



Policy, Finance & Budgeting for Public Administration Spring 2020

Lecture meets in Purce Hall 7
Seminar rooms: Purce 6, Purce 7, Purce 8
See [Canvas](#) for up-to-date schedule and assignment information

Faculty	Email	Office Hours
Meghan Doughty	doughtym@evergreen.edu	By Appointment
Cali Ellis	ellisc@evergreen.edu	Th 1-4 pm
Teaching Assistant	Email	Office Hours
Shain Wright	wrisha02@evergreen.edu	Th 1-4 pm

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.

COURSE DESCRIPTION AND OBJECTIVES

Building on our work from winter quarter, we will examine the public policy, budget, and fiscal foundations of serving the public. This quarter we explore what it takes to move a policy and budget agenda for the public good in a democracy. We engage in policy analysis to examine public problems and critique possible solutions; craft our recommendations into effective materials for decision makers; while weighing sources of revenue against policy implementation expenditures. We will focus on how public funds are generated and allocated while recognizing the impacts of constant change in governing.

Learning objectives:

- Examine and evaluate models describing the policy process and analysis.
- Recognize terms and tools for communicating with, and as policy and budget analysts, decision-makers, and the public all within various political, social, cultural, economic, and governing contexts.
- Develop policy and budgeting skills for financial management, revenue, and implementation.
- Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams while depicting complex ideas and information.

Course Equivalencies for Evaluation:

4 credits Public Budgeting

2 credits Policy Research

EXPECTATIONS

Format of Assignment Submissions: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow [APA format and citation style](#). All written work will be of high quality, grammatically correct, clear and without spelling errors. Follow the Federal [Plain Language Guidelines](#) for writing that is clear, concise, and accessible. If you require it, please contact the Graduate Writing Assistant. 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.

Review Assignment Requirements Thoroughly Before Drafting Submissions: It is vitally important that you read and understand assignments before you begin to write. Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and to creative responses. Clear understanding of your goals is important to avoiding frustration.

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 in its entirety. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and interacting with 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 for course

credit. Multiple absences put you at risk for no credit.

Holidays for Reasons of Faith or Conscience: Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: <https://www.evergreen.edu/policy/religious-observance>.

Accommodations: are provided for any student who desires them through 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](#).

Use of Electronic Devices: The class is participatory and the learning community is dependent upon people being present to what is happening in class. [Research shows](#) that using electronic devices can be distracting and deleterious to the learning experience and to the learning community. Further, [research suggests](#) that typing notes on a keyboard rather than writing out longhand results in shallower processing of the concepts. Yet we acknowledge the limited, key situations where these devices are necessary. These situations include: accessing the Canvas site when course materials are being explained; workshops where laptops help teams track requirements and output; practical exercises in class where spreadsheets or other templates are needed; and individual situations where accommodation must be made through technology. In short, **put away your devices** (laptops, phones, tablets) except when otherwise instructed (we recognize that some may be accessing readings electronically and will use a device in seminar). If an emergency requires you to track activity on your phone, please inform a faculty member.

Teamwork: The expectations of students as individuals applies to expectations of individuals in project teams as well. Each team member is expected to behave as part of a learning community. The division of labor in teams should respect differences among members while ensuring maximum participation of all team members. Conflicts with the team should be resolved by team members to the greatest extent possible. It is not the role of faculty to adjudicate conflicts within teams unless they involve violations of college policies.

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. Academic dishonesty and plagiarism (i.e., using another's work as your own, see [MPA Student 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. 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 team. 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 our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty. Evaluations are considered "submitted" only when posted through the College portal.

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 rights & responsibilities](#) and the [non-discrimination policies and procedures at TESC](#).

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 to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Permission to Record Lecture, Workshop and Other Similar Discussion: 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**, 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.

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 class even if campus is open. If we do this we will send an all-class 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 Evergreen email and [Canvas](#) regularly.

READINGS

Bullard, R. D. (2000). *Dumping in dixie: Race, class, and environmental quality, 3rd edition*. Westview Press.

Menifield, C. E. (2017). *The basics of public budgeting and financial management: A handbook for academics and practitioners*. Rowman & Littlefield.

Paul, R., & Elder, L. (2006). *The miniature guide to critical thinking: Concepts & tools*. Dillon Beach, CA: Foundation for Critical Thinking.

Rubin, I. S. (2014). *The politics of public budgeting: Getting and spending, borrowing and balancing*. Seventh Edition. CQ Press.

Shafritz, J. M., & Hyde, A. C. (2016). *Classics of public administration, 8th edition*. Nelson Education.

ASSIGNMENTS

Policy Memo (Policy Models)

(Week 1)

1 page, single spaced, including an executive summary

As you know by now, a policy memo is a document that provides analysis and/or recommendations for a particular audience regarding a particular situation or problem. A well-written policy memo reflects **attention to purpose**; it is well organized; and it has a **clear, concise style**. This is your last opportunity to practice this important writing format this year, and you should **incorporate feedback from all of your earlier policy memo assignments**.

Your assignment is to write a policy memo that **makes a policy recommendation to a specific person**, connecting the readings to a real-world policy issue. Your audience could be a member of the legislature, a city council member, an advocate, a non-profit director, or another specifically defined individual requiring your insight and expertise on a policy matter.

You may select the policy and audience, but **you must** use one of the policy theories (**Institutional Rational Choice, The Network Approach, Advocacy Coalition Framework, Innovation and Diffusion Models in Policy Research**) from this week's readings to suggest your policy.

Select one issue and write a targeted policy memo identifying the problem and providing a recommendation. As usual, use a memo style heading and include an executive summary of **3 sentences maximum**. For guidance on policy memo writing, review the posted readings from [Behn \(2012\)](#) and the [USC Libraries Research Guides](#).

Research Analysis Worksheets

(Weeks 2, 8, & 9)

Please see Canvas for the worksheet which will guide your analysis of a research article or book. Different weeks have different requirements. In Week 9, you will select your own article.

Group Assignment: Budget and Finance Policy Analysis Proposal

(Week 3)

5 pages double spaced

Your final group assignment for this year is a [Budget and Finance Policy Analysis](#), which you will turn in and present on in Week 10. In preparation for your own self-directed, team-based research in Year 2 of the MPA program, the final assignment is an in-depth

graduate level research paper which requires careful planning and organization with your new team.

For this assignment, you should write up the elements of your planned final budget and finance policy analysis, including your agreed upon topic, policy background, comparison to similar policies, definitions of key terms, problem statement, and where you plan to look for literature and resources as required for the [Annotated Bibliography due in Week 7](#).

Group Assignment: Team Work Plan (Week 4)

Purpose: The purpose of this assignment is to facilitate group planning and increase the likelihood of a successful group assignment.

Instructions: This is a group assignment that must be completed outside of class with your Budget and Finance Policy Analysis team. The Team Work Plan is posted on Canvas.

1. The group will perform a S.W.O.T analysis. Identification of SWOTs are essential because success may be achieved from your team members' strengths, weaknesses, opportunities, and threats.
2. Next, the group will create a work plan, agreeing on:
 - A communication plan including meeting dates/times/location/mode (in person, over the phone, skype, etc.)
 - The group's definition of graduate level work
 - A conflict resolution plan, referring to your ITP metrics
 - A definition of a successful team assignment
3. Lastly, the group will create an aerial timeline of the Outsider Organizational Analysis with deliverables (what you will do & when) and each team member's responsibilities.

Key Skills: Strategic planning, decision-making, group facilitation

Menifield Book Assignments

(Weeks 4 & 5)

You will be assigned to complete specific questions from the Menifield text. See Canvas for more details.

Instructions:

The amount of time needed to complete these questions can vary from three hours to

six hours. Don't wait until the last minute to work on the questions.

Always use Excel formulas to complete mathematical functions in the spreadsheets. Do not use a calculator and plug the numbers into the spreadsheet under any circumstances.

Round dollar amounts to the nearest cent unless you are told otherwise. For example, \$34.5690 should be rounded to \$34.57 and \$43.212 should be rounded to \$43.21. When using Excel, format dollar amounts using the Excel functions. Dollar amounts should look like a dollar amount rather than just a number. As a general rule, follow the formats used in the text.

Make sure that you visually inspect the math in your spreadsheets to ensure that Excel is recalculating any changes that you make.

Excel will round numbers differently when different formulas are used. That is, two different students can insert two correct formulas and get slightly different results. Normally, these differences are very minor.

Each of the homework problems should be pasted into MS Word. It is not necessary to retype a long question on your homework assignment. However, it would be useful if you can capture the essence of a long question with a short phrase when completing an assignment in Excel. Then, paste the Excel worksheets (without the grid lines), graphs, charts, etc directly into MS Word.

ITP Metrics Assessments and Reflective Questions

- Team Dynamics (Week 5)
- Budget and Finance Policy Analysis Team Peer Feedback (Week 10)

Purpose: Again this quarter, you will complete regular evaluations via ITP Metrics ([The Individual and Team Performance \(ITP\) Lab at University of Calgary](#)). These are research-backed evaluations designed to help you understand your personal strengths and challenges and assess team health to help manage conflicts in your assigned team work.

Instructions: ***You are expected to complete all ITP Metrics evaluations that are sent via email.*** After each evaluation, carefully read your own customized report, and then answer the **reflective questions** provided on Canvas. This is for your own self-assessment only. While you must complete these questions, ***they will not be graded.***

Key Skills: professional self-awareness, emotional intelligence, team building and management

Assignment: Data Visualization

(Week 7)

Information about this assignment can be found on Canvas.

Group Assignment: Annotated Bibliography for Budget and Finance Policy Analysis

(Week 7)

5 to 6 pages with annotations single spaced. Annotated bibliography of 20 resources minimum (8 of which must be peer-reviewed) with a relevancy/usefulness scale for each.

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph: "the annotation." The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the source cited. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness or relevancy of the source to your research project.

Locate and record citations to books, periodicals, websites, and government documents that may contain useful information and ideas on your policy.

Examine and review the actual items. Then choose those works that provide a variety of perspectives on your policy. Cite the book, article, news piece, website, or government document using APA style. Write a concise annotation that summarizes and critiques the central theme and scope of the book or article.

Include one or more sentences that

- evaluate the authority or background of the author, or
- comment on the intended audience, or
- compare or contrast this work with another you have cited, and
- explain how this work illuminates/is useful for your policy topic.

Group Assignment: Budget and Finance Policy Analysis

(Week 10)

15 pages including references and tables.

Your paper for the class should address an important budgeting issue for a local, state or the national government. This is a graduate level research paper, not a literature

review.

You can examine issues related to government spending on programs, discussions of new budgeting techniques and applications and so on. For example, you might be interested in how governments spend funds on housing programs, health care, crime prevention programs or on performance budgeting. Or, you might be interested in surveying local governments to determine how they utilize various cash management techniques.

All topics must be turned in by Week 3. Therefore, you should be thinking about some topic that interests you and your team members during the first few weeks of class. You would benefit from discussing your ideas with faculty prior to your turning them in a proposal.

The final paper is due on the last day of class. Evaluation of the paper will be split equally **between the presentation and the written paper**. Your paper should include all of the normal sections that one would expect in a research paper and use APA style.

Individual Assignment: Learning Inventory (Week 10)

Create a document (table, grid, outline, chart, power point, beautiful visualization, or essay) that contains an inventory of your learning in the MPA program in the first year. How you present the information is up to you.

Bring your learning inventory to class; you will use it in a workshop activity. The only requirements are:

- include the book titles, quarter, and a brief description of the classes, contracts, or internships that were most valuable to you in the MPA program, and why; and,
- include the most important knowledge, skills, and/or abilities (KSAs) you learned from each class, contract, or internship you identify. What are you taking away from each experience so far? What are your aggregate take-aways?