

**Policy, Finance, and Budgeting for Public Administration**  
**MPA 1<sup>st</sup> year core (general), Spring 2013**  
**Thursdays 6:00pm-10:00pm, Saturday 4/13 9:00am-4:00pm**  
**Location: Sem II D1105**

Lee Lyttle: Lab I 3011 [lyttlel@evergreen.edu](mailto:lyttlel@evergreen.edu) Office hours: by appt. Phone: (360)867- 6678

Amy Gould: Sem II D2106 [goulda@evergreen.edu](mailto:goulda@evergreen.edu) Office hours: by appt. Phone: (360)867-6135

Larry Dzieza: [dziezal@evergreen.edu](mailto:dziezal@evergreen.edu) Office hours: by appt. Phone: (360) 556-6070

**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
<b>Spring – Public Policy, Public Budgeting, &amp; Finance</b>	<ul style="list-style-type: none"><li>• Policy &amp; Budget Analysis</li><li>• Program Evaluation &amp; Performance Measurement</li><li>• Strategic Plans, Business Plans, Marketing Plans</li><li>• Managing Public Goods</li><li>• Social Entrepreneurship</li></ul>	<ul style="list-style-type: none"><li>• Applied learning</li><li>• Writing plans for decision</li><li>• Critical Thinking, Reading, &amp; Writing</li><li>• Working in teams</li><li>• Information Display</li></ul>

**1st Year Core Description (Spring)**

Throughout the 1st year Core we explore the fundamentals of administering for the public good. Spring quarter we plan to examine the policy, budget, and fiscal foundations of serving the public. The final class in first year core will provide an introduction to policy analysis, budgeting, and financial management. We engage in policy and budget analysis to examine public problems and critique possible solutions, craft recommendations to generate and allocate public funds, and establish plans to implement policy and budget changes.

**Learning Objectives (Spring)**

Our learning objectives are to respond to the following questions: 1) What are the various approaches to public budgeting and public policy processes? 2) How do we analyze budgets and policies? 3) What are the factors involved in the nexus of decision making around budgeting and policy? Our intent is to gain a better understanding of how to approach, critique, analyze, and communicate with budgets and policies.

### **\*Books Carried Over From Winter Quarter**

Keating, B. & Keating, M. (2008). *Microeconomics for Public Managers*. Wiley-Blackwell. ISBN: 9781405125444, **\*used all year\***

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

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

Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press. ISBN: 978-0521405997. \$14 used **\*used Winter & Spring\***

### **\*New Books Spring Quarter**

Option 1) NASBO. Budget Analyst Training Guide. 219 page PDF available for FREE on-line at: [http://www.nasbo.org/sites/default/files/training\\_modules.pdf](http://www.nasbo.org/sites/default/files/training_modules.pdf)

**OR**

Option 2) Forsythe, D. & Boyd, (2012). *Memos to the Governor: An Introduction to State Budgeting*. 3<sup>rd</sup> edition. Georgetown University Press. ISBN: 978-1589019249

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

Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Updated edition. Oxford University Press. ISBN: 978-0195334760

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

Silver, N. (2012). *The Signal and The Noise: Why So Many Predictions Fail- but some don't*. Penguin Press HC. ISBN: 978-1594204111

### **Articles (to be posted on course website):**

Budget game #1. [http://marketplace.publicradio.org/features/budget\\_hero/](http://marketplace.publicradio.org/features/budget_hero/)

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

Gawande, A. (Aug 13, 2012). Big Med. *The New Yorker*.

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, Agendas, Alternatives, and Public Politics. *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) readings:

VAWA Reauthorization Act of 2013 S. 47 [http://docs.house.gov/billsthisweek/20130225/CPRT-113-RU00-S47\\_xml.pdf](http://docs.house.gov/billsthisweek/20130225/CPRT-113-RU00-S47_xml.pdf)

VAWA Fact Sheet from NOW: <http://now.org/issues/violence/VAWA-FactSheetFeb2013.pdf>

DOJ, Office on Violence Against Women, Tribal Communities

<http://www.ovw.usdoj.gov/tribal.html>

Oliphant vs. Suquamish Tribe background reading <http://www.acslaw.org/acsblog/all/oliphant-v.-suquamish-indian-tribe>

### **Optional Course Resources for Your Reference:**

Lean Enterprise Institute

<http://www.lean.org/WhoWeAre/LEINewsStory.cfm?NewsArticleId=116>

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](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://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>

**Spring 2013 Schedule (subject to change)**

<b>DATE</b>	<b>TOPIC/ACTIVITIES</b>	<b>READINGS</b>	<b>DUE</b>
<b>Week 1</b> <b>4/4</b>	<b><i>Policy Paradox</i></b> <ul style="list-style-type: none"> <li>▪ Lecture/Workshop</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Articles: Levine, Stone, Schneider Book: (Review Denhardt chs. 3, 5, 8) and Denhardt ch. 13	<b>Assignment #1- MPA app Policy Paper re-write</b>
<b>Week 2</b> <b>4/11</b>	<b><i>Policy Analysis</i></b> <ul style="list-style-type: none"> <li>▪ Lecture/Workshop</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Article: McCleary case opinion Book: Bardach (all)	
<b>Saturday</b> <b>4/13</b> <b>9:00am-4:00pm</b>	<b><i>Joint Session of Cohorts</i></b> <ul style="list-style-type: none"> <li>• Guest speaker &amp; Seminar, *Meet in Longhouse 9:00am-12:00pm*</li> <li>• Final project discussed &amp; Seminar, *Meet in Library 1412 1:00pm-4:00pm*</li> </ul>	<u>Readings:</u> Violence Against Women Act Book: Bornstein (all)	
<b>Week 3</b> <b>4/18</b>	<b><i>Budgeting Background</i></b> <ul style="list-style-type: none"> <li>• Lecture/Workshops</li> <li>• Seminar</li> </ul>	<u>Readings:</u> Articles: Posner PDF <u>or</u> Book: NASBO <u>or</u> Forsythe	<b>Assignment #2 - Policy Brief</b>
<b>Week 4</b> <b>4/25</b>	<b><i>LEAN Ways &amp; Fair Means</i></b> <ul style="list-style-type: none"> <li>◆ LEAN guest lecture</li> <li>◆ Rev/Tax Workshop</li> </ul>	<u>Readings:</u> Book: Ries (all) Articles: Gawande	<b>Assignment #3- Seminar Paper</b>
<b>Week 5</b> <b>5/2</b>	<b><i>Budget Audits &amp; Analysis</i></b> <ul style="list-style-type: none"> <li>• Excel &amp; Budget Game</li> <li>• *Meet in Computer Lab Library 2617*</li> </ul>	<u>Readings:</u> Keating (Parts III & IV) Shafritz (ch. 13) Play: Budget Games #1 & #2	<b>Assignment #4- Spreadsheet (done in class)</b>
<b>Week 6</b> <b>5/9</b>	<b><i>Program Evaluation &amp; Performance Measures</i></b> <ul style="list-style-type: none"> <li>• Guest speaker</li> <li>• Seminar</li> </ul>	<u>Readings:</u> Book: Shafritz (chs. 9 & 14) Articles: Mulroy, McCawley, Kelly, Priest	<b>Assignment #5- Seminar Paper</b>
<b>Week 7</b> <b>5/16</b>	<b><i>Making Predictions in an Unpredictable World</i></b> <ul style="list-style-type: none"> <li>▪ Film: The Code/ TVA</li> <li>▪ Seminar</li> </ul>	<u>Reading:</u> Book: Silver (all)	<b>Assignment #6- 1<sup>st</sup> Draft Plan</b>
<b>Week 8</b> <b>5/23</b>	<b><i>Governing the Commons</i></b> <ul style="list-style-type: none"> <li>▪ Lecture/workshop</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Book: Ostrom (all)	<b>Assignment #6- 2<sup>nd</sup> Draft Plan</b>
<b>Week 9</b> <b>5/30</b>	<b><i>Extreme Gov. Makeover (reflection &amp; integration)</i></b> <ul style="list-style-type: none"> <li>• Lecture/workshop</li> <li>• Seminar</li> </ul>	<u>Reading:</u> Book: Miller (all)	
<b>Week 10</b> <b>6/6</b>	<b><i>Student Displays (demonstration)</i></b>		<b>Assignment #6 - Final Plan &amp; Display</b>

\*Evals, June 10-14. Written evals (self & faculty) required.

## Assignments, Spring 2013

### **Assignment #1: Re-write Public Policy Essay from your MPA Application**

Due: 4/4 posted to moodle by 6:00pm. 5 pages. Using the Levine, Stone, and Schneider readings, re-write the public policy essay you wrote when you submitted your MPA application. How does your analysis or recommendation change based upon the readings and other lessons from core?

### **Assignment #2: Policy Brief**

Due: 4/18 posted to moodle by 6:00pm. 5 pages. Select either VAWA or the McCleary decision to assess. Policy briefs should “briefly” present a policy overview, define one problem with the policy, explain the impacts of the problem, suggest policy alternatives, explain the criteria for selecting a recommendation, project the outcomes if your recommendation is accepted, what are the trade-offs of your recommendation, then persuade the reader towards supporting your recommendation. Use the steps from Bardach’s *A Practical Guide for Policy Analysis*. Finally, use the budget readings from week 3 to comment on the budget impacts of your recommendation.

### **Assignments #3 & #5: Seminar Paper**

Due: 4/25 & 5/9 posted to moodle by 6:00pm. 3 pages. Using the readings assigned for the day the paper is due, critically analyze the author’s arguments, assumptions, and evidence.

### **Assignment #4: Spreadsheet**

Due 5/9 posted to moodle by 10:00pm. 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: Strategic Plan, or Business Plan, or Marketing Plan, or Bill Analysis**

1<sup>st</sup> Draft Due 5/16, 2<sup>nd</sup> Draft Due 5/23, Final Due 6/6 posted to moodle by 6:00pm.

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

- 1) Select a specific policy, analyze it, and identify a problem with it.
- 2) Select a specific budget closely associated with the policy, analyze the budget, and identify a problem with the budget.
- 3) Make one recommendation to address both problems.
- 4) Write a strategic plan, or a business plan, or a marketing plan, or a bill analysis to actualize/promote your recommendation. Include your policy and budget analyses along with descriptions of the problems in your plan. This is an opportunity to engage in “policy entrepreneurship” (Shafritz, p. 290); how will you make your recommendation a reality? You can pick the audience to direct your plan towards. What are the fiscal impacts of your recommendation?; interconnected policy implications of your recommendation?; how should your recommendation be implemented?; how is technology connected to your recommendation?
- 5) Prepare a display to exhibit your plan. This may be one or a combination of the following: poster, bulletin board, tiered information kiosk, story board, brochure, movie, webpage, wordle, prezzi, white board animation, brainshark, time toast, community toolbox, “clickers”, or other professional display about your plan. The key is the information display you create must be a “stand-alone” display and not require any explanation from you. It can be as interactive for the user as you make it. A feedback form will be placed at each station for your fellow students to fill out: ex. what are the key takeaways, first impressions, questions left unanswered, is the plan feasible? Each group will read their feedback received and briefly report out to class.

**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. 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.

<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

Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20-%20TITLE/WAC%20174%20-120%20-%20CHAPTER/WAC%20174%20-120%20-%20CHAPTER.htm>

**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.