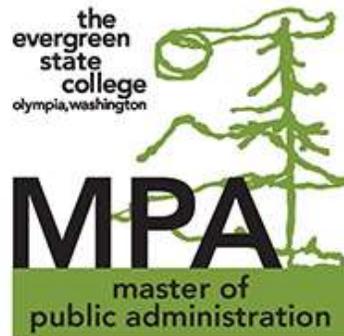


“Public Policy, Finance and Budgeting for Public Administration” [UPDATED 3/16]

Spring 2017 First Year Core, PNAPP Concentrations

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 Meetings:

Thursdays 6:00pm-10:00pm, April 6 -June 8, 2017
 Saturday 8:00am-5:00pm, May 6, 2017
 Evaluation Week: June 12-15, 2017

Class Location:

Seminar 2 D1105
 TBD

Faculty Teaching Team:

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Course Description:

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, policy and budget analysis, public speaking, and working effectively in teams while depicting complex ideas and information.

Spring 2017 Overview

Quarter	Knowledge	Skills and Abilities
<u>Spring 2017</u> Public Policy, Finance and Budgeting for Public Administration	<ul style="list-style-type: none"> • PA praxis • Policy process, design, and analysis • Managing in economic systems • Managing public goods • Public Budgeting and finance • Process improvement • Partnerships and civic participation 	<ul style="list-style-type: none"> • Article critique for decision • Persuasive public speaking for testimony • Writing bill analyses and fiscal notes for decision makers • Policy analysis writing for recommendation • Assessing costs and outcomes in budgeting

Spring Schedule 2017

Dates	Topics/ Readings	Assignments Due
Week 1 4/6	Public Policy Part I Books: Johnson, chapters 6 and 13 Shafritz & Hyde, chapters by Wilson, Weber, Follett, Maslow, Lindblom, Pressman and Wildavsky, Lipsky, Kingdon Article: Nabatchi Video: Ayn Rand a case against altruism	Assignment #1: Article Critique 1
Week 2 4/13	Public Policy Part 2 Books: Bardach (ALL) Shafritz & Hyde, chapter by Stone Articles: Schneider & Ingram, Levine	Assignment #2: Article Critique 2 Seminar: form teams
Week 3 4/20	Making it Real: Bill Analysis & Fiscal Notes Articles: Overview of the Legislative Process Citizen's Guide to Legislative Process How to testify in committee A bill and a bill report on www.leg.wa.gov Video: TVW: How a bill becomes a law	
Week 4 4/27	Public Budgeting & Finance Part I Book: Menifield, chapters 1 thru 4	Assignment #3: Bill Analysis and fiscal note
Week 5 Thursday 5/4	First 100 Days of Presidency & Impacts on PA 1 st yr core & 2 nd yr core joint class in Purce Hall Reading: Klein, <i>This Changes Everything</i> OR Watch the movie online	Assignment #4: Agency Budget Analysis
Week 5 Saturday 5/6	Managing Policies in Economic Systems TG & PNAPP joint cohort class location TBD Readings: will be provided	
Week 6 5/11	Public Budgeting & Finance Part 2 Book: Menifield, chapters 5 thru 8	Assignment #5: Annotated Bibliography
Week 7 5/18	Managing Public Goods Book: Johnson, chapter 11 Articles: Tragedy of the Commons ; Governing the Commons ; Running on Empty Videos: Systems Thinking ; Keynes Economic Theory ; What is Economics? ; Introducing Economics ; How the Economic Machine Works	Assignment #6: Policy Analysis draft 1
Week 8 5/25	Making it Real: Process Improvement Book: Bernard OR Modig Article: Civic Engagement Report: Skim one agency's latest quarterly Lean report Video: Intro to Lean Thinking in Washington State	Assignment #7: Policy Analysis draft 2
Week 9 6/1	So what?: Civic Participation & Partnerships Articles: Social Movements ; From Hero to Host ; Sirianni, <i>Neighborhood Planning</i> ; Rage Donating!	Assignment #8: Draft PowerPoint for testimony
Week 10 6/8	Final Presentations: Testimony Conference Format	Assignment #9: Final Policy Analysis and PowerPoint for testimony

Required Books

Carried Forward from winter quarter: Johnson, W. (2014). *Public Administration: Partnerships in Public Service*. 5th Edition. Waveland Press. ISBN: 978-1478610908. Used all year.

New for Spring:

Bardach, E. (2015). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 5th Edition. CQ Press. ISBN: 978-1483359465. *Note: the 4th edition of this text is fine to use.

Menifield, C. (2013). *The Basics of Public Budgeting and Financial Management: A Handbook for Academics and Practitioners*. 2nd Edition. UPA. ISBN: 978-0761861416

Shafritz, J. & Hyde, A. (2008 or 2011). *The Classics of Public Administration*. 6th or 7th Editions. Wadsworth. ISBN: 978-1111342746 *Note: the 8th edition of this text, 2016, is not useful for us.

Student's Choice of Books:

Week 5, Thursday: Klein, N. (2015). *This Changes Everything: Capitalism v. Climate*. Simon & Schuster. ISBN: 978-1451697391

OR [Watch the movie online](#)

Week 8, Thursday: Bernard, J. (2011). *Business at the Speed of Now*. Wiley. ISBN: 978-1118054017

OR Modig, N. & Ahlstrom, P. (2012). *This is Lean: Resolving the Efficiency Paradox*. Rheologica Publishing. ISBN: 978-9198039306

Articles & Videos

Week 1

Article: Nabatchi, T., Goerdel, H., Peffer, S. (2011). Public Administration in Dark Times: Some Questions for the Future of the Field. *Journal of Public Administration Research & Theory*. Vol. 21, pp. 29-43

Video: Ayn Rand, a case against altruism <https://www.youtube.com/watch?v=bUwTHn-9hhU&feature=related>

Week 2

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

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

Week 3

Articles:

- [Overview of the Legislative Process](#)
- [Citizen's Guide to Participating in the Legislative Process](#)
- [How to testify in committee](#)
- A bill and a bill report on www.leg.wa.gov

Video: [TVW: How a bill becomes a law](#)

Week 5 [Saturday] Readings will be provided.

Week 7

Articles:

- Tragedy of the Commons, by Hardin <http://www.dieoff.org/page95.htm>
- Governing the Commons, by Ostrom <http://www.resilience.org/stories/2013-11-01/governing-the-commons-by-elinor-ostrom-review/>
- Running on Empty. A review of *Water Wars: Privatization, Pollution and Profit* by Vandana Shiva. The Women's Review of Books, Vol. 19, No. 9 (Jun., 2002), pp. 6-7

Videos:

Systems Thinking https://www.youtube.com/watch?v=GPW0j2Bo_eY

Keynes Economic Theory https://youtu.be/RqihKq7F_xl

What is Economics? <https://www.youtube.com/watch?v=2YULdjmg3o0>

Introducing Economics: Basic Concepts <https://www.youtube.com/watch?v=gsa92tiWZxQ>

How the Economic Machine Works <https://www.youtube.com/watch?v=PHe0bXAluk0>

Week 8

Article:

Block, [Civic Engagement and the Restoration of Community](#)

Report:

Select one of the five key focus areas on the Governor's dashboard. Explore the focus area you selected and be prepared to discuss in class:

- What is the state measuring?
- Why?
- How is it going?

Select an agency from the list and skim the [agency's latest quarterly Lean report](#)

Video:

[Introduction to Lean Thinking in Washington State](#)

Week 9 [bumped from winter quarter]

Christiansen, [Four Stages of Social Movements](#)

Frieze and Wheatley, [From Hero to Host](#)

Sirianni, *Neighborhood Planning as Democratic Design*

McCambridge, [Rage Donating!](#)

Assignments

Assignment #1: Article Critique 1

Due 4/6. Article critique to be posted on canvas by 6:00pm. Write a 4 to 5 page article critique using the Nabatchi article from week 1. Follow APA format and use section headings to structure your critique. In your essay, *respond to the questions below*:

- 1)** Who is the audience for the article? Is the style and format appropriate for the identified audience? What is known about the author, or authors? What is known about the organization for who the authors are working? *Are they credible enough for you to base a decision on their work?*
- 2)** What is the thesis statement/argument? Does the author(s) provide convincing support for this thesis and overall analysis? Do you find the argument persuasive? What are the underlying assumptions of the author(s)? Are the conclusions overstated? *Do you trust the information enough to use it for a decision?*
- 3)** What specific question(s) do the author(s) address? Are these questions stated unambiguously? Is the scope of the question appropriate? *Are they asking the right questions so you can make a decision?*
- 4)** Is the review of the relevant literature thorough? Does it develop a sufficient theoretical framework to address the problem? *Can the theories be applied to make a decision?*
- 5)** Critique the presentation of arguments. Is it clearly written and logically organized? Are the conclusions suggested by the authors substantiated? Are weaknesses in the arguments revealed and discussed? *Is this article credible to use for decision? Why or why not?*

Assignment #2: Article Critique 2

Due 4/13. Article critique to be posted on canvas by 6:00pm. Write a 4 to 5 page article critique using one of the articles assigned from week 2 (Schneider and Ingram, or Levine). Follow APA format and use section headings to structure your critique. Respond to the same questions listed for Assignment #1.

Assignment #3: Bill Analysis and Fiscal Note

Due: 4/27. Posted to canvas by 6:00pm. Pages: 2 to 3. Use template provided.

A “bill” is a legislative proposal requesting action and/or appropriations. A “bill analysis” is an internal report on your agency’s position about the bill, its impacts, and is used to inform agency leaders to make key decisions. It should be written from a non-partisan stance and present facts; not opinions. Consider the following questions: What problem does the bill address? Can the agency implement the bill as written? If effects of the bill are negative, or the bill is poorly worded, can it be fixed? How? What are the gaps or flaws in the bill that the agency needs to address? Do effective dates cause the agency problems? Offer suggestions for new language.

A bill analysis typically includes: bill title & number, a one paragraph summary of the bill followed by sections about the Legislative history (sponsors, hearings, floor debates, votes, amendments), current law/practice, justification for the bill/problem addressed, fiscal note (fiscal impacts on agency if bill passes), and your suggested amendments/rejection/or approval with rationale to support. You may analyze either a proposed bill or one already passed/enacted. You will need to take a position (non-partisan) as an employee of a specific agency. Select a bill analysis and fiscal note to read from leg.wa.gov. Use the template provided.

Assignment #4: Agency Budget Analysis

Due: 5/4. Posted on canvas by 6:00pm. Pages: 3 to 5 pages (not including the one pager)

Building on the work you did for the bill analysis and fiscal note, go deeper and broader into the revenue and spending issues for the specific agency you selected. This assignment is no longer limited to the bill. Your assessment should include the following:

- *Part one:* one pager summarizing the key points. Similar to one pager we created fall quarter.
- *Part two (Revenue & Key Issue):* For your chosen agency, explain the revenue resources. What are they and where do they come from? This can be a graph or table in Excel with some explanation or it can be done in a word document with text, numbers, and percentages. By whatever means, inform the reader about revenue available to state decision-makers. Also, describe the most pressing revenue issue or issues in your chosen agency. This may be one revenue issue that is impacting all decisions or it may be several.
- *Part three (Spending & Future Challenges):* Identify the major categories of spending in your chosen agency and define the percentages of total spending that each represents. How does spending relate to, or reflect, the revenue issues noted in Part two (above)? Finally, what are the future spending challenges for this agency? Again, you may be reporting the information in a concise graphic, a table or other visualization, and enough description that an unfamiliar reader will understand the categories.

Assignment #5: Annotated Bibliography (group assignment)

Due: 5/11. Posted on canvas by 6:00pm. Length: 5 to 6 pages with annotations single spaced. Annotated bibliography of 20 resources minimum 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.

- First, form teams of 3 students from within your seminar group. Write a team work plan.
- Second, pick a specific existing policy to analyze. For example, a "policy" could be a RCW, WAC, municipal code, Federal law/code/rule/regulation, Tribal government law, tax code, internal organization policy (hiring, employment, non-discrimination), non-profit volunteer policy, etc. *You pick! The purpose of this annotated bibliography is to inform your literature review* which will lay the foundation for your policy analysis.
- Third, locate and record citations to books, periodicals, websites, and government documents that may contain useful information and ideas on your policy.
- Fourth, 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 (a) evaluate the authority or background of the author, or (b) comment on the intended audience, or (c) compare or contrast this work with another you have cited, and (d) explain how this work illuminates/is useful for your policy topic.

Example annotated bibliographies will be provided.

Assignment #6: Policy Analysis draft 1 (group assignment)

Due: 5/18. Posted to canvas by 6:00pm. Pages: 10 to 15. (not including title page, reference pages, or appendices). Follow APA format.

Policy analyses may be written by research entities, think tanks, advocacy groups, non-profit organizations, private companies, or government agencies. The purpose of the policy analysis is to briefly inform decision makers and persuade them to adopt your recommendation. Refer to the Bardach book to help you with this assignment. The policy analysis should be written in a neutral tone to demonstrate a well thought out (yet persuasive) recommendation.

- First, select the most useful resources from the annotated bibliography (10 minimum) to expand on in the literature section of this policy analysis.
- Second, your policy analysis should include the following: a one pager (separate document), title page, table of contents, executive summary, literature review (policy background, comparison to similar policies), definitions of key terms, problem statement, your recommendation, stakeholders, SWOT analysis/needs assessment of your recommendation, discuss pros and cons of your recommendation (persuade the reader to adopt your recommendation; include impacts on stakeholders), implementation action plan for your recommendation including a list of roles/persons required for action, authority/approvals needed, interdependencies and contingencies, time frames, evaluation criteria for measuring the success of your recommendation, and stakeholder feedback loops.
- Third, make a budget for your recommendation. Note the revenues/expenditures associated with action items to implement your recommendation. In making the budget for your recommendation, you are to use cost effectiveness analysis plan (CEA) with multiple options. Your CEA is to include three options, you must make a recommendation on one of the options and provide a narrative explaining the recommendation. That is, which option should produce good results with the least amount of spending?
- Fourth, end with reference pages and appendices. Sample policy analyses will be posted on canvas.

Note about the literature review section: Use only the most relevant resources from your annotated bibliography, include a co-written literature review of 10 resources minimum (journals, gov reports, newspapers, etc.). The lit review should provide the background of your policy, the problem with it, and the basis for your recommendation. Write a clear one sentence problem statement. As a team, define all key terms used in your problem statement. A “literature review” is a review of relevant resources to help you respond to the policy problem you identify. Write with resources discussed across paragraphs (compare/contrast sources). Use very few direct quotes and no long quotes if possible. *We write literature reviews to:* Understand the background of a topic; define terms; set boundaries for scope of analysis (clarify what is out of scope); challenge assumptions rather than simply support predetermined conclusions; compare and contrast sources (find agreement and disagreement on terms, facts, definitions, reasons, major debates); tell the policy story; build credibility through knowledge and evidence. Readers need useful resources (not your opinion).

Assignment #7: Policy Analysis draft 2 (group assignment)

Due: 5/25. Posted to canvas by 6:00pm. Pages: 10 to 15. (not including title page, reference pages, or appendices). Use APA format. Follow the instructions for draft 1 and include revisions.

Assignment #8: Draft PowerPoint for Testimony (group assignment)

Due: 6/1. Posted to canvas by 6:00pm.

You will be given 10 minutes to deliver testimony as if you were testifying before the Washington State Legislature. Similar to when delivering actual legislative testimony, be prepared to answer questions from the "legislators." A powerpoint presentation is required and must follow the guidelines provided in class. Example testimonies will be discussed in class and are available for viewing via TVW.

Assignment #9: Final Policy Analysis & Final PowerPoint for Testimony (group assignment)

Due: 6/8. Posted to canvas by 5:00pm. These should include revisions based on feedback received.

Course Policies

Format: Unless otherwise noted, 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 and 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 and 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 (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) students may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) students may be denied full credit. Finally, if students do miss a class, they 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. However, 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. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive six 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 each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and 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 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.

Technology use and 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, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss 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](#).

Conduct and 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 and 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 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 of first year Core 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 handbook. 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.

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.