronically underfunded, face huge liabilities and have forced some states and cities to cut jobs and current services to cover pension deficits. For this assignment, research the status of the pension system in the state you have chosen for your state budget analysis. Briefly describe the pension system in place, its current status (whether it is in surplus or deficit, estimates of its current liabilities and the extent of underfunding), and what if any measures the state has implemented to cover expected shortfalls. Include a summary of this paper in your state budget analysis. 2-3 pp.

**Assignment 6a.** State Budget Analysis. Many state governments are struggling as their state economies are slowly recovering from the Great Recession. But states are at different phases of economic recovery and are reacting to their budget challenges in a variety of ways. Select a state other than Washington and perform a thorough analysis of its state budget and overall operations. Describe its revenue system, and compare it to the “Principles of a High Quality State Revenue System” model. What does it do well, and where is it weak? What are the major categories of expenditure? How would you characterize the scope and approach of state government—limited? Expansive? Are the state’s budgeting practices “run of the mill,” or do they use more cutting edge approaches such as Washington’s “Priorities of Government?” Is there any sense of the state identifying and emphasizing strategic priorities? Finally, what is the overall state of their budget at this time—what size deficit (or surplus if they’re lucky) is projected, and what approaches are being considered to manage or reduce it? What is the state’s long-term fiscal outlook? Our goal is for each student to cover a different state; we will have a state “sign up” early in the quarter. 7-10 pp., double-spaced. **Assignment 6b: Prepare a poster summarizing the results of your analysis (additional details on this assignment will be provided in class).**

**Class Schedule: Subject to Change**

<b>DATE</b>	<b>TOPIC/ACTIVITIES</b>	<b>READINGS</b>	<b>DUE</b>
<b>Week 1</b> 4/2 DS/ML	<b><i>Intro to Public Policy</i></b> <ul style="list-style-type: none"> <li>▪ Review Syllabus</li> <li>▪ Lecture</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Stone, <i>Policy Paradox</i> (Ch. 1-10); Canvas Readings TBD	Seminar Paper
<b>Week 2</b> 4/9 LG	<b><i>Theories of the Policy Process</i></b> <ul style="list-style-type: none"> <li>• Pick a State!</li> <li>• Lecture/Workshop</li> <li>• Seminar</li> </ul>	<u>Readings:</u> Kingdon, <i>Agendas, Alts and Public Policy (All)</i> ; Geri & McNabb, "Making Public Policy in the U.S."	<b>Assignment #1:</b> Policy Paper
<b>Week 3</b> 4/16 ML	<b><i>Policy Analysis, Policy Design</i></b> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Policy Memo Review</li> <li>• Seminar</li> </ul>	<u>Readings:</u> Stone, <i>Policy Paradox</i> , Ch. 11-15 Bardach, <i>Practical Guide to Policy Analysis (All)</i>	<b>Assignment #2:</b> Policy Dilemma
<b>Week 4</b> 4/23 MB	<b><i>From Policy to Budget</i></b> <ul style="list-style-type: none"> <li>• Lecture/Workshop</li> <li>• Seminar</li> </ul>	<u>Readings:</u> Rubin, Chapters 1-4; TBD	<b>Assignment #3:</b> Policy Memo
<b>Week 5</b> 4/30 LG/DS	<b><i>Budget Analysis</i></b> <ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ EXCEL workshop</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Rubin, Chapters 5-end; Theater Budget Case	Seminar Paper on Rubin (All)
<b>Week 6</b> 5/7 MB	<b><i>How We Pay for Stuff: Taxing, Spending &amp; Deficits</i></b> <ul style="list-style-type: none"> <li>• Lecture/Workshop</li> <li>• Seminar</li> </ul>	<u>Readings:</u> TBD	<b>Assignment #4:</b> Spreadsheet
<b>Week 7</b> 5/14 DS	<b><i>Financial Management for Nonprofit Organizations</i></b> <ul style="list-style-type: none"> <li>▪ Lecture/Workshop</li> <li>▪ Federal Budget Game</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Readings on Canvas (4 pdfs plus link)	Seminar Paper
<b>Week 8</b> 5/21 MB	<b><i>Schemes &amp; Shenanigans, aka Frontiers of Public Finance</i></b> <ul style="list-style-type: none"> <li>• Lecture/Workshop</li> <li>• Seminar</li> </ul>	<u>Readings:</u> TBD	Absolutely nothing due
<b>Week 9</b> 5/28 DS	<b><i>Local Government Finance</i></b> <ul style="list-style-type: none"> <li>• Panel</li> <li>• Seminar</li> </ul>	<u>Readings:</u> TBD	<b>Assignment #5:</b> Pension Systems Analysis
<b>Week 10</b> 6/4 LG	<b><i>Federalism &amp; the Policy-Budget Nexus: Power, Politics, Decision</i></b> <ul style="list-style-type: none"> <li>• Lecture/Workshop</li> <li>• Seminar</li> </ul>	<u>Readings:</u> On Canvas: Federal/State Transportation Policy; Affordable Care Act/Medicaid	<b>Assignment #6a:</b> State Budget Analysis Paper
<b>Sat.</b> <b>June 6</b> <b>9am</b>	<b><i>Course Wrap-Up</i></b> <ul style="list-style-type: none"> <li>• Film/Discussion</li> <li>• Poster Presentations</li> <li>• Potluck</li> </ul>		<b>Assignment #6b:</b> Poster Presentation