THE EVOLUTION OF AN MPA PROGRAM: THE CASE OF THE GRADUATE PROGRAM IN PUBLIC POLICY AND ADMINISTRATION AT COLUMBIA UNIVERSITY'S SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

I. INTRODUCTION

From 1985-1998 I was the director of the MPA Program at Columbia University and was actively involved in the development of its curriculum. Before serving as director, I was a faculty member in the program, given considerable discretion by the program's first director, Demetrios (Jim) Caraley to develop the program's public management curriculum. This paper reflects nearly two decades of occasional thought and constant involvement in a collective enterprise to develop a professional degree program in public policy and administration[(1)]. The paper will review the overall architecture of the degree, and discuss the content, evolution and rationale for the entire curriculum and then for each of the program's required courses.

II. THE ARCHITECTURE OF THE PROGRAM'S CURRICULUM

Overall

Exhibit 1 presents the MPA curriculum at a glance as it appears in the 1998-2000 Bulletin. The curriculum is certainly within the mainstream of contemporary public policy programs in the United States. It includes the study of organizational and financial management, applied microeconomics and statistics, and the political setting of public policy making. The program permits concentrated study of major policy issues. It provides a capstone experience and incorporates a required internship.

The rationale for the program is that many of the people who work in the public sector have been prepared to work in other fields and are ill-equipped for public sector work. Lawyers working as policy analysts frequently lack background in economics. MBAs working as public sector managers often lack an understanding of the importance of politics and the role of political institutions. The purpose of the MPA degree at Columbia, as it is at most schools belonging to the National Association of Schools of Public Affairs and Administration (NASPAA), is to provide professional training for public sector practitioners.

The degree has evolved from its roots as an effort of some of the more applied, urban-oriented members of Columbia's political science department to create a terminal masters program in public affairs. From the program's inception in 1977, Jim Caraley and some of his colleagues involved in founding the program recognized that political science alone would not provide the base of knowledge needed for a viable professionally-oriented curriculum. Economics, organizational management, applied statistics and practitioner knowledge were also necessary.

A very similar curricular structure to the one in Exhibit 1 appears in the 1982 Bulletin of the program. While the content of the required courses has changed dramatically, many of the courses required in 1998 were required in 1982. The 1998 curriculum differs from the one presented in 1982 in the following ways:

- The addition of the year-long practicum in Public Policy and Management-- a course that brings practitioner speakers to the program's first year class each week.

- The addition of a required mini-course in professional development- a course taught by our Career Office to help our students navigate the job market.
- The addition of an intensive week-long math review to provide pre and introductory calculus instruction in support of the applied microeconomics and quantitative analysis courses.
- A changing area of study on the context of policy decision making. No longer are students required to take particular courses in American and Urban politics. They are still required to study political institutions, but they may now focus on political structures outside the United States.
- The addition of the analytic, gender and international affairs concentrations.

The structure of the program in both 1982 and 1998 included a similar core and the same tripartite division of core, contextual and concentration studies.

The MPA Core

The core curriculum provides skills to analyze and understand the formulation and management of public policy. As it has evolved at Columbia, the core has increasingly included specific professional and vocational skills such as memo-writing, oral briefings, group process and team building, spreadsheet and other forms of financial analysis, use of computer programs and the world wide web. Today's MPA program includes frequent instruction in job search techniques and constant exposure to public sector practitioners. These skills have been added to more traditional curriculum elements such as organizational analysis, budgeting, financial analysis and reporting, probability theory, applied regression analysis, and applied microeconomics. In addition to the first year core curriculum in management and policy analysis, students apply the lessons of the first year core in the required second year workshop sequence and in their areas of concentration.

The principle goal of the core is to provide students with the analytic, communication and work skills required to be problem-solving public sector professionals. This includes careers in government, but increasingly includes careers in the nonprofit sector and in the parts of the private sector that work with government in the formulation and implementation of public policy.

The rationale for the MPA core is that there are a set of skills similar to those taught in MBA curricula that must be adapted to the specific needs and environment of the public sector. If the public sector was not fundamentally different from the private sector, there would be no reason to establish distinct degree programs in public policy and administration- - our students could simply take MBAs. While the public and private sectors increasingly interact, in the view of the faculty who built Columbia's MPA Program there is no question that these sectors are distinct. The difference derives from the unique attributes of ***the*** government, which Robert Dahl termed: the entity "...that successfully upholds a claim to the exclusive regulation of the legitimate use of physical force in enforcing its rules within a given territorial area."[(2)] Managing and charting a course for public sector organizations is more difficult and complicated than managing private organizations. While people with MBAs may see shareholders as analogous to voters and boards of directors as analogous to legislators, the analogy breaks down at critical points. Only government has the legitimacy to conscript, detain and if necessary punish you. Politics is more than a minor confounding factor in public policy and management, and its presence justifies and makes necessary a distinct field of study.

The Context of Public Policy

The context requirement builds on a structural feature of the MPA Program that enables it to draw directly upon the course offerings of Columbia's social science departments. The School of International and Public Affairs (SIPA) is a professional school at Columbia that is one of the five schools of Columbia's Arts and Sciences Construct. This construct includes the undergraduate Columbia College, The Graduate School of Arts and Sciences, The School of the Arts, The School of General Studies and SIPA. These five schools, SIPA's Department of International and Public Affairs, along with over two dozen other academic departments report to a Vice President and Dean of Arts and Sciences. The SIPA Dean is a department chair as well as the Dean of the School. In Columbia's statutes Schools and Departments perform distinct functions: only schools can offer degrees and only departments can appoint faculty. Nearly all of the School's full time faculty and Executive Committee hold joint appointments with Arts and Sciences Departments. This means that many of the offerings of the departments of history, political science, economics, sociology and anthropology tend to have policy content and address contemporary public policy dilemmas. It also means that SIPA tuition dollars help support those departments and SIPA students are entitled and expected to enroll in those courses.

The MPA context requirement allows students to draw on a rich diversity of courses that help them learn why particular public policy issues have emerged and how they have been addressed by the world's political, social and economic systems. Students can choose from over one hundred contextual courses and can tailor this set of electives to their own intellectual and career requirements. SIPA's location within the Arts and Sciences frees the School from offering a set of specific courses on the context of policy making and gives students the experience of learning from some of the nation's top academic social scientists. It provides MPA's with the skill of learning how to tap into the expertise of the scholarly community. By requiring course work with aspiring Ph.D.s it gives MPAs an opportunity to learn how to communicate informally with future scholars and learn how they approach research.

The goals of this area of the curriculum are to:

- Teach students to understand the causes and effects of public policy problems and solutions: How do social, economic and political structures and trends influence and constrain the definition of policy problems and their potential solutions? Why do some issues achieve legitimacy and others do not? What are the boundaries of political and administrative feasibility? What are the sources and root causes of those boundaries?
- Teach students how to understand and learn from the research conducted in the social sciences, and to prepare them to be life-long learners of fundamental research in the social sciences.

The rationale for this requirement is that we believe the MPA degree should do more than provide technical professional education, but should also require students to think and learn about the context of public policy. This is to encourage students to ask why--along with how and when. We use a field requirement rather than a set of specific courses to take advantage of the learning opportunities that exist at a great research university and to allow each student to craft the context courses to meet his or her own particular needs. In addition, a field requirement allows us to piggy-back, in part, on other programs and makes it less expensive to offer than a set of specific required courses.

The Concentrations

The roots of the field of policy analysis are in a set of issue-specific policy studies ranging from defense to poverty, from health care to the environment-- and everything in between. Both faculty and students in public policy seek in-depth exposure to specific policy areas which facilitate development of the expertise required to converse with and become practitioners in specific policy areas. My own background includes heavy exposure to the environment as a policy issue area, although in recent years I have explored a variety of other issue areas such as social welfare, homelessness and urban economic development. In the late 1980's and 1990's, I, along with many of my students started to spend more time developing generic, albeit advanced, analytic skills. In my scholarly work, this resulted in a number of books on management effectiveness, TQM, strategic planning and management innovation. While two of these books contained environmental case studies, and all included examples of environmental management issues, the environment was used to explain broader lessons in public management. My personal experience was far from unique as many colleagues at other universities followed a similar intellectual path.

The curricular expression of this phenomenon at Columbia is found in the growth of our analytic concentrations. These concentrations allow our students to continue to develop the policy and management analytic skills they are exposed to in the core curriculum. Students interested in generic management issues can focus their second year of study in nonprofit management, operations management or in a set of courses in general management. Some of these courses are offered at SIPA, but most are offered at Columbia's other professional schools of Public Health, Social Work, Planning, Teachers College and especially, the Graduate School of Business. Most of these schools, along with SIPA, offer courses on topics ranging from Human Resource Management to Strategic Planning.

Another key topic in advanced management analysis is financial management and public and nonprofit finance. SIPA now offers its own two semester sequence in accounting and finance and offers courses in capital markets and the practice of public finance. A number of our recent graduates have gone to work for Moodys, Standard and Poors as well as those parts of the private sector that directly or indirectly serve the capital needs of state and local governments. MPAs with this training bring an understanding of politics and government along with adequate knowledge of finance and "bond math" to compete effectively for private sector jobs in public finance. The advanced management concentration is the program's fastest growing area of study, with approximately 40% of our students enrolling.

Students who are interested in working in think tanks and organizations that conduct more quantitative studies often enroll in our advanced policy analytic technique concentration. These students tend to take courses that provide additional training in statistics, economics, and mathematical modeling. While this group is somewhat smaller, it often attracts some of the students who have been at the top of their class in the first year microeconomics and quantitative analysis courses.

An important benefit of the growth of analytic concentrations has been to relieve pressure on the core curriculum to include a second year of more advanced quantitative and analytic courses. Many of our students are preparing for careers where the one year of rigorous analytic work offered in our core is sufficient, and they need to develop an in-depth understanding of a policy issue. Of the 50% or so requiring additional analytic training, the type of training they need varies considerably. Some students need accounting and finance, while others need human resource management and TQM. Some need international economics courses such as International Trade and Macroeconomics, while others need to learn how to work with and understand mathematical models. The design we have adopted provides great flexibility, and because we can draw on over a thousand courses from throughout the university, we need not take on the financial or administrative burden of offering all of these advanced analytic courses at SIPA.

The chief goal of the concentration requirement is to allow second year MPAs to reflect upon and apply the concepts and lessons they learned in the first year core curriculum to policy problems and analytic issues in a second year of study.

III. THE CORE CURRICULUM IN DETAIL

This section will describe the content, evolution and rationale for each course in the MPA Core curriculum. These include:

- Public Management
- Quantitative Analysis
- Microeconomics and Policy Analysis
- Financial Management
- Professional Development in Public Affairs
- The Practicum in Public Policy and Public Management
- The Public Affairs Internship
- The Workshop in Applied Public Management
- The Workshop in

Applied Policy Analysis

Public Management

Goals. The first semester required core course in public management attempts to translate academic study in organization theory, bureaucracy, and public management into practical lessons for public managers. We develop a framework for understanding and applying tools that can be used to influence organization behavior, and can be useful in obtaining resources from the organization's environment. It also has the goal of teaching professional vocational techniques in writing, oral and audio-visual presentation, and group work.

Content. The public management course is a survey course that uses about fifteen case studies to present a set of problems for public managers to address. Each week students either hear a briefing from a group of their colleagues dealing with a case or submit a two page memo, written to a prescribed format on the week's case. The course presents a set of traditional functional management tools and newer innovation tools for influencing an organization's internal operations and dealing with the political, social, and economic environment of the organization.

The course covers the following topics:

1.What is Public Management?

2. Managing Public Bureaucracies: Traditional Management Tools

- The Use of Contracts: Non-profits and Private Firms
- The Use of Organization Structure and Organizational Design
- Hiring and Influencing the Behavior of Staff
- Recruiting and Utilizing Women and Minorities
- Labor Unions and Civil Service
- The Use of Budgeting, Financial Management, and Management Information Systems
- The Role of Leadership and Standard Operating Procedures

3. Organizational Strategy Formulation: Dealing with The Bureaucracy's Environment

- Facing the Challenges of a Changing Society
- Political Management
- Ethics in Government

4. Integrating the Organization's Environment and Operations: the Use of Management Innovation Techniques

- Privatization/ Competition
- TQM
- Team Management
- Benchmarking
- Reengineering

Three years ago, in response to student demand for additional training in technical skills and more time to discuss the cases, we began a public management lab to accompany the course. The lab schedule for 1997 is provided as Exhibit 2. The lab is taught by a teaching assistant who is a second year MPA student. In the early 1980's TAs had typically been Ph.D. students in economics and political science. We replaced this model in the mid-1980's when we discovered that our own second year students were more in tune with the needs of first year students and more sympathetic to the applied curriculum we were teaching. As Exhibit 2 indicates, the lab provides instruction on a wide variety of vocational skills ranging from memo-writing to the use of the Internet for research. The TA who runs the lab is provided with a lengthy lab instructors guide developed by the course's faculty.

<u>Evolution</u>. While the course was offered in the first years of the MPA program before I arrived, my experience with it began in the fall of 1982 when I team taught Public Management with Professor Fred Thompson, now at Willamette University. The initial course was designed by Fred and was based on the seminal case book developed by Joseph L. Bower and Charles Christenson[3] of the Harvard Business School. This text was created by Business School Management professors in the mid 1970's at the request of Richard Neustadt, a founder of Harvard's Kennedy School of Government. The book featured a number of public sector case studies and was organized in traditional business management terms. There was a section on strategy development and goal setting, and a section on the sources of managerial influence such as organization and reporting structures, incentive systems and resource

allocation. Fred Thompson's approach and the one used by Bauer and Christenson was to use the business management framework of strategy and structure and then introduce political variables through the case studies.

By the mid 1980's, I had started to evolve the course to account more fully for public sector and political factors and their influence on public management and the student demand for newer cases required dropping the Bower and Christenson case book. By 1988, I had published *The Effective Public Manager* as a primer for public management students and practitioners. The book was designed to be used with case studies and it (and the 1995 second edition) has been used as the text for the graduate course for the past decade. A recent addition to the course was the addition of a lab in vocational management skills discussed above.

Rationale. One of the main aims of our program is to educate future public managers. This course asks these future managers to conceive of their role as problem solvers and team members who can clarify and simplify complex choices and ***make decisions***. This course provides students with road maps and analogies and some facts about how public organizations tend to behave. We could not ask our graduates to take a journey into the public sector without at least a rough road map to help guide them.

Exhibit 2: PUBLIC MANAGEMENT LAB AGENDA

DATE	TOPIC[4]
SEPT. 4	INTRODUCTION AND OVERVIEW OF LAB
SEPT. 11	MEMO WRITING WORKSHOP
SEPT. 18	HOW TO GIVE A BRIEFING
SEPT. 25	WORKING IN GROUPS I: SETTING UP THE GROUP. PLANNING & HOLDING MEETINGS (TEAM HANDBOOK: CHAPTER 4)
OCT. 2	WORKING IN GROUPS II: LEARNING TO WORK TOGETHER/ DEALING WITH GROUP PROBLEMS (TEAM: CH. 6)
OCT. 9	WORKING IN GROUPS III: TEAM BUILDING EXERCISES (TEAM: CH. 7)
OCT. 16	PRESENTATION OF SOFTWARE: POWERPOINT, HARVARD GRAPHICS, ETC.
OCT. 23	PROJECT MANAGEMENT & SCHEDULING SOFTWARE
OCT. 30	GENDER, RACE AND PROFESSIONAL ADVANCEMENT: OPEN DISCUSSION
NOV. 6	HOW TO GET AHEAD IN PROFESSIONAL ORGANIZATIONAL ENVIRONMENTS (THE NEW EFFECTIVE PUBLIC MANAGER: CHAPTER 4)
NOV. 13	ACCESSING INFORMATION SOURCES FOR PUBLIC MANAGEMENT RESEARCH: THE USE OF THE INTERNET/ LEXIS/NEXIS AND OTHER SOURCES
NOV. 20	GUEST SPEAKER: WORKING WITH GOVERNMENT: FROM THE PERSPECTIVE OF A PRIVATE FIRM, PETER COVE, AMERICA WORKS INC.
DEC. 4	ASSESSMENT OF LAB AND SUGGESTIONS FOR IMPROVEMENT

Quantitative Analysis

Goals. This is a year-long course designed to familiarize first year MPAs with the quantitative techniques that are used and should be used in organizational decision making. The course seeks to teach students how to formulate and design policy questions amenable to empirical enquiry and how to identify and apply specific measurement and analytic methods appropriate to particular questions. According to Ralph Nunez, who designed and has taught the course since 1982: "Quantitative analysis is nothing more than the study of summation, deviation and prediction of outcomes. In other words, how can one best describe a particular policy situation, how might it differ from similar experiences and what inferences can be drawn from the analysis? We...use statistics as tools of logic and reasoning in order to make quick effective management decisions". [(5)]

Content. The course begins with a discussion of the formulation of policy questions, the collection and organization of data, and the analysis and presentation of facts. It covers the basic concepts of measures of central tendency, descriptive quantitative measures and advanced inferential statistical techniques. This includes multiple regression, time series and factor analysis as well as the organization and presentation of advanced statistical analyses. A weekly lab session reviews assignments and introduces students to the use of computer-based data analysis.

The course covers the following topics:

1. Overview: Policy Research and Descriptive Statistics.

2. The Probability of Events: Should We or Shouldn't We?

3. Sampling, Hypothesis Testing and Statistical Significance: How Sure Are You?

4. Cross Tabulations: Let Your Tables Do The Talking.

5. The Analysis of Variance: Group It and Control It.

6. Regression Analysis: A Linear Point of View.

7. Multiple Regression: Advanced Techniques of Quadratic and Cubic Regression: Not Everything Is Straight Forward.

8. Time Series Analysis: In the Long Run

9. Probit and Decision Analysis

10. Factor Analysis

Early in the first semester the class is divided into several groups to work on specific policy problems. They draw samples, design survey instruments, conduct surveys, code, clean, set-up and analyze data. They also write and present analytic reports, as the course places a heavy emphasis on presenting information to decision makers.

Evolution. The basics of statistics remain unchanged and have not evolved much over the past thirteen years. What has changed is the emphasis on using computers, and the increased stress on developing hands-on tools and skills. Students must conduct an analytic project that starts with the articulation of a policy problem, collects primary data through a survey and prepares it for written and oral dissemination to decision makers. We believe that students must learn the real world constraints on policy analysis and that the best way to learn these lessons is by doing an actual project. While the absence of a client removes some of the real-world real-time pressure of professional policy analysis (a major feature of the second year workshop course), students must go through every step of the policy analytic process. Our faculty believe that from the very start of their graduate studies, students must learn the financial, political and practical constraints on quantitative analysis in the public sector. This belief has evolved by becoming much more pronounced over the past decade.

Rationale. The statistics element of our quantitative analysis course comes straight from the traditional methods requirement in political science, sociology and other social sciences. As social scientists interested in policy issues, we are convinced that the techniques of social science research can shed light on policy problems and help lead the way to better policy decision making. In many respects this is the defining assumption of the field of policy analysis: That our ability to collect and analyze objective information can "speak truth to power" and improve the quality of public discourse and public policy.

The ideal of improving public policy has been adapted and its claims made somewhat more modest by SIPA's MPA Curriculum. We are mindful of the subjective nature of our endeavor-- the bias inherent in our decision to study one issue and not another. We are aware of the ideological bias inherent in our belief that additional information will improve the quality, if not the wisdom, of public policy decision making. Nevertheless, our emerging profession is based on these biases and beliefs. We recognize that the job of the policy analyst is to present alternative perspectives to decision makers and seek to influence the decision making process. In a complex world of expanding population and increased levels of social, economic and political interaction, we cannot view the world one case at a time through the use of qualitative research techniques. Complexity must be summarized to be understood by those needing to make decisions. Statistics are one form of summary that can be very useful in providing clear images of reality to decision makers. For that reason, we devote a year-long course to its study and application.

Microeconomics and Policy Analysis

Goals. According to Professor Dan O'Flaherty: "The main goal of this course is to show students that it is both possible and useful to think about public policy rigorously and analytically-- to see what assumptions are working, to understand how formal models operate, to question vagueness and cliches, to make ethical arguments with sophistication and self-awareness. A secondary goal, not always achieved, is to show that such thinking can also be fun."

O'Flaherty also notes that: "Another goal is to teach students about the care and handling of economists, since they may encounter such persons later in their careers. We do this by exposing students to the central traditions of Western economic thought, and detailing both its strengths and weaknesses. Throughout the course we emphasize hands-on work by students. The best way to learn about baseball is not by watching it on television, but by picking up a bat and trying to hit a ball. The same is true of microeconomics. Thus the course is sometimes described as a series of problem sets connected by a series of jokes..."(6) An important goal of the class is to have students work in groups to apply microeconomic concepts to current public policy issues.

Content. The microeconomics course occupies more time of first year MPAs than any other course. It meets twice a week with the faculty, once a week with the TA in a help/review session, and at least once a week in group project sessions. This amounts to approximately six contact hours of instruction per week. It includes problem sets designed to teach core concepts and their application. In the second semester there is more of an emphasis on applying the concepts to thinking about and analyzing contemporary policy problems. The policy emphasis in the course is on urban and social welfare issues, with some attention paid to environmental problems and more recently to international trade and regulation and industrial organization issues. In some years, a few ideas about macroeconomic policy (growth, development and unemployment) have been introduced. Students not only learn microeconomic concepts, they are expected to be able to explain them to decision makers. Each group takes on a specific policy issue, analyzes options through the use of microeconomic concepts, and then makes an oral presentation to the class.

The following concepts are typically covered in the year-long class:

1. Introduction to supply and demand and consumer theory.

2. Choice constraints and individual demand.

3. Individual and market demand.

4. Elasticities.

5. Exchange.

6. Welfare theorems.

7. Labor supply basics.

8. Discounting and time.

9. Measures and notions of equity, fairness and distribution. Input markets and income distribution.

10. Uncertainty.

11. Asymmetric information.

12. Overview of production. Consumer surplus and rationing.

13. Cost Benefit analysis.

14. Auctions and bidding.

15. General equilibrium and production.

16. Game theory and rationality.

17. Rent, consumer surplus, producer surplus.

18. Congestion Pricing

19. Power and monopoly.

20. Externalities

21. Public goods.

22. Unemployment

Evolution. In the late 1970's and early 1980's microeconomics was a one semester course that introduced students to microeconomic concepts, and demonstrated how they applied to policy issues. However, at that point students were not expected to apply these concepts on their own. In a sense, we offered an appreciation of applied microeconomics course. Similarly, the second semester course, which was entitled "Policy Analysis", was a "consumer's overview" of the various approaches used to analyze policies and evaluate programs. A series of techniques were reviewed by looking at substantive studies of particular policies and programs and then discussing the methods used by those studies.

In the early 1980's Harold Watts[(7)] joined the MPA core faculty and began to develop the microeconomics course. A new textbook had been written by Lee Friedman of the University of California at Berkeley which broke new ground and convinced Harold that a more sophisticated course could be taught to public policy students at the masters level that could make them the producers and not just the consumers of policy analysis that utilized microeconomic concepts. The problem was that the material in the Friedman text required two semesters to be taught adequately. For that reason, Watts, along with his colleague John Kambhu, took over both the microeconomics course and the survey course in policy analysis and created the year-long course in applied microeconomics and policy analysis that is now at the heart of Columbia's first year program. When Dan O'Flaherty joined the faculty in 1987, he was quickly recruited by Watts to teach a second section of the course. Over the past decade the micro course has evolved to include the six instructional contact hours described above, group projects and presentations, and a one week intensive math boot camp in late August. These changes have increased the analytic rigor of the course and the sophistication of the work done by our students in other courses.

Rationale. In our view, the field of public policy must address two fundamental questions: 1. What should we do? And; 2. How should we do it? Microeconomics and quantitative analysis provide tools for systematically asking the question: What should we do? These courses provide a conceptual framework for thinking about policy, and provide skills for collecting and analyzing data. Public management and financial management provide concepts and tools for influencing the behavior of organizations that implement policy, helping to address the question of "how"..

A critical tool for effective policy analysis is the ability to clearly understand and state assumptions, options, pros and cons and policy choices. Our analytic core is designed to help provide these tools-- that is why we require and teach four semesters of policy and quantitative analysis.

Financial Management

Goals. The goal of the class is to introduce students to the use of budgeting and financial control as a means of influencing the behavior of a public organization. Resources are a necessary though not sufficient condition for stimulating specific bureaucratic behaviors. Without resources nothing can happen---with resources present the trick is to make sure the right thing happens. A primary goal of this course is to introduce students to the complex world of financial management. At a minimum we hope to impress upon them the importance of consulting with competing experts when making financial decisions. A second goal of the course is to provide students with experience in conducting financial analysis and facility with spreadsheet programs.

Content. This is a survey course in public financial management. It covers the way governments at all levels raise revenues and then allocate and spend them. The course addresses the basics of the budget process and taxation, intergovernmental revenues, municipal finance, bonds, control of expenditures, purchasing, debt management, productivity enhancement and nonprofit finance. This course introduces students to the roles, processes, challenges, and salience of financial management in the public sector. Students learn about the fiscal demands and problems that public managers typically face, and how they seek to address them. A computer lab section is an essential aspect of the course, as it teaches students to use spreadsheet software to perform several practical exercises regarding the budgeting and financial management of a hypothetical state agency.

The course covers the following topics:

1. Taxation: Principles of taxation; income taxes and consumption taxes as means to raise revenue.

2. Alternative Revenue Sources and Tax Administration: Property taxes; non-tax revenues such as user fees and proceeds from legalized gambling; tax expenditures; intergovernmental grants; revenue collection; managing revenue.

3. The Budget Process: An introduction to the who, what, where, when, why, and how of public budgeting.

4. Budgetary Methods and Practices: A closer look at the techniques and procedures commonly used to assemble and evaluate public budgets, including trend analysis, line- item budgeting, program budgeting, and performance budgeting.

5. Reform and Innovation in Public Budgeting: Discussion of budget innovations such as productivity measurement, PPBS, Management by Objective, Zero-Based Budgeting, TQM, target budgeting, and global budgeting.

6. Capital Budgets and Cost Benefit Analysis: Distinction between capital and operating budgets and discussion of the means for

evaluating capital investment decisions, especially cost-benefit analysis.

7. Debt Management: Municipal bonds and other instruments of government debt--uses and abuses.

8. Public Accounting and Expenditure Control: The instruments & politics of internal budget control, including payroll and public accounting.

9. Acquiring Goods and Services: Purchasing procedures, efficiency, accountability vs. flexibility, inventory control.

10. Cash Management and Investment: Acquiring, accounting for, and investing public funds.

11. Risk Management: Funded and unfunded liabilities, insurance, and pensions.

12. Auditing and Reporting: Purpose of audits, challenges of public auditing, internal vs. external audits, information needs, and reporting procedures.

13. Evaluating Productivity and Efficiency: What is productivity? What is efficiency? What are the dangers of an emphasis on efficiency? What are the components of fiscal health for government and nonprofit agencies? How is fiscal health evaluated?

14. Nonprofit financial management.

Evolution. At the outset of the MPA program in the late 1970's, this course focused on public budgeting and was designed to teach the conceptual framework in Aaron Wildavsky's *The Politics of the Budgetary Process*[(8)]. By the time Patrick Hennigan arrived in mid 1979 and Fred Thompson joined the faculty in 1981, the course had already evolved into a course on financial management and control. In the 1982-1983 Bulletin the course description states that the course addressed: "basic principles and actual practices of managing financial resources and accounting..." A major enhancement in the past decade has been the introduction of a lab to teach spreadsheet analysis. The faculty have increasingly integrated financial analysis from the lab into the course and an increased proportion of the course is devoted to issues related to public debt and the analysis of options for generating capital for public purposes. While not required, approximately one third of the program's students follow-up the financial management course with an additional semester of accounting and finance.

Rationale. If there is one central tool for a public manager it is budgeting and financial management. These issues are introduced in the public management course, subjected to greater scrutiny in this course, and then applied in the second year Workshop in Applied Public Management. One of the goals of our program is to prepare students for eventual leadership roles in the public sector. Without a firm grounding in financial issues our graduates cannot be effective managers. Finally, many of our alums have told us that the preparation in accounting and finance is increasingly expected of MPAs and is especially important whenever they are competing with MBAs for public sector jobs. The MBAs often claim superior finance background. While our students may not be able to match MBAs course-for-course, they have the advantage of public sector oriented courses which focus on financial issues that are unique to government and nonprofits. Often this, coupled with a modest facility in financial analysis, enables them to compete successfully for jobs in budget and finance shops. Since equipping our students for public sector professions is at the heart of our mission, a key rationale for this course is its usefulness to our students when seeking employment.

The Workshop

Goals. *The Workshop is a unique feature of the Columbia MPA Program, for although other programs have workshops, few emphasize it to the same degree. The chief advantage of this Workshop experience is the practical training gained by working on real problems where student analyses and reports may have an impact on actual public sector operations. The basic objective of the Workshops in Applied Public Management and Applied Policy Analysis is to teach students how to integrate knowledge, and organize an effort to solve a public policy problem. Even experienced practitioners find it useful to reflect on the process of conducting policy analysis. A second goal is to continue the collective learning experience begun in the first year core curriculum through a second year that is largely filled with electives. While first year MPAs have one elective and three to four required courses each semester, second year students have one required course-- the workshop-- and three to four electives. There are a number of critical skills that the Workshop employs and a number of critical concepts it teaches.*

The skills include:

- *Working in groups and dealing with group conflict.*
- *Managing interdependent analytic projects.*
- *Highly focused data collection.*
- *Memo and report writing.*
- *Developing and conducting formal oral briefings.*
- *Operating under tight deadlines.*
- *Accepting criticism.*
- *Dealing with clients, bosses and bureaucratic clearances.*
- *Understanding and conducting analysis within the constraints of the political environment.*
- *Reading legislation, writing budgets, and writing position descriptions.*

The concepts include:

- *The connections between policy intent, program design, organizational capacity and political feasibility.*
- *The relationship of program to organization and organization to budget.*
- *The design of studies that are methodologically rigorous and defensible within the constraints of available resources.*
- *The fundamentals of measurement and social science research methodologies.*
- *Administrative discretion.*
- *Program design.*
- *Organizational design.*
- *Financial controls and performance management.*
- *Total Quality Management.*

- *Developing options.*
- *Developing and applying criteria.*
- *Measuring program costs and benefits.*

Content. Fall Semester: The Workshop in Applied Public Management

In the fall, the Workshop emphasizes management issues. Students enroll in small, faculty-advised project teams and design a detailed operational plan for addressing an important public policy problem. Each workshop faculty member selects a piece of proposed but not yet enacted state, federal or local legislation (or a U.N. Resolution) and students are asked to develop a plan for implementing and managing the new program. Exhibit 3 provides a calendar that indicates the flow of tasks and deliverables throughout the semester.

Spring Semester: The Workshop in Applied Policy Analysis

In the spring semester, new groups are formed and analytic projects are undertaken for real-world clients in government and nonprofit agencies. These teams, working under the supervision of faculty members, write a report analyzing an actual policy or managerial problem faced by a government agency. In both terms, second-year MPAs learn the craft of policy and management analysis, give formal briefings, conduct research on politically sensitive issues, write reports, and draft policy memoranda. Since it began in 1982, over 100 government agencies and nonprofit organizations have requested and received analytic products from Columbia's Workshop. Exhibit 4 provides a copy of an outline for a project control plan for the spring semester workshop. The project control plan is one of the first deliverables due during the second semester Workshop in Applied Policy Analysis, and provides an indication of the workshop's key tasks.

The MPA Program devotes enormous staff resources to the workshop-- 9 sections are taught each semester (18 over the academic year) to 110 students. Students take the workshop quite seriously, and devote more time to it than a typical course. While the course requires little advance preparation by faculty, it usually occupies more faculty time than a regular course. The time is spent is small group meetings, large group meetings and discussions with the project's management team and task leaders. The faculty review multiple drafts of each output and in the spring semester devote substantial time to teaching and managing client relations.

Evolution. Columbia's two semester workshop sequence has been in place in its current form since the 1982-1983 academic year. In the late 1970's the workshop was a one semester case-based course, and a client workshop was first offered in the spring semester of 1982. Workshops have always had between 10-15 students on a team, a faculty advisor receiving full course credit for teaching the course, and a student project manager and deputy director. Currently there are nine faculty teaching the workshop each semester. Two teams meet in the evening for part-time students and typically two projects cover non-U.S. issues. In the early 1990's clients for the spring semester workshop began to include nonprofit organizations that had significant relationships with government.

*Rationale. The workshop sequence at Columbia is a logical extension of the faculty's belief that the profession of public affairs is a craft and not a science. The core analytic skills we require are there for a reason: Management is required because public policy is implemented by large complex organizations and one must understand how to make those organizations work. Microeconomics is required because it provides a formal and structured way of looking at alternative courses of action and the probable impacts of those actions. Statistics is required because with over 5 billion people on this planet we cannot understand the reality they create by looking at the world one case at a time. Statistics also allows us to understand the world by looking at a random sample of it, rather than all of it. However, all these analytic **tools** are just that-- **tools**-- they do not provide answers. Although some analysts think that quantitative analysis alone provides answers, they are wrong. Judgement, experience, heart, intuition, values, and rigorous analysis provide answers; and it takes an experienced craft person to bring all of those elements together. In the Columbia MPA curriculum, it is in the workshop that our emerging public affairs professionals hone their craft. That is where they learn the limits to the use of the tools they have been taught how to use. They also learn how to use the tools in combination and integrate them as they seek to solve public policy problems*

The Pre-professional Core:

- *Professional Development in Public Affairs*
- *The Practicum in Public Policy and Public Management*
- *The Public Affairs Internship*

Goals. For the sake of simplicity, I will discuss these remaining requirements together. They comprise six of the program's required 54 points of credit and are specifically devoted to accelerating and enhancing the career prospects of our graduates. The goal of these courses is simple: To help ensure that our graduates have better jobs when they leave the program than the ones they had when they entered.

Content. The Professional Development course is a one credit course taught by the staff of SIPA's Office of Career Services which includes the following topics:

1.Career Decision Making/Resumes and Cover Letters: Resume updating and formatting, purpose, content, critique of sample cover letters.

2. Self Assessment Summary, References and Thank You Notes, Occupational Research, Job Search Strategies, Informational Interviewing, and Networking.

3. Internship Information and Debriefings: Review of internship procedures and a presentation by 2nd-year students about their summer internships.

4. Three Alumni Panels: Careers in Private, Public and Nonprofit Sectors

5. Job Searching and Interviewing: Preparing for initial interviews, answering interview questions (dos and don'ts), types of interview questions, post interview follow-up. .

The internship is a work experience that is either full time over the summer or part time throughout the academic year. The student is required to complete a journal and submit an employer evaluation to receive academic credit for this experience. Mid-career students can opt out of the requirement and receive advanced standing for the course.

The practicum is a weekly speaker series and discussion required of all first year MPAs. The first half hour of the practicum takes place before the week's guest speaker arrives. Students discuss the previous week's speaker (or speakers if a panel discussion was held). Program announcements are made and other information is disseminated during this time period. Guests speak for 30-45 minutes and then respond to questions for an equal amount of time. Each semester students are required to submit 3 one-page memos discussing the key issues raised by the week's guest. People from all levels and fields of the public sector are invited to speak and have ranged from Senators and Prime Ministers to recent MPA graduates working in analytic jobs.

Evolution. Initially, the program had a six point internship requirement, and the practicum and Professional Development course were informal options. Over time, the amount of credit given to the internship was reduced and the practicum and professional development courses were formalized, given academic credit and then made a required part of the curriculum.

In the mid and late 1980's I personally ran the Practicum and its only content was the speaker program. In the early 1990's the course was taken over by Nancy Degnan, the MPA Dean of Students and a lecturer in the program. Nancy, who holds an MPA and most of an Urban Planning Ph.D., turned the practicum into a real course. Under her leadership, she added the discussion period and memo exercise to the class and changed it from "pass-fail" to a letter grade course. These innovations gave the Practicum a more reflective dimension and increased the quality of questions directed toward guest speakers. The MPA Practicum became a critical element of the program's preprofessional core.

Rationale. Analytic and craft skills are not enough. Our students need exposure to the folkways and mores of the public sector. They also need contacts, role models and practice in presenting themselves and finding professional opportunities. The program itself needed visibility and connections in its early years, and requiring students to attend a speakers program ensured that every week we had a respectable audience for our invited guests.

More importantly, the pre-professional core makes plain the practical, professional orientation of the program. We are not attempting to teach our students the academic discipline of policy analysis. Columbia's Graduate Program in Public Policy and Administration is about training hands-on, public-sector problem solvers. While the program is built on the knowledge developed by the academic study of public policy, its goal is to translate that learning into professional skills. As indicated in the discussion of the workshop and the other *core classes, the practical elements of the program are not limited to the preprofessional core. However, it is in this element of the core curriculum that issues of professional development are dealt with most directly. This part of the curriculum is designed to ensure that the skills developed by our graduates are deployed at the highest levels possible.*

IV. CONCLUSIONS

The curriculum described in this paper has evolved over the past two decades, and in our view, forms a coherent whole. It balances quantitative policy analysis with more case-based and experiential management education. Its first year begins with a set of rigorous, common requirements, but then allows virtual free choice in second year electives. Students have a common language and experience, but can also tailor their studies to the diverse professional needs of a complex, multi-dimensional public sector. The curriculum ranges from the academic orientation of the arts and sciences context requirements, to the practical focus of the pre-professional core. Over the past decade we added more group work, more computer-based instruction, more emphasis on presentation skills, more hands-on research tasks, more treatment of the nonprofit sector and more lessons and cases from outside the United States. This evolution continues to challenge and engage the faculty.

Most of the faculty that have developed the curriculum of Columbia's MPA Program have had careers both inside and outside academia. We approach the task of teaching our students with first-hand understanding of the difficulty of formulating and implementing effective public policy. We know the roadblocks and obstacles to accomplishment and have the scar tissue to show for our efforts at solving problems in the face of profound difficulty. Interestingly, most of us have success stories as well, and retain a sense of optimism and possibility about the public sector. Our curriculum reflects our desire to provide our students with all of the advantages that we can think of that might enhance their effectiveness.

Over time the program has changed to reflect the changing public sector. We now recognize that public policy involves private firms and nonprofit organizations. Our students must understand how these organizations behave and how they interact with government in making public policy. Our student body and curriculum is increasingly international. This reflects the development of a global economy and international communication system. One third of the student body in Columbia's MPA Program comes from outside the United States. Our workshops and core courses now use international cases, data and clients.

Each course in our core curriculum involves group projects and group presentations. All courses have some form of computer-based instruction. Ten years ago our computer lab had 15 IBM XTs with what was then "state-of-the- art" 10 megabyte hard drives. Today we have four labs, over 100 high-powered PCs and several of our courses have their own web page. Our group projects write their papers on shared disc-drives and present their briefings using Powerpoint and other computer presentation programs.

Today we are clearer about who we are and the knowledge base we are attempting to draw on to educate *our students. We are about helping our students acquire the skills and knowledge to be effective public sector professionals. To be successful, our students must be able to think clearly, work in groups, communicate effectively and make sound, timely, ethical decisions. Our job is to teach our students and then help them make a contribution to solving critical public policy issues.*

We do this, along with our colleagues at over 230 other NASPAA-affiliated public administration programs, and 40 APPAM public policy schools in the United States, because it is important. In the end, the skills of our graduates are the skills needed by our collective community to solve our mutual problems. Our ability to succeed as a community is dependent on the skills of the people who work for the collective good. Our programs provide training to people involved in that vital work. Let us never forget who is relying on our students: The poor child whose school lunch is her only decent meal of the day . She will go hungry without government policy. The elderly widower on medicare who could not afford the medicine that keeps him alive if a government insurance program did not pick up the tab. Despite all the talk of privatization and the wonders of the private sector, the world is too complicated a place to expect it to function without the hard work of talented, creative public servants.

It is always important to remember that ours is a critical profession and a high calling. While for a teacher doing a better job of educating students is self-justifying, in our field it is tied into a broader and critically important purpose. As the world continues to change rapidly, our public policy and administration programs must keep pace. We must be particularly sensitive to changes in the policy environment, newly developing public policy problems, and new methods and technologies for solving problems. In my view, if we continue to stay in touch and in tune with that environment, we will continue to evolve and remain of value.

Exhibit 3

1997 Fall Workshop

General Meeting Agenda

SESSION TYPE DATE AGENDA ITEMS

1. ENTIRE WORKSHOP (BOTH DAY AND NIGHT)	9/3/97	INITIAL ORGANIZATIONAL MEETING (ROOM 1501) THE WORKSHOP'S PURPOSE, STRUCTURE, ROLES AND OUTPUTS: PROFESSOR COHEN PROJECT DESCRIPTIONS: PROFESSORS BANKER, COHEN, DUBNICK, EIMICKE, ELY, GORDON, MOLZ, SALAS AND WOLF. HOW TO DEVELOP A WORKPLAN: PROFESSOR EIMICKE COMPLETE PROJECT PREFERENCE FORMS: MEMBERSHIP LIST WILL BE POSTED ON THE 14TH FLOOR MPA BULLETIN BOARD BY 9/4
2.1 SECTION MEETINGS: (A) COHEN, ELY & GORDON-ROOM 1401 (B) DUBNICK & EIMICKE-ROOM 409 (C) MOLZ & WOLF- ROOM 1101 (D) BANKER & SALAS- ROOM 1401 (6:00 PM) 2.2 INDIVIDUAL TEAM MEETINGS: BANKER- ROOM 1401 COHEN- ROOM 1401 DUBNICK- ROOM 501 EIMICKE- ROOM 409 ELY- ROOM 901 GORDON- ROOM 902	9/10	GETTING STARTED: HOW TO DO A LEGISLATIVE AND POLITICAL ISSUE ANALYSIS HOW TO FORMULATE AND ASSESS OPTIONS AND DEVELOP PROGRAM DESIGNS HOW TO WRITE A POLICY MEMO HOW TO GIVE A FORMAL BRIEFING DISCUSSION OF WORKPLAN DISCUSSION OF THE ROLE OF THE FACULTY, PROJECT DIRECTOR, DEPUTY DIRECTOR, TASK LEADERS AND TASK TEAMS

MOLZ- ROOM 1101

SALAS- ROOM 501

WOLF- ROOM 501B

3.1 SECTION MEETINGS	9/17	GROUP MANAGEMENT AND CONFLICT RESOLUTION
3.2 INDIVIDUAL TEAM MEETINGS		LECTURE/EXERCISE
		TASK PROJECT REPORTS
		PRESENTATION OF LITERATURE REVIEW

EXHIBIT 3 (CONTINUED)

SESSION TYPE DATE AGENDA ITEMS

4.1 SECTION MEETINGS	9/24	FORMAL BRIEFING ON LEGISLATIVE SUMMARY/POLITICAL ISSUE ANALYSIS (BY ONE TEAM PER SECTION)
4.2 INDIVIDUAL TEAM MEETINGS		
		DISCUSSION OF PROGRAM DESIGN ISSUES AND OPTIONS
5. INDIVIDUAL TEAM MEETINGS	10/1	PRESENTATION OF PROPOSED PROGRAM DESIGN, DISCUSSION AND REVISION.
6. ALL DAY TEAMS AT 1:00, ALL EVENING TEAMS AT 6:00 IN ROOM 1501	10/8	MIDTERM BRIEFINGS
7.1 SECTION MEETINGS	10/15	DEVELOPING AN ORGANIZATIONAL PLAN
7.2 INDIVIDUAL TEAM MEETINGS		DEVELOPING A BUDGET PLAN
		INTEGRATING BUDGET AND ORGANIZATION PLANS
		TASK PROGRESS REPORTS, INDIVIDUAL TASK TEAM MEETINGS

8.1 SECTION MEETINGS	10/22	BRIEFING ON ORGANIZATION, STAFFING AND BUDGET (BY ONE TEAM PER SECTION)
8.2 INDIVIDUAL TEAM MEETINGS		HOW TO DEVELOP A PERFORMANCE MANAGEMENT SYSTEM AND QUALITY IMPOSEMENT PLAN DISCUSSION/BRIEFING ON ORGANIZATION AND BUDGET
9.1 SECTION MEETINGS	10/29	HOW TO STRUCTURE AND DEVELOP A FINAL REPORT AND BRIEFING
9.2 INDIVIDUAL TEAM MEETINGS		PROGRESS REPORTS AND DISCUSSION OF FINAL REPORT AND BRIEFING
10.1 SECTION MEETINGS	11/5	BRIEFING ON MASTER CALENDAR (ONE TEAM PER SECTION)
10.2 INDIVIDUAL TEAM MEETINGS		BRIEFING ON PERFORMANCE MANAGEMENT AND QUALITY IMPROVEMENT PROGRESS REPORTS, DRY RUN OF FINAL BRIEFING

EXHIBIT 3 (CONTINUED)

SESSION TYPE DATE AGENDA ITEMS

11. ALL DAY TEAMS AT 1:00, ALL EVENING TEAMS AT 6:00 IN ROOM 1501	11/12	DRY RUN OF WORKSHOP FINAL BRIEFINGS. EACH GROUP MEETS PRIVATELY WITH A PANEL OF FACULTY. THE FACULTY PROVIDE A CRITIQUE OF EACH BRIEFING.
12. ENTIRE WORKSHOP (BOTH DAY AND NIGHT)-ROOM 1501	11/19	FINAL BRIEFINGS
13. THANKSGIVING	11/26	EAT LOTS OF FOOD
14. INDIVIDUAL TEAM MEETINGS	12/3	LESSONS LEARNED

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EXHIBIT 4:

OUTLINE FOR A WORKSHOP PROJECT CONTROL PLAN (SAMPLE)

I. Operational Definition of the Analytic Research Problem

A. What is the research team trying to find out?

II. Project Overview

Although the project will often determine the specific nature of the report, generally the overview should include:

A. Description of Available Data and Literature

B. Discussion of Data Needs

C. "First Cut" of Study Design and Methodology

1. How data will be collected

2. Probable study hypotheses

3. Draft analytic strategy

D. Draft Outline of Final Report

E. Expected Result and Benefits

III. Brief Task Descriptions

A. Develop Final Study Design and Methodology

1. Develop survey instruments and/or other

data collection strategies

2. Pose study hypotheses

EXHIBIT 4: OUTLINE FOR A WORKSHOP PROJECT CONTROL PLAN (cont'd)

B. Collect Data

1. Interviews (who, what, where, when, why, how)

2. File searches

3. Literature review

4. Other

C. Analyze Data

1. Relate data to study hypotheses

2. Develop and implement final analytic strategy

D. Develop Preliminary Report

1. Summarize preliminary findings

2. Brief client

E. Develop Draft Report

1. Outline draft report

2. Assigning writing tasks

3. Edit draft report

F. Develop Workshop Briefing

1. Assign responsibilities

2. Develop A-V materials (if any) and briefing book

3. Conduct dry run

G. Write Final Report

1. Write outline

a. review with client

2. Assign writing tasks

3. Edit final report

IV. Assignment of Responsibilities

A. Project Manager

1. Name

2. Specific lead responsibilities

B. Editor

1. Name

2. Specific lead responsibilities

C. Fieldwork Coordinator

1. Name

2. Specific lead responsibilities

D. Others

1. Name

2. Specific lead responsibilities

EXHIBIT 4: OUTLINE FOR A WORKSHOP PROJECT CONTROL PLAN (cont'd)

V. Schedule of Tasks

A. Graphic display of tasks, responsibilities, milestones and outputs

B. Week by week table of information summarized in the

graphic display described above

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Exhibit 1: The MPA Curriculum at a Glance

(Total: 54 points)

FIRST YEAR

Autumn Term

- Public Management
- Microeconomics and Policy Analysis
- Quantitative Techniques in Policymaking and Administration
- Practicum in Public Policy and Management
- One course in the governmental, political, historical, social, or economic "context" of public policy.
- Professional Development in Public Administration
- Math Review (Optional)

Spring Term

- Financial Management in Government
- Policy Analysis
- Quantitative Techniques in Policymaking and Administration
- Practicum in Public Policy and Management
- One course in the governmental, political, historical, social, or economic "context" of public policy.

Summer between the first and second years

- A full-time internship in public service.

SECOND YEAR

Autumn Term

- Workshop in Applied Public Management
- One course in the governmental, political, historical, social, or economic "context" of public policy.
- Two concentration courses.

Spring Term

- Workshop in Applied Policy Analysis
- One course in the governmental, political, historical, social, or economic "context" of public policy.
- Two concentration courses.

The Concentrations

- Each student must enroll in 12 credits in one of the following areas of study: Advanced Analytic Techniques: Advanced Management Techniques or Advanced Policy Analysis Techniques. Substantive Policy Areas: Education Policy, Environmental Policy, Gender Policy, International Affairs Policy, Law and Public Policy, Social Service and Welfare Policy, Urban Policy.

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Notes:

1. *While I'm certain I've left someone out, I'd like to thank the following colleagues and collaborators, who worked with me on this collective enterprise: Lisa Anderson, Howard Apsan, Bob Bailey, Tom Banker, Steve Cameron, Jim Caraley, Dorothy Chambers, Mike Crow, Nancy Degnan, Suzanne Donovan, Bill Eimicke, Robin Ely, Ester Fuchs, Barbara Gombach, Mark Gordon, Charles Hamilton, Patrick Hennigan, Graham Irwin, John Kambhu, Robert Lieberman, Frank Mauro, Kathleen Molz, Katherine Morgan, Dick Nelson, Ralph Nunez, Dan O'Flaherty, Anne Reisinger, John Ruggie, Simon Salas, Al Stepan, Fred Thompson, Jack Ukeles, Harold Watts, Pat Wolf, Aurora Zepeda and over 800 MPA alums.* (Back to text)

2. *Dahl, R. Modern Political Analysis, New Jersey: Prentice-Hall Inc.: 1970, p.12* (Back to text)

3. *Bower, J. and Christenson, C., Public Management: Text and Cases, Homewood, Illinois, Richard D. Irwin Inc.: 1978.* (Back to text)

4. The second hour of each session will typically include a 45-55 minute discussion of the week's case study. (Back to text)

5. *Nunez, R. Syllabus for Quantitative Techniques for Policy Making and Administration: 1997-1998, Columbia University, SIPA, MPA Program September 1997: Page 1.* (Back to text)

6. *Personal communication with Professor Brendan O'Flaherty, July 20, 1998.* (Back to text)

7. *Harold had been the director of the Institute of Poverty at the University of Wisconsin, the co-director of the New Jersey Income Maintenance Experiments, a Fellow of the Association of Public Policy Analysis and Management and the director of Columbia's Center for the Social Sciences.* (Back to text)

8. *Wildavsky, A. The Politics of the Budgetary Process (2nd ed.) Boston: Little, Brown 1974.* (Back to text)

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