



Public Budgeting and Finance

PUB AFRS 6040

Credit Hours: 4

Fall 2021

Hybrid Format

Day/Time: Tuesday 5:45 p.m.-7:35 p.m.

Classroom: Page Hall 010

Instructor: Jim Landers, PhD

Email: landers.1@osu.edu

Office Location: 201B Page Hall

Office Hours: In-person – Tuesday 4:00 p.m.-5:00 p.m.; on Zoom – Thursday 4:00 p.m. – 5:00 p.m.; or by appointment.

- **Zoom Office Hours Meeting ID:** 982 9195 5271
- **Zoom Office Hours Meeting Passcode:** 349078

Preferred Means of Communication: My preferred method of communication for questions is email or the CarmenCanvas Inbox. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (www.go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant: Ahmed Wiqar

Email: wiqar.1@osu.edu

Office Hours: By appointment.

COURSE DESCRIPTION

The budgetary process is arguably the most important and fundamental component of the public policy process and democratic governance. The budget impacts the financial condition of governmental entities, defines and prioritizes the different substantive policies to be implemented by governmental entities, allocates scarce public resources, and distributes the burden of paying for public goods and services. The budgetary process is inherently political in democratic societies and, as a result, the budget is both a political document and a management tool. The purpose of this course is to understand the complexities of the budget process, its central role in both democratic institutions and the profession of public administration, and the importance of using management tools and processes to improve the efficiency and effectiveness of public budgeting. The course will examine both budget theories and the practical application of those theories by public administration professionals.

The course is divided into two sections. The first section examines the spending and allocation side of the budgetary process. Students will be introduced to the public budgetary process and to key budget theories, practices, and methodologies. The differences between budgeting in the public and private sectors will be discussed. The budget structure and process will be reviewed as well as the role of the public administrator and other participants in the process. This section of the course will introduce students to the concepts of public goods and market failures, budgetary formats and structures, employing performance measures, planning in the budgetary process, cost analysis and cost allocation methods, capital budgeting and project analysis, and issues surrounding debt financing and debt management.

The second section examines the revenue side of the budgetary process. This section will introduce students to the components, structure, and operation of the major sources of revenue for governmental entities. Students are also introduced to criteria for analyzing and evaluating taxes and other revenue sources, revenue

forecasting issues and methods, impact and analysis of tax expenditures and tax incentives, and economic development policy and its relationship with the revenue side. This section of the course also provides an overview of intergovernmental fiscal relations and highlights the coordination of spending programs and tax policies between governmental levels.

COURSE LEARNING OUTCOMES

Upon completion of this course, students should understand:

- The public budgetary processes employed at the federal, state, and local government levels.
- The components and different formats of a budget, including financial and performance information.
- The primary quantitative methods used in budget development.
- The difference between a current operating budget and a capital budget.
- The appropriate uses of debt to finance public assets and projects.
- The economic and financial criteria for evaluating taxes and nontax government revenue sources.
- The major tax structures and nontax revenue sources used by governments.
- The responsiveness of tax revenue to economic and tax rate changes and the implications for government budgeting.
- The major intergovernmental fiscal relationships between the federal government and state and local governments.
- Some of the major expenditure areas of federal, state, and local government.

Upon completion of this course, students should be able to:

- Develop and arrange financial data and performance information for a government budget document.
- Evaluate the appropriate public policy, financial, and operational information that should be included in a government budget document.
- Appropriately communicate information in government budgetary document for policy makers and the public.
- Use budget estimation, cost allocation, and cost analysis methods to estimate baseline expenditures and the cost of government programs or services.
- Compute long run growth rates and revenue elasticity measures to analyze the impact of economic and policy changes on tax revenue.

PROGRAM LEARNING OUTCOMES

The course contributes to the following Glenn College learning goals and objectives:

- Evaluate the quality and validity of economic information.
- Apply and communicate private sector and public sector methods of addressing violations of the neoclassical model.
- Analyze and evaluate alternative methods of revenue generation and allocation.
- Know and apply basic budgeting tools.

PREREQUISITES

Public Affairs 6030, Public Sector Economics, or a similar intermediate-level microeconomics course.

HOW THIS COURSE WORKS

Mode of Delivery: This is a hybrid course that meets once weekly in the classroom on Tuesday evening. Except for readings in the Mikesell text, all course content and materials are accessible and administered through the CarmenCanvas course website.

Pace of Activities: The course is divided into weekly modules running from Wednesday of one week through Tuesday the following week. Each weekly module on the CarmenCanvas course website consists of: (1) an overview highlighting the week's learning objectives and activities; (2) directed reading materials both required and optional; (3) instructional videos; (4) practice applications; (5) weekly quizzes; (6) assignments; and (7) a set of discussion questions to consider and prepare for before each class session.

The course also includes a weekly class session on Tuesday from 5:45 pm to 7:35 pm. The class sessions will consist of: (1) a look-back and discussion of the week's important topics, concepts, methods, and the like; (2) answering questions about muddy points; and (3) practical activities relating to the week's topics.

Students are required to complete readings, instructional videos, practice applications, and weekly quizzes prior to each class session on Tuesday evening. This is imperative in order to maximize the learning experience during each class session as well as for the semester.

Please note that this course is dynamic and the instructor may assign additional course materials during the week leading up to a class meeting in order to: (1) include pertinent current events or important new spreadsheet exercises or case studies into a class meeting or (2) respond to student progress in the course. As a result, students should be prepared to read, review, or do initial work on materials the instructor may distribute during the week leading up to a class meeting.

Credit Hours and Work Expectations: This is a 4 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and activities during class meetings, lecture and other videos on CarmenCanvas, and practice applications on CarmenCanvas, for example) in addition to 8 hours of homework (reading and assignment preparation, for example). This totals 12 hours per week to receive a grade of "C" average.

COURSE MATERIALS AND TECHNOLOGIES

Textbook: Students can access textbook information on the Barnes & Noble bookstore website www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. Students may buy from a store of their choice and/or shop for books (always use ISBN# for searches) online. The required textbook for this course is:

- Mikesell, J. L. (2018). Fiscal administration: Analysis and applications for the public sector (10th Ed.). Boston, MA: Cengage Learning. [ISBN-13: 978-1305953680]

The textbook reading is supplemented by digital reserve readings, handouts, and video presentations accessible through the course website on CarmenCanvas.

Software: Microsoft Excel.

Recommended/Optional Materials and/or Technologies: None

Required Equipment:

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication.

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (www.go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access: You will need to use BuckeyePass (www.buckeyepass.osu.edu) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (www.go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the Duo Mobile application (www.go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course:

- Basic computer and web-browsing skills.
- Basic spreadsheet skills using Microsoft Excel.
- Navigating CarmenCanvas (www.go.osu.edu/canvasstudent).

Technology Support: For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: www.go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Digital Flagship: Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit www.go.osu.edu/dfresources.

GRADED COURSE COMPONENTS

Course Component	Points	Total Points	Percent of Grade
Video Introduction	5 points	5	2%
Class Participation	5 points per session	75	30%
Weekly Quizzes	5 points per quiz	70	28%
Budgetary Methods Assignments	10 points per assignment	80	32%
Course Reflection	20 points	20	8%
Total		250	

GRADING SCALE

The course is graded A-E based on the percentage of the semester point total of 300 points achieved as presented below. (Note: Grades are not assigned using the built-in point intervals in CarmenCanvas.)

Grading Scale			
Letter Grade	% of Point Total Achieved	Letter Grade	% of Point Total Achieved
A	93% to <= 100%	C	73% to < 77%
A-	90% to < 93%	C-	70% to < 73%
B+	87% to < 90%	D+	67% to < 70%
B	83% to < 87%	D	60% to < 67%
B-	80% to < 83%	E	0% to < 60%
C+	77% to < 80%		

GRADE APPEALS

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

GRADED COURSE COMPONENTS

Attendance: Students should attend class. While there are no course points specifically assigned to attendance, it will be recorded each class meeting and is an indication of your commitment to mastering the course material. Also, you cannot earn participation points if you are not present.

Video Introduction: Students are required to post a brief video introduction of themselves using the video recording tool in the Video Introduction Discussion Forum. The discussion forum provides instructions about the video and posting a video in a discussion forum.

Class Participation: The basis of this grade is active participation during our class meetings. Active participation, based on preparation, includes providing good, solid answers to questions or relevant comments supported by evidence from the course materials or other information sources outside of the course materials. Good answers or comments indicate that you are actively listening to your colleagues and providing comments relative to ongoing discussion. Relevant comments add to the group's understanding of the material, challenge and/or clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion. The participation grade is also based on the student's collaborative work with other students during classroom activities. **The 2 lowest class participation grades will be dropped at the end of the semester.**

Weekly Quizzes: Students are required to complete weekly quizzes throughout the semester. Students are required to complete the quizzes on an independent basis. The quizzes are administered through the CarmenCanvas course website. The quizzes are open-book, open-note, are not timed, and students may take the quizzes twice with the highest score recorded for grading purposes. The quizzes will measure student mastery of terms, concepts, methods, and other information covered in the course materials assigned in the weekly course module. **The 2 lowest weekly quiz grades will be increased by 20% up to the 5 point maximum at the end of the semester.**

Budgetary Methods Assignments: Students are required to complete individual assignments throughout the semester. The individual assignments allow students to work on managerial and policy issues or problems relating to topics, concepts, and methods covered during a weekly module. The assignments require students to submit a deliverable such as a one page memo or spreadsheet. Students may collaborate to prepare for completing assignments, but final assignment deliverables must be each student's original, independent work product. Each individual assignment includes instructions and a grading rubric to guide student performance. The lowest assignment grade will be dropped at the end of the semester. **The 2 lowest budgetary methods assignment grades will be increased by 20% up to the 15 point maximum at the end of the semester.**

Course Reflection: This assignment requires students to think deeply and carefully about their learning experience throughout the course and draft a written reflection on their learning experience and the impact it will have on their professional development. Students will submit a memo containing the course reflection. The assignment includes instructions and a grading rubric to guide student performance.

Academic Integrity and Collaboration: The budgetary methods assignments and course reflection should be the student's own original work. Students may collaborate to prepare for completing budgetary methods assignments or the course reflection, but final deliverables must be each student's original, independent work product.

All written work for this class should be well organized, written, and edited. If a student has concerns about their writing they should consider working with OSU's Writing Center (<http://cstw.osu.edu/>).

All work should be original. Paraphrasing or quotation of other's works including, but not limited to, information from websites, promotional materials, lecture slides, and texts without proper attribution will not be accepted. When in doubt, include a citation.

Citations must be included using APA reference format. For help with citations, please see the University's online style guides available at <http://library.osu.edu/help/research-strategies/cite-references/>. The main objective is for students to cite their work consistently and accurately.

Late Assignments: Due dates for the video introduction, weekly quizzes, budgetary methods assignments, and course reflection are specified on the CarmenCanvas course website. Late submission of the video introduction, budgetary methods assignments, or course reflection will receive a 10% penalty per day.

Late submission of quizzes is not allowed.

Instructor Feedback and Response Time: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me through my Ohio State email address or the CarmenCanvas Inbox. I will reply to emails or messages in the CarmenCanvas Inbox within 24 hours on days when class is in session at the university.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (www.go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For the budgetary methods assignments and course reflection, you can generally expect feedback within seven days.

OTHER COURSE POLICIES

Ohio State's Academic Integrity Policy: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (www.go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (www.go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (www.go.osu.edu/cardinal-rules)

Copyright for Instructional Materials: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX: All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange

interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (www.titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (www.equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (www.go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614-292-5766. 24-hour emergency help is available through the National Suicide Prevention Lifeline website (www.suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (www.go.osu.edu/wellnessapp) is also a great resource.

Glenn College Diversity Values: The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COVID Process SLDS Statement: The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do

so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

ACCESSIBILITY ACCOMODATIONS FOR STUDENTS WITH DIABILITIES

Requesting Accommodations: The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information:

- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology: This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility (www.go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (www.go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Week 0 (August 24): Course Introduction.

Learning Objectives

- Meet your colleagues in the course.
- Understand course coverage, course requirements, and course expectations.

Required Reading Materials

- Course syllabus.
- CarmenCanvas course website.
- Lewis, V. B. (1952). Toward a theory of budgeting. *Public Administration Review* 12(1): 42-54. [**Note: Read pp. 42-48.**]

Optional Reading Materials

- None

Videos

- None

Practice

- None

Tasks

- Submit video introduction in Video Introduction Discussion Forum on CarmenCanvas (due August 28).

Class Session

- Tuesday, August 24, 2021, 5:45 p.m. – 7:35 p.m.
- Session Activities: Course overview, syllabus overview, Q&A about course and course expectations, public budgeting discussion.

Week 1 (August 25-August 31): Purposes and Fiscal Functions of Government.

Learning Objectives

- Examine the fiscal functions of government.
- Differentiate private goods, public goods, and toll goods.
- Examine the types of goods government provides.

Required Reading Materials

- Mikesell, J. L. (2018). Fundamental principles of public finance (Chapter 1). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Wheeler, T. (2020). 5 Steps to Get the Internet to All Americans: COVID-19 and the Importance of Universal Broadband. Brookings Institution. May 27, 2020. Online.
- Doyle, Ceili. (2020). 'Every day, we're falling behind in Appalachian Ohio': Lack of broadband hurts rural areas. *Columbus Dispatch*. October 29, 2020.

Optional Reading Materials

- Mankiw, N. G. (2012). Public goods and common resources (Chapter 11). In *Principles of Economics* (6th Ed.). Mason, OH: South-Western Cengage Learning.

Videos

- Government Fiscal Functions and Budgeting – Jim Landers
- Tragedy of the Commons – Kahn Academy
- Rival and Excludable Goods – Kahn Academy
- Private vs. Public Goods – Conservation Strategy Fund

Practice

- Public Goods Simulation.
- Public Goods Applications.
- Practice: Public and Private Goods - Kahn Academy.

Tasks

- Week 1 Quiz (August 30).

Class Session

- Tuesday, August 31, 2021, 5:45 p.m. – 7:35 p.m.
- Session Activities: Discussion about differences between budgeting for government organizations and private business; internet access.

Week 2 (September 1-September 7): The Budget Cycle, Budget Processes, and Budget Documents.

Learning Objectives

- Understand the government budget cycle, its components, and different actors.
- Examine the relative power of the legislature and the executive to authorize, manage, and control spending.
- Compare and contrast different government budget processes.
- Understand the different components of executive budget plans.

Required Reading Materials

- Mikesell, J. L. (2018). The logic of the budget process (Chapter 2). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 44-79.]**
- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). The budget document (Chapter 11). In *Budget Tools: Financial Methods in the Public Sector* (2nd Ed.). Los Angeles, CA: Sage.
- Mikesell, J. L. (2018). Federal budget structures and institutions (Chapter 4). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 154-194.]**
- Mikesell, J. L. (2018). State and local budgets (Chapter 5). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 214-237.]**

Optional Reading Materials

- Riley, S. L., and Colby, P. W. (1991). How to read a government budget. In *Practical Government Budgeting: A Workbook for Public Managers* (Chapter 1). Albany, NY: State University of New York Press.

Videos

- The Government Budgeting Cycle – Gregg Learning
- What is a Budget – Washington Association of Cities
- Outlining a Budget – Washington Association of Cities
- How NASA's Budget is Made (part 1) – The Space Advocate
- How NASA's Budget is Made (part 2) – The Space Advocate
- The State Budget Process – National Association of State Budget Officers

Practice

- Bend, Oregon Budget Process.
- Columbus, Ohio Budget Process.
- State of Indiana Budget Process.

Tasks

- Week 2 Quiz (due September 6).
- State/Local Budget Process Memorandum (due September 11).

Class Session

- Tuesday, September 7, 2021, 5:45 p.m. – 7:35 p.m.
- Session Activities: Discussion comparing state/local budget processes; interpreting and evaluating a budget message.

Week 3 (September 8-September 14): Budget Preparation and Approval.

Learning Objectives

- Understand the executive budget preparation process, institutions, and actors.
- Examine methods of estimating expenditures.
- Perform budget estimation.
- Examine budget justification and budget justification procedures.
- Review agency budget information and presentation.

Required Reading Materials

- Bland, R. L. (2007). Preparing and approving the budget (Chapter 2). In *Budgeting: A Budgeting Guide for Local Government* (2nd Ed.). Washington, DC: International City Management Association.
- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). Determining the baseline budget (Chapter 12). In *Budget Tools: Financial Methods in the Public Sector* (2nd Ed.). Los Angeles, CA: Sage.
- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). Decision packages: Cost estimates (Chapter 13). In *Budget Tools: Financial Methods in the Public Sector* (2nd Ed.). Los Angeles, CA: Sage.

Optional Reading Materials

- Mikesell, J. L. (2018). Budget methods and practices (Chapter 3). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 106-131.]**
- Lee, R. D., Johnson, R. W., and Joyce. (2021). Budget approval: The role of the legislature. (Chapter 9). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning.

Videos

- Calculating Annual Growth Rates – Jim Landers
- Calculating Annual Growth Rates in Excel – Jim Landers
- Calculating the CAGR – Jim Landers
- Calculating the CAGR in Excel – Jim Landers
- Budgeting for Operating Expenditures – Jim Landers
- Budgeting Operating Expenditures for State ID Program – Jim Landers
- Estimating Personnel Cost at Beach Mgt. Department – Jim Landers
- Budget Justification and Format – Jim Landers
- Tax Incentive Evaluation Program Budget Justification – Jim Landers

Practice

- Budget Estimation Applications.
- FluQ Program Cost.
- Reviewing agency budget presentations in the Bend, OR budget.

Tasks

- Week 3 Quiz (due September 13).

Class Session

- Tuesday, September 14, 5:45 p.m.-7:35 p.m.
- Session Activities: Demonstration of budget data analysis methods and budget estimation methods; program budget estimates.

Week 4 (September 15-September 21): Budget Reforms and Formats.

Learning Objectives

- Understand the different budgetary formats and their strengths and weaknesses.
- Examine the political and managerial rationale for different budgetary formats.
- Differentiate performance measures that are presented in budget documents.
- Develop and apply performance measures for a public program.

Required Reading Materials

- Mikesell, J. L. (2018). Budget system reforms: Trying to make better choices (Chapter 6) Federal budget structures and institutions (Chapter 6). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Jordan, M. M., and Hackbart, M. (2005). The goals and implementation success of state performance-based budgeting. *Journal of Public Budgeting, Accounting & Financial Management* 17(4): 471-487.
- Ho, A. T-K. (2011). PBB in American local governments: It's more than a management tool. *Public Administration Review* 71(3): 392-401.
- Reid, R. H. (2015). High-performance policing: Getting the metrics right. *Governing*. June 25, 2015.
- Hodgkinson, T., Caputo, T., and McIntyre, M. L. (2019). Beyond crime rates and community surveys: A new approach to police accountability and performance measurement. *Crime Science* 8(13): 1-7.

Optional Reading Materials

- Musell, R. M., and Yeung, Ryan (2020). Performance measures in budgets (Chapter 5). In *Understanding Government Budgets: A Guide to Practices in the Public Service*. (2nd Ed.). New York, NY: Routledge.
- Lewis, V. B. (1952). Toward a theory of budgeting. *Public Administration Review* 12(1): 42-54. **[Note: Read pp. 48-54.]**

Videos

- Types of Budgets – Washington Association of Cities
- Budgetary Systems and Formats – Jim Landers
- Performance Measures in Budgets – Jim Landers

Practice

- Program Performance Measures Applications.
- Musell, Performance Measures Table 5.2.
- St. Louis, MO Streets Dept. Budget.

Tasks

- Week 4 Quiz (due September 20).
- Program Performance Measures Memorandum (due September 25).

Class Session

- Tuesday, September 21, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion about performance measures; distinguishing output, outcome, and quality measures; and police performance measurement.

Week 5 (September 22-September 28): Alternative Budget Models.

Learning Objectives

- Understand the purposes and political underpinnings of the participatory budgeting and gender-responsive budgeting models.
- Examine the processes used to implement participatory budgeting and gender-responsive budgeting.
- Compare and contrast participatory budgeting and gender-budgeting processes to traditional budgeting processes.
- Examine the program funding impacts of participatory budgeting and gender-responsive budgeting.
- Examine the impact of participatory budgeting and gender-responsive budgeting on the social-, demographic-, income-, and geographic-distribution of budgetary outcomes.

Required Reading Materials

- Stewart, L. M., Miller, S. A., Hildreth, R. W., and Wright Phillips, M. V. (2014) Participatory budgeting in the United States: A preliminary analysis of Chicago's 49th ward experiment. *New Political Science* 36(2): 193-218.
- Goncalves, S. (2014). The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil. *World Development* 53: 94–110.
- Rubin, M. M., and Bartle, J. R. (2020). Achieving Gender Equality: The Role of Gender-Responsive Budgeting. Presented at the Public Administration Review Symposium, September 25-26 2020.
- Combaz, E. (2013). Impact of Gender-Responsive Budgeting. *Applied Knowledge Services*, July, 22, 2013.

Optional Reading Materials

- Ebdon, C., and Franklin, A. (2004). Searching for a role for citizens in the budget process. *Public Budgeting and Finance* 24(1): 32-49.
- Moser, B., and Korac, S. (2020). Introducing gender perspectives in the budgetary process at the central government level. *International Journal of Public Administration* 43: 1-12.
- Rubin, M. M., and Bartle, J. R. (2005). Integrating gender into government budgets: A new perspective. *Public Administration Review* 65(3): 259-272.

Videos

- Interview with Shari Davis, Executive Director, Participatory Budgeting Project.
- Real Money Real Power: Participatory Budgeting – Participatory Budgeting Project

- Gender-Responsive Budgeting: Morocco - iKNOWPOLITICS
- Gender Responsive Budgeting: Nicole Farnsworth - TEDxPrishtinaWomen

Practice

- None

Tasks

- Week 5 Quiz (due September 27).

Class Session

- Tuesday, September 28, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion comparing alternative budget models; compare alternative budget models to traditional budget processes; describing potential impacts of alternative budget models on government programming and spending.

Week 6 (September 29-October 5): Budget Execution.

Learning Objectives:

- Understand the processes, institutions, and actors involved in budget execution.
- Examine issues relating to budget balance, including operating surplus/deficit, structural deficit, reserves and stabilization funds.
- Examine the tension between the legislature and executive during budget execution.
- Examine the impact of recession on government budgets and recession responses by government leaders.
- Understand how to interpret an operating or surplus statement.

Required Reading Materials

- Bland, R. L. (2007). Implementing the budget (Chapter 4). In *Budgeting: A Budgeting Guide for Local Government* (2nd Ed.). Washington, DC: International City Management Association.
- Gordon, T. (2012). *State and local budgets and the Great Recession*. New York, NY: The Russell Sage Foundation. July 2012.
- Mattoon, R., and Testa, W. (1992). State and local governments' reaction to recession. *Economic Perspectives* 16(2), 19-26.
- Kerns, S. (2020). State Revenues Decline for First Time Since the Great Recession, With the Worst Still to Come. National Association of State Budget Officers, September 8, 2020. Online.
- Walczak, J., and Cammenga, J. (2020). State Rainy Day Funds and the COVID-19 Crisis. Fiscal Fact No. 703, Apr. 2020. Washington, DC: Tax Foundation.
- Chapman, J. (2020). How Using Rainy Day Funds Affects State Credit Ratings. Pew Charitable Trusts, August 24, 2020. Online.

Optional Reading Materials

- Hackbart, M., and Ramsey, J. (1999). Managing public resources: Budget execution. *Journal of Public Budgeting and Financial Management* 11(2): 258-275.
- Douglas, J. W., and Hoffman, K. U. (2004). Impoundment at the state level: Executive power and budget impact. *The American Review of Public Administration* 34(3): 252-258.

Videos

- What's an Operating Statement – Jim Landers
- State Budgets and COVID-19 - Pew Charitable Trusts.

Practice

- Components of an Operating Statement.

Tasks

- Week 6 Quiz (due October 4).
- COVID-19 Recession Response Memorandum (due October 9).

Class Session

- Tuesday, October 5, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion about recession responses and softening the budgetary impacts of recession; discussion of recession responses in operating statements.

Week 7 (October 6-October 12): Important Budget Execution Practices.

Learning Objectives

- Explain the operation and purposes of various budget execution practices such as allocation, allotments, encumbrances, variance analysis, revenue monitoring, cash-flow budgeting, and impoundment.
- Perform allocation, allotment, and variance analysis.
- Create a cash flow-budget.

Required Reading Materials

- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). Cost allocation (Chapter 5). In Budget Tools: Financial Methods in the Public Sector (2nd ed.). Los Angeles, CA: Sage.
- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). Operating plan and variance analysis (Chapter 22). In Budget Tools: Financial Methods in the Public Sector (2nd ed.). Los Angeles, CA: Sage.
- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). Cash management and internal controls (Chapter 23). In Budget Tools: Financial Methods in the Public Sector (2nd ed.). Los Angeles, CA: Sage.
- Chen, G. G., Weikart, L. A., and Williams, D. W. (2015). Forecasting and managing cash flow (Chapter 24). In Budget Tools: Financial Methods in the Public Sector (2nd ed.). Los Angeles, CA: Sage.

Optional Reading Materials

- Mikesell, J. L. (2018). Budget methods and practices (Chapter 3). In Fiscal Administration: Analysis and Applications for the Public Sector (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 131-142.]**

Videos

- Budget Execution Practices – Jim Landers
- Allocation, Allotments, and Variance Analysis in Excel – Jim Landers
- Cash-Flow Budgeting in Excel – Jim Landers
- Why and How Do We Monitor Revenue – Jim Landers
- Fixed Cost – Edspira
- Variable Cost – Edspira
- Step-Variable Cost – Edspira
- Sunk Cost – Edspira
- Opportunity Cost - Edspira
- Cost Allocation – Jim Landers
- Cost Allocation Example - Direct Method – Jim Landers
- Cost Allocation Example – Step-Down Method – Jim Landers

Practice

- Allocation, allotment, variance analysis applications.
- Setting up Allotments
- Cash flow budgeting application.
- Direct cost allocation application.
- Step-down cost allocation application.
- Emergency hospital cost allocation.

Tasks

- Week 7 Quiz (due October 11).
- Cost Allocation and Estimation Memorandum (due October 16).

Class Session

- Tuesday, October 12, 5:45 p.m.-7:35 p.m.
- Session Activities: Demonstration of cost allocation, allotment calculations, cash-flow budget estimation.

Week 8 (October 13-October 19): Capital Planning and Budgeting.

Learning Objectives

- Differentiate capital expenditures from continuing operating expenditures.
- Understand the capital planning and budgeting process.
- Examine the reasons for having a separate capital budget process.
- Understand the components of cost-benefit analysis.
- Compute and interpret discounted present values of money flows.
- Examine the challenges of conducting cost-benefit analysis.

Required Reading Materials

- Mikesell, J. L. (2018). Capital budgeting, time value of money, and cost-benefit analysis: Process, structure, and basic tools (Chapter 7). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Musell, R. M., and Yeung, Ryan (2020). Capital spending in budgets (Chapter 6). In *Understanding Government Budgets: A Guide to Practices in the Public Service*. (2nd Ed.). New York, NY: Routledge.
- Chen G. G., Weikart, L. A., and Williams, D. W. (2015). Cost-benefit analysis (Chapter 17). In *Budget Tools: Financial Methods in the Public Sector* (2nd Ed.). Los Angeles, CA: Sage.

Optional Reading Materials

- Bland, R. L. (2007). Planning and budgeting for capital improvements (Chapter 7). In *Budgeting: A Budgeting Guide for Local Government* (2nd Ed.). Washington, DC: International City Management Association.

Videos

- Intro to Cost-Benefit Analysis - Conservation Strategy Fund
- Cost-Benefit Scenarios - Conservation Strategy Fund
- Cost-Benefit Perspectives - Conservation Strategy Fund
- Cost-Benefit Discounting - Conservation Strategy Fund
- Introduction to Present Value – Khan Academy
- Present Value 2 – Khan Academy

Practice

- Compounding, Discounting & Net Present Value

Tasks

- Week 8 Quiz (due October 18).

Class Session

- Tuesday, October 19, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion about capital planning and budgeting practices; demonstration of cost-benefit calculations; discussion about cost-benefit analysis.

Week 9 (October 20-October 26): Debt and Debt Management.

Learning Objectives

- Differentiate between deficit and debt.
- Examine debt levels and other obligations of state and local governments.
- Understand the types of debt instruments used by state and local government.
- Understand the debt issuance process and its actors.
- Examine the uses of debt by state and local governments.

Required Reading Materials

- Mikesell, J. L. (2018). Debt administration (Chapter 15). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Chen G. G., Weikart, L. A., and Williams, D. W. (2015). Government and nonprofit accounting (Chapter 25). In *Budget Tools: Financial Methods in the Public Sector* (2nd Ed.). Los Angeles, CA: Sage.
- Chen G. G., Weikart, L. A., and Williams, D. W. (2015). Financial statement analysis (Chapter 26). In *Budget Tools: Financial Methods in the Public Sector* (2nd Ed.). Los Angeles, CA: Sage.
- McBride, J., Chatzky, A., and Siripurapu, A. (2020). *The National Debt Dilemma*. Council on Foreign Relations. Online.

Optional Reading Materials

- Mikesell, J. L. (2018). The logic of the budget process (Chapter 2). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 80-87].**
- U.S. Government Accountability Office. America's Fiscal Future: Federal Debt. Online.

Videos

- Budget and Fund Accounting – Washington Association of Cities
- Financial Condition Analysis – Jim Landers
- Intro to Municipal Bonds – EdSpira
- The 3 Main Types of Municipal Bonds – EdSpira
- Alice Rivlin Discusses the National Debt in Historical Context – University of California

Practice

- Debt capacity measures.
- Financial condition ratios.

Tasks

- Week 9 Quiz (due October 25).
- Financial Condition Analysis Memorandum (due October 30).

Class Session

- Tuesday, October 26, 5:45 p.m.-7:35 p.m.
- Session Activities: Demonstration of debt capacity and financial condition calculations; discussion about interpreting debt capacity and financial condition measures.

Week 10 (October 27-November 2): Principles of Taxation.

Learning Objectives

- Understand the concepts of revenue adequacy and yield.
- Compute and interpret revenue elasticity measures.
- Understand the concepts of tax efficiency and tax equity and the conflict between them.
- Analyze the potential effects of taxes on economic behavior.
- Compare and contrast the benefits received and ability-to-pay principles of tax equity.
- Apply the concepts of horizontal equity and vertical equity.
- Understand the concept of tax incidence.

Required Reading Materials

- Mikesell, J. L. (2018). Taxation: Criteria for evaluating revenue options (Chapter 8). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Mankiw, N. G. (2012). The design of the tax system (Chapter 12). In *Principles of Economics* (6th Ed.). Mason, OH: South-Western Cengage Learning.

Optional Reading Materials

- Lee, R. D., Johnson, R. W., and Joyce, P. G. (2021). Budgeting for revenues: Income taxes, payroll taxes, and property taxes (Chapter 5). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning. **[Note: Read pp. 119-124.]**
- Rabin, J., Hildreth, W. B., and Miller, G. J. (1996). Criteria for evaluating a tax (revenue) system (Chapter 15). In *Budgeting: Formulation and Execution*. Athens, GA: University of Georgia.

Videos

- Revenue Adequacy – Jim Landers
- Tax Neutrality – Jim Landers
- Tax Equity – Jim Landers
- Tax Incidence – Jim Landers
- Revenue Elasticity Measures – Jim Landers
- Estimating Revenue Growth Rates in Excel – Jim Landers

- Estimating Revenue and Rate Elasticities in Excel – Jim Landers

Practice

- Computing growth rates and revenue elasticities.
- Measuring tax equity.

Tasks

- Week 10 Quiz (due November 1).
- Revenue Analysis Assignment (due November 6).

Class Session

- Tuesday, November 2, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion about principles of taxation; demonstration of calculating and interpreting the income elasticity of revenue and the tax rate elasticity of revenue.

Week 11 (November 3-November 9): Tax and Revenue Structures: Income Tax and Sales Tax.

Learning Objectives

- Examine the relative importance of the income taxes and sales taxes as revenue streams for government in the U.S.
- Understand the basic structure, operation, and institutions of individual and corporate income taxes.
- Differentiate the operation and impact of income tax exemptions, deductions, and credits.
- Understand the basic structure, operation, and institutions of sales taxes.
- Examine the impacts of recession on revenue from income taxes and sales taxes.
- Analyze the income tax and sales tax relative to the principles of taxation.

Required Reading Materials

- Mikesell, J. L. (2018). Major tax structures: Income tax (Chapter 9). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Mikesell, J. L. (2018). Major tax structures: Taxes on goods and services (Chapter 10). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Felix, A., and Watkins, K. The impact of an aging U.S. population on state tax revenues. *Economic Review/Federal Reserve Bank of Kansas City* (4th Quarter 2013): 94-127.

Optional Reading Materials

- Lee, R. D., Johnson, R. W., and Joyce, P. G. (2021). Budgeting for revenues: Income taxes, payroll taxes, and property taxes (Chapter 5). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning. **[Note: Read pp. 124-135.]**
- Lee, R. D., Johnson, R. W., and Joyce, P. G. (2021). Budgeting for revenues: Transaction-based revenue sources (Chapter 6). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning. **[Note: Read pp. 149-160.]**

Videos

- Income Tax – Jim Landers
- Evaluation of Income Tax – Jim Landers
- Sales Taxes – Jim Landers
- Evaluation of Sales Taxes – Jim Landers
- Indexing Data to a Base Year – Jim Landers
- Examining Revenue Trends in Excel – Jim Landers
- Examining Revenue Volatility in Excel – Jim Landers

Practice

- Income and Sales Tax Computations and Applications
- Motor Fuel Tax Volatility Analysis

Tasks

- Week 11 Quiz (due November 8).
- Revenue Volatility Analysis Assignment (due November 13).

Class Session

- Tuesday, November 9, 5:45 p.m.-7:35 p.m.
- Session Activities: Demonstration of volatility measures; discussion about production input exemptions, exclusion of services, and application of tax principles to income and sales taxes.

Week 12 (November 10-November 16): Tax and Revenue Structures: Property Tax and User Charges.

Learning Objectives

- Examine the relative importance of the property taxes and user charges as revenue streams for government in the U.S.
- Understand the basic structure, operation, and institutions of the property tax.
- Differentiate the operation and impact of property tax exemptions, deductions, abatement, and other limits and controls.
- Analyze the prevalence and impact of TIF on property taxes.
- Understand when user charges can be employed and their advantages and disadvantages.
- Analyze the property tax and user charges relative to the principles of taxation.

Required Reading Materials

- Mikesell, J. L. (2018). Major tax structures: Property taxes (Chapter 11). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Mikesell, J. L. (2018). Revenue from user fees, user charges, and sales by public monopolies (Chapter 12). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. [Note: Read pp. 570-588.]
- Greenbaum, R. T., and Landers, J. (2014). The tiff over TIF: A review of the literature examining the effectiveness of tax increment financing. *National Tax Journal* 67(3): 655–674.
- Kovac, M. (2019). Franklin County casts critical eye over tax districts for suburban developments. *Columbus Dispatch*, July 21, 2019.
- Bush, B. (2019). Columbus, facilities authority quietly reach deal to repay Nationwide arena loan. *Columbus Dispatch*, December 24, 2019.
- Bush, B. (2020). Columbus city council extends Polaris, Easton tax deals. *Columbus Dispatch*, November 24, 2020.

Optional Reading Materials

- Lee, R. D., Johnson, R. W., and Joyce, P. G. (2021). Budgeting for revenues: Income taxes, payroll taxes, and property taxes (Chapter 5). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning. **[Note: Read pp. 135-144.]**
- Lee, R. D., Johnson, R. W., and Joyce, P. G. (2021). Budgeting for revenues: Transaction-based revenue sources (Chapter 6). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning. [Note: Read pp. **Note: Read pp. 161-163.**]

Videos

- Property Tax Overview – Jim Landers
- Property Tax Rates – Jim Landers
- Property Tax Relief - Jim Landers
- User Charges – Jim Landers

Practice

- Property tax calculations.
- User charge applications.

Tasks

- Week 12 Quiz (due November 15).

Class Session

- Tuesday, November 16, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion about the property tax system, impact of property tax on economic development, and impact of tax increment financing.

Week 13 (November 17-November 23): Revenue Forecasting/Projection.

Learning Objectives

- Understand the different processes used by state and local governments to develop revenue forecasts.
- Examine the potential political issues involved in producing a revenue forecast.
- Analyze and apply computational methods and techniques used by practitioners to forecast revenue.
- Examine issues relating to the estimation of revenue impacts from policy changes.
- Differentiate static, "micro-dynamic", and "macro-dynamic" (aka dynamic) estimates.

Required Reading Materials

- Mikesell, J. L. (2018). Revenue forecasts, revenue estimates, and tax expenditure budgets (Chapter 13). In *Fiscal Administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning. **[Note: Read pp. 603-627.]**
- Willoughby, K. G., and Guo, H. (2008). The state of the art: revenue forecasting in U.S. state governments (Chapter 3). In *Government Budgeting Forecasting: Theory and Practice*. Boca Raton, FL: Taylor and Francis Group: 27-42.
- Mikesell, J. L. (2018). Often wrong, never uncertain: Lessons from 40 years of state revenue forecasting. *Public Administration Review* 78(5): 795-802.

Optional Reading Materials

- Wang, X. (2006). Revenue forecasting (Chapter 1). In *Financial Management in the Public Sector: Tools, Applications, and Cases*. Armonk, NY: M. E. Sharpe: 3-20.

Videos

- Revenue Forecasting – Jim Landers
- Examining Revenue Trends in Excel – Jim Landers
- Intro to Regression Using Excel – Jim Landers
- Projecting Revenue in Excel – Jim Landers
- Gross Domestic Product: The Economic Lowdown Series – St. Louis Federal Reserve Bank
- Unemployment: The Economic Lowdown Series – St. Louis Federal Reserve Bank
- What is Personal Income? – Bureau of Economic Analysis

Practice

- Revenue projection and estimation applications.

Tasks

- Week 13 Quiz (due November 22).
- Revenue Projection Assignment (due December 4).

Class Session

- Tuesday, November 23, 5:45 p.m.-7:35 p.m.
- Session Activities: Demonstration of revenue projection methods; discussion about the purpose and importance of revenue forecasts, revenue forecasting vs. revenue estimating.

*****November 24-November 30: Thanksgiving Break*****

- Work on Revenue Projection Assignment (due December 4).
- Work on Course Reflection (due December 11).

Week 14 (December 1-December 7): Intergovernmental Fiscal Relations.

Learning Objectives

- Examine the programmatic scope and spending attributable to intergovernmental relationships.
- Understand the principles of correspondence, subsidiarity, and fiscal disparity.
- Examine how the principles of correspondence, subsidiarity, and fiscal disparity impact service provision and intergovernmental relationships.
- Understand the different types of intergovernmental assistance and their impacts.
- Examine Tiebout's model of local public goods provision and understand the implications for fiscal federalism.

Reading Materials

- Mikesell, J. L. (2018). Intergovernmental fiscal relations: Diversity and coordination (Chapter 14). In *Fiscal administration: Analysis and Applications for the Public Sector* (10th Ed.). Boston, MA: Cengage Learning.
- Howell-Moroney, M. (2008). The Tiebout hypothesis 50 years later: Lessons and lingering challenges for metropolitan governance in the 21st century. *Public Administration Review*, 68(1), 97-109.

Optional Reading Materials

- Lee, R. D., Johnson, R. W., and Joyce, P. G. (2021). Intergovernmental relations (Chapter 15). In *Public Budgeting Systems* (10th Ed.). Burlington, MA: Jones & Bartlett Learning.

Videos

- Federalism - Crash Course Government and Politics
- Vertical Fiscal Relationships – Jim Landers
- Horizontal Fiscal Relationships – Jim Landers

Practice

- None

Tasks

- Week 14 Quiz (due December 6)
- Course Reflection (due December 11)

Class Session

- Tuesday, December 7, 5:45 p.m.-7:35 p.m.
- Session Activities: Discussion about fiscal correspondence and fiscal disparity; evaluating fiscal correspondence and fiscal disparity problems.