

“Policy, Budget and Finance”

Spring 2016 First Year Core: Tribal Governance Concentration

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.”

Class Location:

Seminar 2 D1105

Other Locations-To Be Determined and Announced

Class Meetings:

Fridays 1:00-5:00pm

Saturdays & Sundays 9:00am-5:00pm

Session 1 April 7th, 8th, 9th

Session 2 April 21st, 22nd, 23rd

Session 3 May 5th, 6th, 7th

Faculty Teaching Team:

Eric S. Trevan, PhD

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Linda Moon Stumpff, PhD

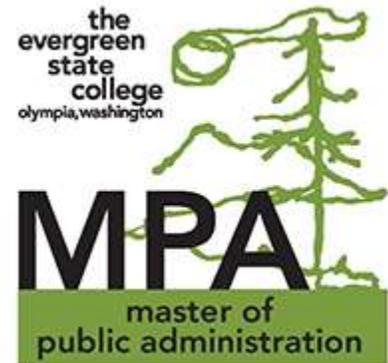
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Office Hours

By Appointment Only

Course Description

The course provides a foundational and applied understanding with the introduction to budgeting, policy analysis, policy-making and financial management with an emphasis on Tribal policy; working with strategic government, non-profit and private partnerships as well as inter-governmental federal and state perspectives and models. These topics and related skills are fundamental to public administration. We engage in policy analysis to rigorously examine challenges in the public arena and to critique possible solutions to public and tribal issues. We will engage in discussion, applied case studies, assignments and workshops to learn to craft alternatives and identify preferred solutions. We will chart the course of potential solutions through the policy-making process into effective laws or administrative solutions, allocating public funds and tracking how the funds are spent. Ultimately, budgets reflect a society’s



choices as they move through the policy-making process through elected representatives who should be accountable for making choices in the public's behalf. As public administrators, we may be pulled in at any point in the process, so it is necessary to have reasonably strong skills in all of these areas. For tribal administrators, developing skills in the area of finance is particularly important due to the tribal ownership of businesses and the need to generate streams of revenue without a local tax base. Understanding the praxis of Tribal governance with other governmental priorities as well as stakeholder involvement with the policy process will be critical in finance and budgeting decisions.

Goals

Learning goals for the quarter. Students will gain:

- Knowledge of a variety of models describing policy processes and community engagement;
- An understanding of the differing approaches to fiscal and policy analysis, and the ability to apply them;
- Improved understanding of the complex nature of public problems in several policy arenas, the allocation of resources and public goods as well as the collective impact of policy decisions;
- An understanding of basic budgeting skills and models, and tax policy and its impacts on American Indian Tribes;
- An introduction to financial management and skill-based experienced in analyzing the unique fiscal policy opportunities available to tribal governments;
- Intergovernmental and strategic relations and the ability to strategically plan policy using Tribal government, non-profit, private partnerships as well as local, State and Federal units of government.
- Improved analytical and writing skills.

2016-2017 Overview

“See. Learn. Do”

Quarter	Knowledge	Skills & Abilities
<p><u>Fall 2016</u> The Context of Public Administration</p>	<ul style="list-style-type: none"> • PA why, what, and who • Government and governing • Cultural responsiveness • Public Administration as theory and practice 	<ul style="list-style-type: none"> • Effective seminars • Writing decision papers, briefing papers & one pagers • Making recommendations • Critical thinking and reading • Presentation styles and tools
<p><u>Winter 2017</u> Doing Democratic Public Administration</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Spring 2017</u> Public Policy, Budgeting and Finance for Public Administration</p>	<ul style="list-style-type: none"> • Introduction to economic systems • Praxis • Managing and leading Tribal organizations • Tribal organization diversity • Organization theory/development • Ethics • Design thinking in workplaces • Sustainable decision making • Systems thinking • Tribal governance and democracy • Community engagement • Collective impact • Fiscal and policy analysis • Managing public goods • Tribal government, non-profit, and private partnerships • Innovative economic systems 	<ul style="list-style-type: none"> • Managing self and teams • Implementing recommendations and mandates • Writing policy papers and budget summaries • Writing literature reviews • Systems analysis • Policy analysis • Legislative field work • Strengths- based leadership • Place-based leadership • Testimony • Public speaking • Technology to analyze and present budget information for multiple audiences

Required Readings

Books:

1. Sabatier, Paul A and Christopher M. Weible, *Theories of the Policy Process* 3rd edition ISBN 9780813349268
2. Stone, Deborah *Policy Paradox: The Art of Political Decision-Making* ISBN 9780393912722 (All)
3. Rubin, Irene *The Politics of Public Budgeting: Getting and Spending Borrowing and Balancing* 8th edition (revised) ISBN 9781506354804

Required Readings (Continued)

Video (posted on canvas):

State of Indian Nations, 2017 <http://www.ncai.org/events/2017/02/13/2017-state-of-indian-nations>

Articles (posted on canvas):

Sabatier, P. A. (1991). Toward better theories of the policy process. *PS: Political Science & Politics*, 24(02), 147-156.

General Welfare Exclusion Act of 2014 <https://www.congress.gov/113/plaws/publ168/PLAW-113publ168.pdf>

Resource Readings (posted on canvas):

Resource Readings (hard copy):

Jorgensen (2007). *Rebuilding Native Nations: Strategies for Governance and Development*. University of Arizona Press. ISBN: 978-0816524235.

Miller (2013). *Reservation "Capitalism": Economic Development in Indian Country*. Bison Books. ISBN: 978-0803246317.

Course Activities (Subject to Change per Faculty)

Session I Theme: Processes, analysis and institutions

Friday April 7

Title	Activity	Assignment due
1:00 Introduction	Good words, announcements, overview	
1:30 Policy Presentation: Policy Process	Lecture/discussion (Linda or speaker)	
2:30 Break		
2:45 Seminar	Stone discussion	Reading: Stone "Policy Paradox" (all) Seminar paper-Stone
4:00 Policy	Wrap up and discussion of policy topics (Eric)	Sabatier Article

Saturday April 8

Title	Activity	Assignment due
9:00 Review	Announcements	Reading: Sabatier-Book (All) Seminar Paper-Sabatier (Book)
9:30 Policy Case Workshop	Aboriginal Education Funding: Who is in control? (Linda)	In-class team analysis and presentations
11:00 Break		
11:15 Speaker presentation- Intro to Policy Analysis- (Finance and Budget)	Joe Olujic, Chief Operating Officer, Muckleshoot	
12:00 Lunch		
1:00 Discussion	Small group discussions with handouts of specific policy examples	
2:00 Discussion and	State of the Tribal	Watch:

video 3:30 Break	Nations: NCAI	http://www.ncai.org/events/2017/02/13/2017-state-of-indian-nations Assignment 2 NCAI-Due April 14, 2017
3:45	Wrap up, next steps	

Sunday April 9

Title	Activity	Presentations
9:00 Seminar	Seminar discussions	Assignment 2 Paper: Sabatier as guide to discussion of policy models: Levine and Geri and McNabb
10:15 Break		
10:30 Policy Presentation	Lecture/discussion Public Policy (Eric)	
12:00 Lunch		
1:00 Workshop	Public Policy Workshop- Moving Interests Forward (Eric)	
2:45 Break		
4:00 Reflections	Wrap-up, next steps, Reflections and Good Words	
4/17/17 Assignment III Paper	Where are we at? A critical budget analysis	Assignment 3 NCAI documents: 2-3 p. Due 4/17 Assignment 4-Native Cases-I Aboriginal Education Funding: Who is in control? Due 4/17/17

Session II Budget April 21-23

Friday April 21-Student Reflection Independent Study on Campus

Saturday April 22

Title	Activity	Assignment due
9:00 Presentation: Federal budget processes	Good Words and Opening Remarks Presentation-Federal Budget Process (Linda)	Readings: NCAI budget policy papers (to be posted) 2017,18 and trends
10:00 Break		
10:15 Presentation	Excel Workshop (Linda)	
12:15 Lunch	Leave for Longhouse	
12:30 Lunch	Lunch at Longhouse	
1:15 (approx.)	Treaty Beer Case with Reservation-based Program	Team participation
4:00 Reflections	Wrap-up and next steps	

Sunday April 23

Title	Activity	Assignment due
9:00am Presentation	Presentation-General Welfare Exclusion 2014	Readings-Rubin-The Politics of Public budgeting General Welfare Exclusion act of 2014
10:30am Break		
10:45am Workshop	Moving Forward-General Welfare Exclusion Act 2014	
12:00pm Lunch		
1:00pm Presentation	Budget and Finance Presentation (Lucky)	
2:15pm Break		
2:45pm Workshop	Budget and Planning Multiple Interests and Departments (Lucky)	
4:00pm Summary	Reflections and Good Words	
April 28 Assignment 4 and 6 Paper	Budget analysis: Where are we at? General Welfare Exclusion Act	Assignment 6-General Welfare Exclusion Act Due 4/30/17 Assignment 7-Excel Due 4/30/17

Session III

Friday May 5-Tribal Climate Justice Symposium is Friday 5/5/17

Saturday May 6

Joint Class: Tribal Governance and PNAPP Cohorts

Sunday May 7

Title	Activity	
9:00am Introduction	Good Words	
9:00am Presentation	Discussion-Public Budget Decision Making-Combining All Elements	
10:00am Break		
10:15am Presentations		
12:00pm Lunch		
Poster Presentations		
4:00pm Reflection	Summary and Closing Words	

Assignments

Unless otherwise posted all Assignments are due by 11:59pm PST of the posted due date

Assignment 1 Seminar Papers

1 Page (Double Spaced) Completed by 11:59pm PST

Due:

- **Thursday 4/6/17** Stone, Deborah *Policy Paradox: The Art of Political Decision-Making* ISBN 9780393912722 (All)
- **Saturday 4/8/17** Sabatier, Paul A and Christopher M. Weible, *Theories of the Policy Process* 3rd edition ISBN 9780813349268
- **Saturday 4/22/17** Rubin, Irene *The Politics of Public Budgeting: Getting and Spending Borrowing and Balancing* 8th edition (revised) ISBN 9781506354804

Assignment 2 Due Saturday 4/8/17

The article by Levine summarizes Kingdon's classic "policy windows" model of public policy, the best known of the many models that seek to "explain" how public policies are created in the U.S. The chapter from Geri and McNabb summarizes both Kingdon's and other such models. For this assignment, select a public policy with which you are familiar, from any level of government. How well does the Kingdon model describe the events that led to its enactment? Does another model describe the process more effectively? Why are scholars in the field of public policy so focused on modeling the process? Is Kingdon's model useful for explaining policy processes at the tribal level? 2-3 pages (Doubled Spaced).

Assignment 3 Due Friday 4/14/17

Watch State of the Native Nations Address at <http://www.ncai.org/events/2017/02/13/2017-state-of-indian-nations>

and write a 1-2 page seminar-style paper on it.

Assignment 4 Due Monday 4/17/17

Prepare a poster that summarizes the key themes of your paper and bring it to class on **Sunday, May 7th**. Also provide a 10-15-minute presentation for the class.

We will provide examples of successful posters in class.

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.

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 (Ex. 4 hours on Friday is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours (Ex. one weekend) of absences total in one quarter, you may be denied full credit for the course. After reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full 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 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 my.evergreen.edu no later than one week after the last class. Evaluation conferences may occur 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. 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 participant 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**, then this participant 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 recordings begin.

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.

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.

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