

Resourcing National Security: Policy & Process (MN3172) Fall AY2015

Course Description

From the course catalog: This course analyzes federal policy-making with emphasis on resource decision making for national defense. The roles of principal budget participants are examined in detail. Executive (especially DoD) and congressional budget processes are assessed to indicate how national security policy is implemented through resource allocation. Spending for national security policy is tracked from budget submission through resolution, authorization and appropriation. The politics of budgeting for national defense is evaluated to indicate the dynamics of executive-legislative competition over scarce federal resources.

This course is divided into three parts, as follows:

Part I – Introduction to Public Policy & Public Budgeting – these topics provide a theoretical foundation on public policy and public budgeting in general and specifically examines the US federal budget process and content, including the role of the legislature in enacting the budget and overseeing the executive.

Part II – Creating the Defense Budget – these topics consider the processes and participants in formulating the annual defense budget and medium term program. This includes the processes and participants of the Planning, Programming, Budgeting & Execution (PPBE) system. Further, the topic examines the internal and external forces that put stress on the defense budget.

Part III – Executing the Defense Budget – these topics address critical issues affecting the execution of the defense budget and includes basic fiscal law, intragovernmental business (such as reimbursable transactions and working capital funds), budgetary accounting, and contemporary issues.

Broad Course Objectives

By the end of the course, the student should:

1. have a greater understanding of the policy process in the U.S. federal government and how budgeting relates to public policy;
2. be conversant in the basic budget processes, the structure of the federal budget, fiscal policy, and the broad trends in the content of the budget;
3. be able to describe the budget system for national defense
 1. the principal actors, processes, and products of the system,
 2. including those both inside and outside the Department of Defense;
4. recognize budgeting issues affecting national defense; and
5. appreciate the legal framework for, and key processes of, executing the defense budget.

Course Administration

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Office Hours : Because all of you work full and are part time students who squeeze study time in among other activities, holding specific office hours is not very helpful for most of you. Thus, you see my email address and cell phone numbers. Use them as you need to, whatever hour you need to. I'll respond if I can; if I cannot I will get back in touch with you ASAP.

Meeting Time: Tuesdays, 0800-1100 Pacific Coast time online via Collaborate. Links to Collaborate Sessions are on the main menu.

Text, Readings : There are no required course texts to purchase. All readings will be made available through the course website as downloadable files or hyperlinks. Your instructor is working on a new text for courses like this and you will "beta test" some draft chapters of that book.

Schedule of Assignments:

Assigned readings and the detailed class schedule will be found on the course website under the Lessons page. (An abbreviated calendar is on the next page.) Each class session is individually listed with learning objectives, assigned readings and other preparation for class, and the occasional assignment after class. Use the learning objectives to guide your attention when you do the readings and to study for exams.

Be advised that this class involves a lot of reading. It is more important that you read judiciously than thoroughly. Understand that most readings have only a few key ideas and you should strive to capture those key ideas and not spend excessive time studying the entire text or you will be overwhelmed. In selecting the readings, a compromise was sought in the middle of three constraints: (a) a thorough understanding of the subject matter and a reference you may wish to retain, (b) a user-friendly (easy to read) source of information, and (c) short enough that you will actually read it before class in the midst of your busy life! To get full benefit from the course, you should read the material before our class meeting time.

Schedule of Topics - MN3172 - Resourcing National Defense (Fall AY2015)

	Monday	Tuesday	Wednesday	Thursday	Friday	
October	29	30 Intro & Federal Budget Overview	1	2	3	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <i>Part I - Introduction to Public Policy and Public Budgeting</i> </div>
	6	7 Intro to Public Policy & Public Budgeting	8	9	10	
	13	14 Federal Budget Process Overview & Enactment	15	16	17	
	20 HW1 Due	21 Defense Budget Structure & Content	22	23	24	
	27	28 PPBE - Part 1 (Planning to POM)	29	30	31	
November	3 HW2 Due	4 PPBE - Part 2 (Justification & Budgeting of Expense & Investment Accounts)	5	6	7	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <i>Part III - Executing & Managing The Defense Budget</i> </div>
	10	11 Veteran's Day - no class	12	13	14	
	17 HW3 Due	18 Intro to Basic Fiscal Law	19	20	21	
	24	25 Budget Execution	26	27	28	
December	1 HW4 Due	2 Intragovernmental Business	3	4	5	<div style="border: 1px solid black; padding: 5px;"> <i>Part III - Executing & Managing The Defense Budget</i> </div>
	8	9 Coping with Fiscal Stress / Affordability	10	11	12	
	15	16 Finals Week	17	18	19 Final Exam Due	

Evaluation Criteria:

Your final grade will consist of four items, weighted in the following proportions:

- 10% Class Participation / Attendance
- 70% Homework (four assignments)
- 20 % Final Exam

About class participation: Class participation is combination of subjective and objective factors. First, you need to attend in order to participate so absences will count against your score. Sometimes you will be "cold called" with a question and the quality of your answer will count. Volunteering with answers to open questions or with observations from your professional and personal history will count. Helping one another in the chat box will count. Asking questions when you are confused counts.

About Homework & the Final Exam. Homework will be distributed to you, submitted by you, and returned to you via the Assignments Page on the course website. Do not email submissions to the instructor.

Collaborate System

Taking an online class is probably a new experience for most of you. You should do the Elluminate online training before the first class session: there is a training video created by the Collaborate vendor available [here](#). And a pre-recorded session to test your connectivity [here](#):

You might also want to print the 2-page [student guide](#) to have with you during class.

Protocols:

1. You should expect the instructor to be fully prepared for class and he expects the same from you. We have one chance per week to meet together to engage the content. If either you or I are unprepared, that session will not be a productive use of our time. What does "prepared" mean? Do the assigned readings ahead of the class meeting, guided by the learning objectives, and be ready to ask questions about those things you do not understand or to share thoughts and ideas on the things you do understand.
2. Communicating outside of class.
 - a) Please put the course number (MN3172) in the subject line of your emails so I can quickly identify them. I give student inquiries priority over the hundreds of other things that invade my computer, but I must recognize it to do so.
 - b) Phone. My office number is 831-656-2884, but I may not be there. You may also call my personal cell: 831-915-3781. If I cannot speak to you at the time, I will let it roll over to voicemail. Leave a message and I'll call you back as soon as possible.
3. Collaborate Protocols.
 - a) Questions: If you have a question you want me to address immediately, raise your hand; if it can wait a few minutes or until a natural break in the flow of the discussion, use the chat feature.
 - b) brb: Let me know if you leave your computer during class by clicking the "away" icon.
 - c) Emoticons: I pride myself on reading body language in a face-to-face classroom setting and there are times I lose my students and need to back up and try again. Unfortunately, I do not have the luxury of seeing you in this setting. Thus, if I am not making sense, put

- up the confused face and I will stop and help you out. Also, I will try to remember to ask you to click on the emoticons now and again as a check for understanding or a check to see if we are going too fast or too slow.
- d) Video: I plan to begin and end each session streaming video of me to establish some amount of human contact. During the content-rich parts of the session, I will turn the video off to save bandwidth. But during the times we have a dialogue I will turn the video back on. Thus, if you see my face, it means I am done talking TO you and I now want to talk WITH you... I am turning the floor over to you and I invite comment. If you have a camera on your computer, I strongly encourage you to use it. It would be delightful to see you.
 - e) Chat: I have no problem with students having sidebar conversations during the class via the chat tool, so long as the conversation is related to the course topic. If I am lecturing, I may not read all the postings to chat. So, if you ask me a question and I seem to be ignoring you, please raise your hand or otherwise get my attention. On the breaks I will scroll through the chat to see who asked what and if a classmate helped out -- you will get class participation credit for that. Be aware that the software allows me to see all chat including peer-to-peer.
 - f) Colloquialisms – I have a Navy background; many of you have Army backgrounds. No doubt there will be acronyms, command names, or names of systems for which we do not share a common understanding. Try to use generic terms as much as possible.
 - g) Forms of address – I hope we can keep the classroom experience focused, but informal. We are all adults and so I hope we can dispense with titles and formal forms of address. Please, just call me “Phil” rather than “sir” or “prof.” In the same vein, I trust it is OK that I refer to you by your first name.

Honor Code .

NAVPGSCOLINST 5370.1D requires faculty to “clearly state in each course...how much consultation/cooperation among students is permissible, and must indicate what materials may be used in student preparation for, and performance of, all graded work.” Unless otherwise stated in the instructions of a graded assignment, all work submitted for a grade is to be the student’s own, exclusive and unique work with citations of other work properly attributed to the original sources. Excessively quoting other work or failing to cite sources of other material will result in a significantly lower score on the assignment or, in egregious cases, disciplinary action. The use of old exams from prior offering of this course or related courses is prohibited.