DISCLAIMER-Due to COVID 19, the class is 100% remote, with Zoom. There are now asynchronous (online/videos/readings) and synchronous (live participation) options provided throughout the quarter. Please refer to canvas and email for up to date information and refer to https://evergreen.edu/covid19 for additional information regarding The Evergreen State College.

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.”

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Email</th>
<th>Office Hours</th>
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</thead>
<tbody>
<tr>
<td>Eric S. Trevan, Ph.D.</td>
<td><a href="mailto:trevane@evergreen.edu">trevane@evergreen.edu</a></td>
<td>By appointment and after class</td>
</tr>
</tbody>
</table>

Time and Location*

April 16-18, 2021
- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Asynchronous)
- Sunday 9am-5pm (Synchronous)

April 24-25, 2021
- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Asynchronous)
- Sunday 9am-5pm (Asynchronous)

May 14-16, 2021
- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Synchronous)
- Sunday 9am-5pm (Synchronous)

*Remote
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 intergovernmental 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.

Course Objectives

- An overview of different public policy theories.
- 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.
Technology

• Internet capabilities and access are required
• Zoom Meetings

Books/Readings/Software

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, it’s a good idea to order the books online in order to get them earlier and access lower prices/rentals, etc. Due to the small size of the class, a limited number of books should be available in the bookstore. Additional readings or handouts will be posted on Canvas in February or handed out in class.

Books


Other (posted on canvas - additional items may be included until class)

Video

State of Indian Nations National Congress of American Indians - 2021 State of Indian Nations - Bing video

Assignments

Assignment #1 Overview State of Indian Nations

DUE: 4/16/21

Description: Watch State of the Native Nations Address and write a 2-3 page seminar-style paper on it. Reflect on the message, the overall focus and priorities. This represents your viewpoint and overall opinion. It is critical to complete before the first day of class!

Assignment #2 Discussion Board Post (Asynchronous Assignment)

DUE: 4/26/21

Description: Prompts are based on the readings in Rubin. For each post discuss how this applies (or does not apply) to Tribal governance. You should understand that these topic/chapters may align with tribal culture or they will not relate.
This is an opportunity to deconstruct these examples and provide reflection in relation to tribes and their government operations. THIS REPRESENTS PARTICIPATION DURING THE SECOND WEEKEND-IF THE ASSIGNMENT IS LATE IT WILL REPRESENT 20 HOURS OF MISSED CLASS.

1. Politics of Public Budgets
2. Revenue Politics
3. Politics of Process
4. Dynamics of Changing Budget Process
5. Expenditures: Strategies, Structures and the Environment
6. The Politics of Balancing the Budget
7. Budget Execution: The Politics of Adaptation
8. Controlling Waste, Fraud and Abuse
9. Budgetary Decision-Making and Politics

Posts: You are required to post at least TWO times per asynchronous lecture topic. The first post is a response to the prompt. The second post is in reply to at least two classmate’s responses. To recap, your first post = reply to the prompt, your second post = reply to classmate.

Instructions: Each post must be at least 250 words. The purpose of these posts is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion with your classmates. Your post must advance the discussion or pose new issues for the group to consider. You are, of course, permitted (and encouraged) to submit additional posts (which may be shorter) in addition to the two required each week.

Assignment #3 Teach to Learn
DUE: 5/16/21
Description: Individuals will select one set of the policy theories in the reading and develop a 20-minute teaching session (including Q&A) to inform the class about your chapter. Each student will do the following: Select one policy theory provided in Sabatier. Learn about the theory 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 policy theory, related themes and lessons from the literature/course you design. Please use visuals in digital format in order to be submitted on Canvas.
Assignment #3 Faculty Evaluations  
Due: 5/23/21  
Description: All Students must complete Faculty Evaluations and Self Evaluations for full credit.

Schedule (Subject to change at the discretion of Faculty)

WEEKEND 1  4/16-18

Friday 4/16/21 (Synchronous)
- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings/Video
  - State of Indian Nations
- Assignments
  - Assignment #1 Overview State of Indian Nations

Saturday 4/17/21 (Synchronous)
- Class Overview
- Public Policy Overview
- Workshop
- Lunch
- Native Public Policy Presentation
- Seminar
- Readings
- Assignment
  - None

Sunday  4/18/21 (Synchronous)
- Seminar Summary
- Policy Framework
- Workshop
- Public Policy Strategy
- Workshop
- Readings
- Assignments
  - None
**WEEKEND 2  4/23/21-4/26/21**

Friday 4/23/21 (Synchronous)
- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings
- Assignments
  - None

Saturday 4/24/21 (Asynchronous)
- Readings
  - None
- Assignments
  - None

Sunday 4/25/21 (Asynchronous)
- Readings
  - None
- Assignments
  - Assignment #2 Discussion Board Post and Responses

**WEEKEND 3  May 14-16**

Friday 5/14/21 (Synchronous)
- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings
  - None
- Assignments
  - None

Saturday 5/15/21 (Synchronous)
- Combined Cohort Class First 100 Days
- Readings
  - None
- Assignments
  - None
Sunday 5/16/21 (Synchronous)

- Budget Overview Workshop
- Seminar
- Lunch
- Teach to Learn Presentations
- Readings
  - None
- Assignments
  - Assignment #3 Teach to Learn
  - Assignment #4 Faculty and Self Evaluation 2/7/21

*optional
Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College’s Title IX Coordinator in certain situations to ensure a student’s safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case in handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to 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. 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 abide by the social contract: WAC 174-121-01.
We abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

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

**Trauma/Trigger Statement**

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty’s responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members’ primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).

2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; https://www.evergreen.edu/policy/studentswithdisabilities).

3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.

4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

**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 email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

*Students will need the ability to access zoom and actively participate with this online meeting platform.*

**Reasonable Accommodations**

Are 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 Discussions**

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.

**Guest Policy**

Guests are welcome to visit our learning community during class time and seminar meetings with discretion 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. We recommend, if you’ve not already done so, that you sign up for the automatic alert system. More, here: https://evergreen.edu/emergencyresponse

**Communicating**

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

**Submissions 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 talking to 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 recurring 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. Students who miss 20 hours or more of class will receive a “no credit.”
**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. IF AN ASYNCHRONOUS IS LATE IT IS CONSIDERED ABSENT FROM CLASS.

**Credit**

Students will receive six (6) credits 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 each term.

**Evaluations**

Faculty evaluations and Student self-evaluations are required for credit– posted at the [my.evergreen.edu](http://my.evergreen.edu) portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit– posted to your [my.evergreen.edu](http://my.evergreen.edu) portal.