

San Jose State University  
MPA Program  
Fall 2011

**PADM 297: Advanced Seminar in Public Administration**

**Mondays, August 29, 2011 – December 12, 2011  
6:00 pm through 8:45 pm**

**INSTRUCTOR:** Frances L. Edwards, M.U.P., Ph.D., CEM  
<http://www.sjsu.edu/people/frances.edwards/>  
**OFFICE:** Clark 402-D  
**OFFICE HOURS:** Mondays and Tuesdays 3:30-5:30pm  
**OFFICE PHONE:** (408) 924-5559 (only during office hours; please do not leave a message)  
**EMAIL:** Sjsupadm297@yahoo.com  
**SOFTWARE** Microsoft Office 2007 or compatible  
**STANDARD:**

**NOTE: THIS IS A GREEN CLASS**

**ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY  
THROUGH THIS E-MAIL ADDRESS ONLY! NO HARD COPIES ACCEPTED!!**

**COURSE DESCRIPTION:**

The purpose of public administration is the efficient and effective management of the resources placed in the public trust. The practice of public administration includes the application of political understanding, ethical standards, social science research and statistical tools to the public's business. Since resources available to government are scarce, a critical element in public administration is the ability to analyze government challenges and determine the "best use" of these resources for the overall good of the community. On the one hand it is a subjective statement, since the understanding of "best use" will be culture bound, and specific to time and place. On the other hand, there are objective tools that allow competing "uses" to be evaluated in a relatively value-free manner. A combination of objective and subjective methods of evaluation is needed to make informed judgments on most public policy and program issues.

This course serves as the "capstone" of the MPA program. It uses an analysis of real world cases to relate principles and theories of public administration to concrete, real-world problems. The individual subject papers dealing with the main class topic that earn a grade of A- or better will be published as an electronic journal. The culminating project for this class is the approved prospectus for the PADM 298 project. **A STUDENT CANNOT PASS PADM 297 WITHOUT A COMPLETED AND APPROVED PROSPECTUS!**

**METHODS:**

This seminar will emphasize students' critical analysis of readings and application of theory to real situations. In addition to readings and class discussion, methods include lectures, case study projects, and document analysis. Class participation is valued because every member of the seminar is a resource to the group's learning. Experience is respected.

**LEARNING OBJECTIVES:**

Upon completing this course, students should be able to:

- 1) identify and evaluate the major factors in resolving a real world government challenge;
- 2) integrate skills learned throughout the MPA program to resolve a government challenge;
- 3) demonstrate an understanding of intergovernmental relationships as they impact solutions to government challenges, including constitutional limitations;
- 4) write an appropriate public policy analysis and recommended solutions in appropriate and effective English;
- 5) orally present the key points of a government challenge;
- 6) visually present the key points of a government challenge through a PowerPoint presentation;
- 7) work in teams to develop solutions for government challenges; and
- 8) create a prospectus for a detailed research project in the public or non-profit sphere as the culminating experience of the MPA program, as the basis for the PADM 298.

**WIRELESS LAPTOP PROGRAM:**

The MPA program is part of the University's Wireless Laptop Program. **All MPA students are required to have a wireless laptop for use during class.** Financial aid for the purchase of a wireless laptop up to \$2,000 is available to qualified students through FAFSA funding. See the Wireless Laptop Project page at <http://www.sjsu.edu/faso/services/wirelesslaptopproject/> for more information. The MPA director must sign the financial request form before submission.

**REQUIRED READING:**

\*\*\*Eugene Bardach, *A Practical Guide for Policy Analysis*, CQ Press, ISBN: 978-1-56802-923-8. 2008 (Also available as Kindle)

Constitutions: United States <http://www.usconstitution.net/const.txt>;

California <http://www.leginfo.ca.gov/const-toc.html> (read Local Government and Spending Limitations sections)

\*\*\*Diane Schmidt, *Writing in Political Science*, 4<sup>th</sup> Edition. ISBN: 9780321217356

Southern Growth Policies Board, *Results-Oriented Government*, [http://www.southern.org/pubs/pubs\\_pdfs/rog\\_guidebook.pdf](http://www.southern.org/pubs/pubs_pdfs/rog_guidebook.pdf)

\*\*\*Sylvia & Sylvia, *Program Planning & Evaluation for the Public Manager*, Waveland Press, ISBN 1-57766-341-1. 2004.

\*\*\*= books purchased for use in earlier classes.

### ACADEMIC INTEGRITY:

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

#### *Instances of academic dishonesty will not be tolerated.*

*Plagiarism*, presenting the work of another as your own, or *the use of another person's ideas without giving proper credit*, will result in a *failing grade (making your continuation in the MPA program unlikely), and sanctions by the University.*

For this class, all assignments are to be completed by the individual student unless otherwise specified.

"If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors." <http://www2.sjsu.edu/senate/S04-12.pdf>. The prospectus is pre-approved for all PADM 297 studentys for use in their PADM 298 projects.

**IF YOU CHEAT, PLAGIARIZE, FAIL TO ATTRIBUTE DIRECTLY COPIED OR PARAPHRASED MATERIAL, BUY A PAPER, USE SOMEONE ELSE'S PAPER, OR IN ANY OTHER WAY VIOLATE THE ACADEMIC INTEGRITY POLICY, YOU WILL FAIL THIS COURSE, regardless of previous standing!**

### DROPPING AND ADDING:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and other information found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). You should be aware of the new deadlines and penalties for adding and dropping classes.

### RESOURCES:

San Jose State University Library has research tools. One class session will be devoted to an introduction to the research support and literature resources available through the library. All students, regardless of previous experience with the library **are expected to attend this session**, and are expected to be familiar with these research tools, and to access them to support required research activities.

**ADA ACCOMMODATION:**

It is the goal of this class to be a positive learning experience for every student! If you need course adaptations or accommodations because of a disability, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

“Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability. <http://www2.sjsu.edu/senate/S05-14.pdf> . Special accommodations for exams require ample notice to the DRC testing office and must be submitted to the instructor well in advance of the exam date.”

**LEARNING ASSISTANCE RESOURCE CENTER:**

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center on 9<sup>th</sup> Street. For more information about LARC go to <http://www.sjsu.edu/larc/>.

**SJSU WRITING CENTER:**

The SJSU Writing Center in Clark Hall, Room 126, is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Their writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. For more details go to <http://www.sjsu.edu/writingcenter/>.

**GRADING COMPONENTS:**

Participation in class activities/discussion	15 points
Case papers and problem presentation	20 points
Case class leadership and report	10 points
Prospectus research question and literature review	10 points
Prospectus methodology plan and outline	10 points
Prospectus presentation and PowerPoint	10 points
Approved complete Prospectus, including letter from adviser	25 points
TOTAL	100 points

**GRADE VALUES:**

A+	99 and above
A	93-98
A-	90-92
B+	88-89
B	82-87
B-	80-81
C	75-79
D	70-74
F	69 and below

**MAKE-UP POLICY:**

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations, which are a significant part of your grade.** Incompletes are discouraged.

**PARTICIPATION:**

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials provided by the presenters when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete the prospectus that might not otherwise be available except from class discussion.

**CLASS CASE PAPER/ PRESENTATION:**

- 1) A 3 page summary of the case. Conduct your research on the topic including advice from your study group, **BUT DO NOT REVEAL YOUR CONCLUSION!** Explain your case and write a summary of the important facts about the case that you have discovered in your research . This would be your “background” material in a staff report, or “introduction” material in your prospectus. Add one page for your Sources Consulted list. E-mail to the entire class using the “reply to all” function or your own complete e-mail list by 6:00 pm on the Friday night before the presentation. For example, case summaries 1,2 and 3 are due to be mailed to the professor and all students by 6:00 pm on Friday, September 30. This will give all students time to prepare for the class discussion on October 3. **ALL STUDENTS ARE GRADED ON THEIR PARTICIPATION IN THE DISCUSSION OF THE RECOMMENDATION!**
- 2) In 3 pages provide a staff report about your case with your recommendation for resolving or managing the issues in the case. Use the attached format, starting with Recommendation, **SKIP** background (since the Background is in the first document), then proceed with the Analysis and on to the end. This is to be turned in to the professor **ONLY NOT LATER THAN 5:30 PM** on the night of the presentation as a second document. **DO NOT SHARE THIS WITH CLASSMATES.**

- 3) Create a PowerPoint of your case summary, not to exceed 5 slides, providing adequate detail to guide the class discussion and development of a solution. **DO NOT REVEAL YOUR RECOMMENDATION!** The last slide should say “Recommendation and Conclusion” and be left blank. It will be completed when the class has drawn its conclusions. Send the PPT with the last slide completed to the professor at the class website at the end of class the night your case is due.
- 4) As the leader of the discussion, you should seek to draw out the group on the various components of the case. Do not, however, conclude your introductory remarks with a presentation of your proposed solutions. Please note that your solution may be dramatically altered as a result of the group discussions. This should not be discouraging to you because group discussions always sharpen one's perspective and there may very well be students in class with considerable experience in the field.
- 5) Write 2 pages about how your recommendation differed from the class recommendation and why. Did they have information or relevant experience that you did not have? Did they have a different point of view that led to a different opinion? Were they similar? Were both recommendations adequately supported by data/information? This is due the week after your case presentation. For example, cases 1,2, and 3 recommendation analysis is due October 10, even though there is no class.

Cases	Summary to Students	Recommendation to Professor	PPT Due/ Presentation/ PPT to Prof	Comparison Due to Professor
1,2,3	9/30	10/3	10/3	10/10
4,5,6,7	10/14	10/17	10/17	10/24
8,9,10,11	10/21	10/24	10/24	10/31
12,13,14	11/4	11/7	11/7	11/14

These papers will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	3/3
b) The comprehensiveness and care with which the challenge being analyzed is described.	3/3
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	3/3
d) The quality of <i>research supporting the analysis</i> leading to evaluation of the topic.	3/3
e) The quality of critical thinking demonstrated in the Analysis section.	3/3
<b>TOTAL</b>	<b>15/15</b>

## PROSPECTUS PROJECT:

Papers must be **12-20 pages** of double-spaced word processed text in Times New Roman 12 point font, **with in-text citations in APA format**. An additional page will contain the list of Sources Consulted *in APA format*. **Papers must be based on at least 20 references, including at least 3 from peer reviewed professional journals of the last 5 years**, and the rest from appropriate government documents, newspaper reports or other **academically acceptable sources**. **If the topic relates to a local government, access the relevant agenda and meeting minutes at the government's website!**

**The topic is your capstone focus and will be completed in PADM 298 as your final project to complete the MPA.**

**Students must take care that appropriate citations are used.** Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Ideas from others may be paraphrased and must also be referenced, although quotations marks are inappropriate. It is assumed that you have access to the Schmidt book required during PADM 210 as a reference for your citations. Likewise, it is assumed that you have taken the **Plagiarism Tutorial** during PADM 210, and that you know the rules for citing quotes and paraphrases. You will give the professor the date and class for which you last took the tutorial. Your statement indicates that you are familiar with the rules and understand that you **MUST ABIDE BY THEM!** If not, take the tutorial available at the SJSU/MLK Library website.

**Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions, including a failing grade in this course.**

We will spend a part of a class session going over the prospectus format, which will be provided as an e-mail. Sources must be from the literature of the social sciences including peer reviewed journals, books by reputable publishers (if in doubt ask the professor), government documents, daily newspapers, government websites or credible journalistic websites. **You may not use any wiki, Answers.com, or similar encyclopedia-type websites, or self-published books!** Journal articles are preferable to books for two reasons. 1) The information is more up-to-date and usually more scholarly. 2) Using articles will make your paper writing much easier. Also welcome are citations of current government reports and publications that are available on the government agency internet sites.

We will spend one class at the Library learning about their resources for research. The research topics under Political Science at the library's website include guidance on selecting credible sources, including discerning academic journals from popular press materials. [http://www.sjlibrary.org/services/literacy/info\\_comp/articles\\_scholarly.htm](http://www.sjlibrary.org/services/literacy/info_comp/articles_scholarly.htm) You will be expected to use this guidance in the selection of your resource materials.

### **Prospectus Research Question and Literature Review**

On the date noted, submit the research question in acceptable format and the literature review as a **well-written essay** on your topic. Be sure that you have the right number and type of resources listed: total of at least 20 academically acceptable sources, of which at

least 3 must be relevant peer reviewed journal articles. Be sure to include the relevant staff reports as required. Use the materials on literature reviews provided as a guide to the development of yours.

The paper will be evaluated using the following criteria:

<b>Criteria</b>	<b>Points</b>
a) The professionalism with which the essay is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	2
b) The comprehensiveness and care with which the research question is crafted.	2
c) The demonstration of understanding of the topic leading to the selection of appropriate sources and the creation of an essay that explains the context and current research related to it	4
d) At least 3 peer reviewed articles	1
e) At least 20 appropriate sources	1
<b>TOTAL</b>	<b>10</b>

### **Staff Report Methodology Statement and Outline**

On the date noted, submit the methodology statement and report outline. The methodology statement is the heart of your work. From that work plan you will develop Findings (data collection, surveys, interviews or other research products) that will lead to your analysis and conclusion. The methodology must be explicit and COMPLETE, including the types of resources you will have to develop to complete it, such as questionnaires, and a statement regarding the need for IRB clearance. Most students will have to apply for initial IRB review to get an exemption from a full review. Projects using human subjects that ask questions about their personal lives will require full review, while those restricted to professional activities are usually, although not always, exempt.

Bardach and Sylvia and Sylvia offer several acceptable methodologies. Others will be accepted only if you can provide an academic reference on which you are basing your design. Other PADM 213 textbooks might be used, for example.

The paper will be evaluated using the following criteria:

<b>Criteria</b>	<b>Points</b>
a) The professionalism with which the essay is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	2
b) The comprehensiveness and care with which the research question is crafted.	2
c) The demonstration of understanding of the topic leading to the selection of appropriate sources and the creation of an essay that explains the context and current research related to it	4

d) At least 3 peer reviewed articles	1
e) At least 20 appropriate sources	1
<b>TOTAL</b>	<b>10</b>

### **Final Prospectus**

Once you have received your research question, literature review, methodology and outline back from the professor you will make any required changes. Next you will write an “Introduction” section for your paper based on your topic research up to that point. The research question is integrated into the “Introduction” section of the paper, usually in the first few paragraphs. You will then assemble the sections of the prospectus in the correct order, have it peer reviewed, and then make an appointment with the professor whom you would like for your adviser. You will present your prospectus and get the professor’s agreement to be your adviser, or move on to another professor until you find an adviser. You adviser should send me an e-mail stating that he/she will be your adviser for the project as presented to him, or as revised between you.

The final prospectus will be the basis for your presentation on the night assigned. You will create a PowerPoint to guide the presentation of your topic to your colleagues in class, and invite their comments or suggestions. The prospectus is due the night of your presentation.

The adviser must be a fulltime professor at SJSU. Since professors are not paid to supervise your final project you need to find someone whose research interests match yours. Alternatively you can start by asking someone to be your adviser and see what projects he or she is working on that would benefit from your research, and select that topic.

Professors and their interest areas are:

Brent: constitutional law

Edwards: emergency management, financial issues, public policy, climate change

Haas: transportation, statistical analysis, public policy

Nixon: urban planning, environment, climate change

Nuger: civil rights, civil liberties

Quill: ethics

The final prospectus will be graded as follows:

<b>Criteria</b>	<b>Point Value</b>
a) The professionalism with which the prospectus is presented: clarity, appearance, grammar, spelling, appropriate sections, appropriate word choice, “voice”.	4
b) The comprehensiveness and care with which the topic being analyzed is described in the Introduction section.	6
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy outcomes, as demonstrated in the Literature Review.	5
e) The quality of critical thinking demonstrated in the development of the methodology.	5
f) The <i>appropriateness of the references selected</i> and the analytical bridge to the topic.	5
<b>TOTAL</b>	<b>25</b>

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Week	Date	Class Plan
1	8/29	<p><b>Introduction</b>            Introduction of students, review of syllabus and course expectations. Purpose of PADM 297. Good writing questions- review of common mistakes. How does a team work in a public agency? What is “peer review” of papers? How is that not plagiarism? <b>Selection of topics. NOTE: YOU MAY NOT WRITE ON A CASE SUBJECT THAT YOU RESEARCHED IN ANOTHER CLASS.</b>            You may, however, base your prospectus on research from an earlier class or on the case from this class. <b>Form study groups for topics.</b></p>
2	9/5	<p><b>LABOR DAY HOLIDAY – NO CLASS</b></p>
3	9/12	<p><b>Library Resources – Crystal Goldman, Political Science librarian</b>  <b>Plagiarism tutorial scores due – if you took it before, send me an e-mail with the class and semester of your passing score.</b>            Meet at ML King Library, Room TBD  <b>Discussion:</b> Research using library resources, citing research including electronic lists, plagiarism. (approximately 1 hour)  <b>Part Two: Study Group Meeting</b>            Students will use the second half of class to meet in their study groups to confer on the development of the cases. If the study group wishes to remain in the library they should reserve a room for 7:30-8:45pm to ensure that there is space. This will allow for a break between class segments. Students are encouraged to remain the library to search for the research materials on the cases they will write about.</p>
4	9/19	<p><b>Prospectus Development</b>            Presentation on the prospectus, its segments, finding a topic and the IRB review. How do you create a research plan? How and when do you create your research question? How do you begin a literature review?  <b>Part Two: Study Group Meeting</b>            Review progress on cases, consult on prospectus topic ideas.</p>
5	9/26	<p><b>Readings on pensions sent via e-mail.</b>            San Jose’s Pension Crisis – an in-class case discussion.</p>
6	10/3	<p><b>Cases 1, 2 and 3</b>  <b>First 3 cases presented in class.</b></p>
7	10/10	<p><b>NO CLASS –RESEARCH NIGHT</b>            Students will use this night to confer with their study groups on research for the prospectus research question and literature review, including peer critiques.</p>
8	10/17	<p><b>Cases 4,5,6,7</b>  <b>Next 4 cases presented in class.</b></p>

9	10/24	<b>ALL METHODOLOGY/OUTLINES DUE</b> <b>Cases 8,9,10,11</b> <b>Next 4 cases presented in class.</b>
10	10/31	<b>NO CLASS – RESEARCH NIGHT</b> Students will use this night to work on research for the prospectus. Collaborate with study group for peer review.
11	11/7	<b>Cases 12,13,14</b> <b>Last 3 cases presented in class.</b>
12	11/14	<b>NO CLASS – RESEARCH NIGHT</b> Students will use this night to complete the Prospectus, obtain final peer review, contact professor to be adviser based on topic and methodology.
13	11/21	<b>Student Presentations of Prospectus: 1,2,3</b>
14	11/28	<b>Student Presentations of Prospectus: 4, 5, 6,7</b>
15	12/5	<b>Student Presentations of Prospectus: 8, 9,10,11</b>
16	12/12	<b>Student Presentations of Prospectus: 12, 13 and 14...PARTY!!</b>

PADM 297

**Cases: You do the research**

1. You have been hired by the County of Santa Clara Board of Supervisors to advise them on adoption of “sunshine” laws? What are the “sunshine” laws in City of San Jose, City of Santa Clara and City of Cupertino? In San Mateo County? When were they passed? What was the legislative intent? What do the staff reports say? How are they alike and different? How have the “sunshine” laws been implemented in these communities? What committees or commissions have been established to implement the “sunshine” laws? How has the Internet been used? Make a recommendation with a clear statement about exactly what they should do.
2. The County of Santa Clara recently awarded an ambulance contract to a new provider, Rural Metro. There was a lot of discontent at the last minute because people argued that the public was not adequately informed and included in the decision. You have been hired to investigate the problem and make a recommendation for the next award of an ambulance contract. What did the county staff report say? What are the requirements for noticing and public hearings for contracts? What was the review process for the ambulance contract? What influence did the joint San Jose/AMR bid have on the outcome? How do you know?
3. Cupertino recently began a program to replace its current street lights with induction lamps. San Jose is replacing its street lights with LEDs. What are induction lamps? What is the advantage of induction lamps over the incandescent, sodium vapor, mercury vapor and LEDs? What is the legislative intent of this program? What did the staff report say? What is the expected outcome? How and when can this outcome be measured? What are the costs? How will they get the money? What are the benefits? You have been hired by the city of Milpitas to make a recommendation on whether they should adopt LEDs or induction lighting, or take some other approach.
4. You have been hired to advise the California Secretary of Education on whether California should adopt a market rate tuition system for UC and CSU, with more generous financial aid for students with middle class incomes and below. What is a “middle class income” in San Jose, Modesto, Sacramento, San Diego? What is the tuition at state colleges in Arizona, Nevada and Oregon? What is the federally defined middle class income for Phoenix, Las Vegas and Portland? What is the rationale for state-supported higher education? Who benefits and who was originally expected to pay? What is the impact of Prop 13 on state funds for tuition support in California? What should the state of California do to ensure that a quality higher education is available to all eligible students? Should another funding source be developed to pay for higher education? If so, what should it be?
5. You have been hired by the Speaker of the Assembly to advise him on California’s fiscal problems. What kind of income enhancements should the state undertake to balance the budget and overcome the structural deficit long term? What kinds of new taxes and fees might be used? Which would need the public’s approval? Which would need only a 2/3 vote of the legislature? What action do you recommend to the Speaker?

6. Every year thousands of California youth reach the age of 18 and become ineligible for foster care and financial support. You have been hired by the governor to advise on which programs should be kept and which should be changed or eliminated. What programs are currently available for people “Aging Out” of foster care in California? What are the costs and benefits of these programs? Who benefits and who pays? What has happened without the programs when 18 year old people were out of the foster care system? What was the outcome? What is the expected outcome of your proposal? What data do you have?
7. You have been hired by the Department of Corrections to advise them on lowering the recidivism rate and thus the population in California prisons. Should the State change its policy on managing prison inmate transition to try to stop recidivism? Consider the New Jersey model, the need to downsize California state prisons due to federal orders (what are they?), and the need to cut Department of Corrections burgeoning costs. What is the current outcome? What changes would you recommend based on the New Jersey model? What labor relations issues might be created? How would you recommend that they be resolved?
8. A member of the State Senate has hired you to review the current Three Strikes Law and make a recommendation for some legislation that she can introduce to fix the perceived problem of causing prison overcrowding. She is a “lame duck” leaving office after the 2014 elections, so she sees this as her chance to make a difference for the future. Should the State propose a change to the Three Strikes Law for felons, restricting it to violent crimes? What is the current law? When was it passed? What was its intent? What is the outcome? Who has the power to influence whether an offense is a strike? Is this power exercised in a discriminatory manner? How would your recommended changes change the outcome for offenders?
9. The California High Speed Rail Authority has hired you to help them ensure that California’s high speed rail project gets build on time. Analyze the High Speed Rail program in California. How has the system been designed? What was the legislative intent? How will it be paid for- exactly what are the sources of funds? What has been the outcome so far? What is the long term implementation plan? Who are the supporters and why do they support the HSR? Who are the opposition and why do they oppose the HSR?
10. You have been hired by Governor Brown to create an outreach campaign on redistricting based on the 2010 census. Will the number of members of congress or state legislators change? Analyze the State’s current redistricting rules for the state legislature and the Congressional districts. What is the basis for redistricting? Who is in charge of drawing the new maps? How will the new districts be drawn? What has changed? What was the legislative intent? How and when will the outcome be measured?
11. The U.S. Department of Agriculture has hired you to evaluate California’s new “food stamp” program requirements for farmers markets. The state has mandated that all farmers’ markets accept welfare debit cards. Who gets welfare debit cards? How are they different than “food stamps”? What was the legislative intent? What was the impact of the mandate on farmers’ markets? How else might the legislative intent have been met?

- What have been the costs and benefits of this program to date? Has the number of state certified farmers' markets changed? What specific impact is this program expected to have on farmers' markets in Mountain View, Sunnyvale and Cupertino?
12. You have been hired by the City of Morgan Hill to determine whether the city should advocate for the abolition of the industrial and commercial applications of Proposition 13 in California. What is Proposition 13 and how does it impact commercial and industrial properties currently? How many properties on the Morgan Hill tax role are commercial and industrial? What percentage is that of all taxable properties in Morgan Hill? What percent of the city budget revenue comes from commercial and industrial properties now? How would that change if the state changed the application of Prop 13 to commercial and industrial properties by some method: more frequent reassessments, higher percentage of purchase price, some other method? Create a table to demonstrate the impact of each possible method.
  13. You have been hired by the Santa Clara County Open Space Authority to try to determine if they should implement a new parcel tax. Right now their ability to raise revenues is limited by Prop. 218. What is Prop 218? Why did they lose the lawsuit over Prop 218? What could they do differently in the future to create a new revenue source?
  14. You have been hired by the City of San Jose to investigate the effects of sea level rise related to global warming on Alviso, and recommend Public Works actions in the next 20 years. How does the latest general plan address this issue? What is the likely effect on Alviso, and when will it occur? Should the city engage in further mitigation measures, such as raising the sea wall? How could the marsh be mitigated? Who would pay for it? Would a special assessment district be an appropriate method for raising REVENUE? What has to be done to create the special assessment district after Prop 218? What should property owners be told if the sea level rise cannot be mitigated? Is there a cost/benefit to mitigation? What are the other options? Should the city stop placing improvements in Alviso in light of the sea level rise problem? What is the data that provides a basis for the decision?
  15. You have been hired by San Jose to review the Green Vision tree planting policy, and recommend how to move it forward. What are the benefits of tree planting to global warming; to community air quality? How many trees would be needed to have a measurable effect? What is San Jose's current program? How could that be enhanced without public funds? Where could public funds for tree planting be obtained? What kind of public/private partnership might be worthwhile? What kind of federal income tax breaks are available to landowners who plant trees? How many acres and how many trees? What role could unbuildable hillside areas, flood plains and other difficult to develop land play?

## Spelling and Grammar Guidance

*Common Graduate Student Mistakes!!*

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
  - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
  - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
  - a. Their, there
  - b. Right, write, rite, wright
  - c. Sight, site, cite
  - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name ( Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to

remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.

11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.
12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose.
15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numerals for percentages, money, road routes or scientific calculations.
16. Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.
18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
19. Gerunds are always singular. “**Encouraging** good writing **is** important.”
20. Pronouns must match the noun and verb. “The doctors finished their rounds.” “The doctor finished his rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

## Staff Report Format

**To:** Dr. Frances L. Edwards                      **From:** Your Name  
**Subject:** **Challenge in a few words**                      **Date:** Assigned due date

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**RECOMMENDATION**

One sentence that summarizes your recommendation to the body that hired you... “do” or “do not do” something

**BACKGROUND**

Facts about the problem: location, population, urban/suburban/rural, socio-economic characteristics of the population, economic base.

Facts about any solution that was tried and failed: what is it?/description, goals, target population, partners, stakeholders, role of elected officials, role of other cities/county/state/federal government. When did the challenge start, what caused it, whose idea, when did it become known, why? Other salient facts.

**ANALYSIS**

Note that only a few of these questions will be applicable to each case.

- What is the level at which the problem should be solved?
- Is the problem appropriate for an individual decision or is a work group or task force approach more appropriate? If so, who should be in it?
- What are the political implications of the problem?
- Is the media likely to become involved?
- Can the problem and its resolution affect political careers?
- Will resolving the problem require legislation? If so, at what level?
- What are the budgetary programmatic implications of the problem?
- Is the policy reasonable?
- Is the policy broad or vague?
- Was the policy application discriminatory or inconsistent?

- Was the grievant aware of the policy and/or given the opportunity to correct his or her behavior?
- Were there extenuating circumstances?
- What can the organization do to prevent a recurrence of the situation at hand?
- What sorts of long term solutions should be undertaken by the organization?
- Did term limits effect the initial decision that caused the challenge?

### **BUDGET IMPACT**

How will the solution be funded? What are the costs and benefits? Who will bear the costs? Who will get the benefits? What is the expected fiscal impact in one year, five years, ten years?

### **PUBLIC OUTREACH**

Was the public involved in the policy/program/activity development that caused the challenge? If so, who represented “the public”? How?

### **CONCLUSION**

What exact steps should be taken to resolve the problem? No more than 2-3 sentences.

Student Name  
Program Analyst