

**UNIVERSITY OF CENTRAL OKLAHOMA
DEPARTMENT OF POLITICAL SCIENCE
SPRING 2018**

POL 4463: PUBLIC FINANCE AND BUDGETING (CRN=27164)

Professor: Dr. Jan C. Hardt

Class Meets: Mondays 7:30-10:15 pm in LA 120

Office Hours: MWF 8:30-10:50 a.m., T 8:30 -10:50 a.m., and M 7:10-7:30 p.m. and also by appointment. Just ask!

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Graduate Catalog Description: “Public Finance and Budgeting is an analysis of revenue sources and expenditures including the planning, approval, and implementation of public budgets.”

This course is designed to give students an introduction to the basics of budgeting at all levels of government -- local, state, and national. Budgeting represents an important part of any government because it is through budgeting that our elected and appointed politicians set their goals for the government as well as developing the resources to meet those goals.

In this class, we will make several basic assumptions about budgeting. First, budgeting is POLITICAL, and in fact it may be one of the most political aspects of government. Government budgets are political because they can only be reached after numerous political decisions about how our funds should be allocated. We will see some of these political aspects this semester as both the national and state governments make crucial decisions about which programs should be funded. Certainly it is a political decision when our officials are deciding whether to send \$100 million to fund family planning programs, the environment, or a new weapons program! Throughout this semester you will see the results of some of these decisions in various budgets.

Second, budgeting is IMPORTANT. It is only through budgeting that these crucial decisions are made. As we explore budgeting further, we will quickly find out that much of the legislation that is passed by our governments can be directly linked to the budgeting process. With the U.S. Congress, for example, much of our representatives' time is consumed by passing the thirteen appropriation bills that must be passed every fiscal year. We will find that similar tasks occupy our state legislators.

Third, we will find that budgeting is COMPLICATED. We will quickly find out why we have budget deficits at the national level and even in some state governments. Not only does the national government operate on a different fiscal year than most state governments, but there are also different rules at the national and state levels. Most state and local governments usually need to balance their budgets, for example, and are given more tools to work with, such as a line-item veto for governors. The national government, however, has more funds and can control how much each state government

receives from the national government. We will see through this semester that the various phases of budgeting further complicate the passage of most budgets. In fact, in 1994 for the first time in 40+ years the Congress managed to pass its budget resolutions on time. Yikes! Obviously, the flipside of this is that it didn't pass them all those other years and that usually Congress fails to meet its own deadlines. What follows is almost always chaos. Remember the budget summit in 1990 where members of Congress met with the president away from the Capitol and President Bush made Republicans mad with those famous six words? Remember the time when the federal government had to close for days because Congress failed to pass a budget? (Oh, yeah. There has been more than one of those, right?) Remember the first week in August 2011 when Congress finally worked out a deal to resolve the debt crisis but Standard and Poor's decided to lower the credit rating of the United States anyway and the stock market plummeted, not just here, but also around the world? Remember the cliff? At a more local level, there is the Oklahoma state legislature's awful attempt to pass a budget in Fall 2017, with extended session after extended session. Meanwhile, state agencies have already taken multiple cuts to their budgets along with numerous layoffs of state employees. These are the unfortunate consequences of a complicated budget process. They are ugly, they are chaotic, and they are inherently political.

Finally, we will find out that our budgeting process may need to be REFORMED. We will study numerous attempts at reform during this semester. Over the course of history, both national and state governments have tried many different kinds of budgets, including performance, program, and zero-base budgeting. Which have been successful? Which have failed? We will also debate some controversies, including the following: 1) Should the president have a line-item veto? 2) Should there be a balanced budget amendment for the national government? 3) How can we control our budget deficits? 4) Should sports stadiums be publically funded? These are just some of the questions we will answer throughout this course.

Goals of this Course: The student successfully completing this course should be able to:

1. Understand steps involved and theories associated with managing budgets, distributing resources, and predicting costs.
2. Gain an understanding of a variety of current budgetary and fiscal administration issues and controversies by reading and discussing current journal articles on budgeting.
3. Describe and explain the theoretical foundations of public budgeting in the United States; exhibit an understanding of the political, legal, economic, social and cultural factors influencing budgets and budget making in America.
4. Describe and explain the technical nature of public budgeting in the United States, including the timetable and rules of the process typical at the three levels of government.
5. Explain and compare the political aspects of budgeting with rational methods of resource allocation in the United States.
6. Navigate spreadsheet software (Microsoft Excel©) and conduct a comparative analysis typical of budget preparation and evaluation in United States governments.

7. Demonstrate increased knowledge of the politics of public budgeting, major budget formats and lessons learned about implementing them, typical parts of the budget process and typical players involved in the budget process and their roles, some basic concepts for preparing a budget request, strategies to achieve budget success, and budget processes and politics of familiar organizations.

Meeting University Goals: The University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. Please note that the Political Science Department is committed to furthering the academic mission, vision, goals, values, and philosophy of the University community as outlined in its Academic Mission/Vision 2009. See:
<http://www.uco.edu/academicaffairs/MissionVision2009.pdf>

This course directly incorporates the following Transformative Learning Goals:

- **Discipline Knowledge** – This class provides knowledge of Government/Political Science by a thorough review of the theories and processes of budgeting. See course goals above.
- **Leadership** – This class examines frankly how leaders in this country and others have struggled mightily with the issue of public budgeting. A good (bad?) example of this occurred the first week of August 2011.
- **Research, Scholarly and Creative Activities** – All students will complete written homework assignments as described below.
- **Service Learning and Civic Engagement Activities** – Many of the students in this class are in the Public Administration program, and as such many of them may later work for cities, counties, states, or the federal government in their careers. To do so, you need to know how to budget.
- **Global and Cultural Competencies** – This course does make comparisons to budgeting processes in other countries throughout this course.

Requirements of the Course: You will notice below that I have spelled out the requirements of this course in some detail. I have done this so that you will know what I expect from you and what you should expect of yourself in this course. For this reason, I have given the deadlines for all exams and papers in this syllabus, as well as how these requirements are weighted in the final grade. Please read these requirements carefully, and if you have any questions about them, I will be glad to answer them. Just stop by after class or during my office hours.

1. PARTICIPATION IN CLASS: Since the class is relatively small, participation in class and completion of the readings are expected. It will be very important for you to complete the readings by assigned dates so that your discussion in class will be more complete. In a number of classes, I will call on people **at random** so that the entire class can benefit from your input. Moreover, attendance will be taken at irregular intervals, perhaps about a dozen times during the semester. This attendance will become part of your participation grade. If you know ahead of time that you will be missing a certain class, you should not only be prepared to get notes for that class from a classmate, but

you might also want to inform me ahead of time to find out what you will miss. Your participation and attendance will count for 10% of your total grade.

2. EXAMINATIONS: There will be a two interim exams and a final. Your exams will include a combination of essay and short essay questions. The exams will cover all readings, any movies, homework assignments, and the material covered in lectures/discussions. The first exam will be worth 10%, the second exam will be worth 20%, and the final will be worth 20% of your total grade. Make-up policy for the exams is as follows: Students with legitimate excuses -- i.e. serious illness, death, etc. -- must notify me that they will not be able to take the exam and explain why prior to the scheduled exam date. If I consider the reasons for missing an exam to be justified, a make-up will be given. Make-up examinations should be taken promptly.

The exam dates are as follows:

FIRST EXAM	Monday, February 12 th in class
SECOND EXAM	Monday, March 26 th in class
FINAL EXAM	Monday, April 30 th in class

3. WRITTEN ASSIGNMENTS: There will be several written assignments as described on sheets attached to this syllabus. The due dates for the assignments are listed below. All assignments *including the literature review* should be turned in typed, with standard fonts and margins. Please staple a cover sheet to all assignments, which includes your name, the class, the date, the assignment number, and a suitable title. No other adornment is necessary, i.e. please do not use binders, special report covers, etc. Assignments should be turned in on the day that they are due or late penalties will be assessed. My late paper policy is as follows: any paper turned in after the given deadline will be subject to a penalty of 5% per MWF, regardless of whether we have class. Thus, if an assignment is due on Monday and worth 100 points and is turned in Wednesday it would start at a 95, but the Friday a 90 and so forth. This is done to be fair to all students so that all students have the same chance to complete the same amount of work on the same day for the same grade. Please note that I take ALL cases of plagiarism very seriously. If plagiarism is there, I will find it.

Assignment #1 Due: Monday, January 29th, in class.

Budgeting and the States – Worth 125 points.

- Use the Spring 2015 Budget Processes in the States, it is available at <https://www.nasbo.org/reports-data/budget-processes-in-the-states>, or go to www.nasbo.org and type in reports on the tabs to find it. Use the report to compare Oklahoma and two other states. HINT: Make sure NOT to pick either the Fiscal Survey Report (which is the first one listed) or Capital Budgeting in the States!! Both of these will take you down the wrong path! We will pick out the states on the first day of class.
- In this assignment, you should find out as much as you can about the budgeting process in your three states. There are over 20 tables on this site so there is more than enough information there. What similarities and differences are there between your three states? How do you think your three states fit into the “norm”?

- To answer these questions, you should prepare two items.
 - 1) Prepare a **one-page typed on one side** bullet sheet with all three states on it listing the major features of their budgeting processes (**the more features, the better!** What would someone want to know about these three states? What would be the best way to show them the differences with a **quick** glance?)
 - 2) Answer the questions above on an additional 3-4 pages typed. I will stop reading at the end of the 4th page! Again, the more features that you discuss, the better but you will need to do it concisely and analytically to get it within the four pages.

Assignment #2 Due: Monday, February 19th, in class

Systems of Budgeting Exercise – Worth 150 points

Using the State of Oklahoma FY2018 Budget (Historical Document and Executive Budget versions) -- see <https://ok.gov/OSF/Budget/>-- locate the agency that was selected in class for you. Answer the following questions:

- 1) Which one of the three budgets provided for your agency/department best describes what it does? – Line item budget, Program Budget, or Performance Budget. Explain your answer thoroughly.
- 2) What would a zero-based budget look like for this agency/department? Do you think it would be feasible? Explain.
- 3) Which one of the three budgets gives: the director of the department/agency, the Oklahoma legislature, the governor, the most discretion/latitude in making decisions about the agency? Think about the roles of these persons prior to answering the question. Explain each response separately.
- 4) Overall, comment on the fact that Oklahoma provides three different types of budget information in its annual budget. Do you think that this a good idea, a bad idea, or something in between? What does each add? What are the advantages and disadvantages of providing these three types of information?
- 5) Use Lee to decide whether overall the Oklahoma budget is “good.” Then use the Government Finance Officer Association’s best principles and elements (see: <http://www.gfoa.org/services/nacslb/>) and determine whether the GFOA would believe that the budget follows the “best practices.” Justify your responses.
- 6) Attach the pages for JUST your agency/department to your assignment. Please keep these limited in number!

Assignment #3 Due: Date chosen by you on the first day of class =

Debate Preparation/Leading Discussion – Worth 150 points

You will notice below that there are debates listed on many days of this course. On the first day of class, we will divide those debate times up so that there are approximately two people per debate. Nobody will be allowed to take the first week! Thus, your due date for this assignment is the date that you pick. To lead the debate, you and your partner(s) should have:

1. Thoroughly read the materials for that debate.
2. Prepare a handout for each student in the class (and me). This handout should aim to encourage discussion while at the same time making sure each student

understands the key points, so general questions that can be asked work better than asking for specific pieces of information that are minute and detailed. Fill in the blank type questions do not work very well, unless they are super obvious!

3. Lead a debate/discussion so that as much as possible all students are actively engaged in the topic and all key points of the topic are addressed.
4. You will be graded on:
 - a. How each of you lead the debate/discussion (there should be a balance and these grades might be different);
 - b. Your handout prepared by your group (this grade should be the same for all);
 - c. Your notes taken about your particular topic that will help you lead the debate/discussion. These should be in your own words (these should be different for each member of the group). Please submit these notes to turnitin.com.

Assignment #4: MOUND BAYOU PROJECT – This written assignment will be passed out in class and it involves making budgeting decisions for a hypothetical city. It will be due **Monday, April 9th in class**. It will be worth 125 points.

4. OFFICE HOURS: My office hours are listed on the front page of this syllabus. Please feel free to use my office hours. If you have questions, it will be up to **you** to take the initiative to meet with me in my office hours. You can also use my office hours just to come in and introduce yourself. If my office hours are not convenient, I am willing to make other arrangements so just stop by during office hours or after class and ask.

5. OUTSIDE WORK AND ACADEMIC HONESTY -- The Dean's office asked that these statements on outside work and academic honesty be included on all syllabi.

A. **OUTSIDE WORK:** Based upon the Oklahoma Regents' Statement on Course Workload and Homework [OSRHE II-2-34], a college student should expect to spend 3 hours, on average, on outside work for each hour spent in class. The message the OK Regents are trying to communicate is that if you have a full time job (30-40 hours) you should not simultaneously expect to maintain a full-time academic schedule (15 hours). If you expect to do well, expect to put in the time!


B. **ACADEMIC HONESTY:** Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic information without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of academic dishonesty will be subject to disciplinary action. More information concerning this policy can be found on page three of the UCO Student Code of Conduct located at: <http://bronze.ucok.edu/ssvp/UCOStudentRights.pdf>

C. TURNITIN.COM – “UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of the various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the term of the semester. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.” More information about this will be provided during class, but you will be asked to submit your work in paper format, and through on-line submission. TURNITIN.COM ID: 17026271; PASSWORD: budget (yep, not the most inventive!)



6. GRADING: Your final grades for the course will be calculated in the following manner: 90% and above=A, 80% and above=B, etc. I will use these percentages to calculate grades:


First Exam	10%
Second Exam	20%
Final Exam	25%
Class Participation/Attendance	10%
Class Assignments (??/550 pts =grade)	20%
Literature Review	15%

7. OTHER IMPORTANT INFORMATION: If you have special circumstances (can't see the board, can't read my handwriting, break out in hives during tests, etc.), please let me know as soon as possible. For example, if you need to miss some classes, inform me as soon as you can so we can work out a schedule for you to complete the assignments. Also, you might have difficulty taking certain kinds of exams. If you are an athlete, etc. who will travel, let me know. The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities who need special accommodations should make their requests by contacting the Coordinator of Disability Support Services at 974-2549. It is the student's responsibility to contact the instructor as soon as possible after the DSS has verified the need for accommodations to ensure that such accommodations are implemented in a timely fashion. If these or other circumstances apply to you, please see me and we can make the necessary arrangements.

8. STLR CREDIT?:  Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have Transformative Learning opportunities in six core areas: discipline knowledge (as recorded on your academic transcript); and 5 more (recorded on your Student Transformative Learning Record): global and cultural competencies; health and wellness; leadership; research, creative and scholarly activities; and, service learning and civic engagement. Growth in these areas is recorded on your Student Transformative Learning Record (STLR) accessible

from “My Dashboard” on your D2L homepage. Read more about STLR at <http://uco.edu/stlr>. This course includes one, official STLR assignment each for the *Research, Creative & Scholarly Activities, Service Learning & Civic Engagement, and Global & Cultural Competencies* tenets. STLR is graded on one of three levels, exposure, integration, and transformation, depending on the responses given to the questions below. Students in this capstone class can attempt to get one, two or three STLR credits. This is OPTIONAL in this capstone class, but to be eligible, all answers must be submitted to the appropriate STLR dropbox in D2L by Friday, April 20, 2018 at 5:00 p.m..

 <p data-bbox="224 821 418 863">Service Learning & Civic Engagement</p>	<p data-bbox="565 537 1122 569">Answer the following questions (typed):</p> <ol data-bbox="613 575 1406 877" style="list-style-type: none"> <li data-bbox="613 575 1406 638">1. Explain your ability to think critically about societal issues after taking this capstone class. <li data-bbox="613 644 1406 779">2. To what extent can you articulate through a thorough explanation or direct application an understanding of your rights and responsibilities as a contributing citizen in a democratic society? <li data-bbox="613 785 1406 877">3. Describe the information that had an impact on you from this capstone experience and how it caused your civic engagement perspective to change.
 <p data-bbox="224 1318 345 1350">Leadership</p>	<p data-bbox="565 888 1122 919">Answer the following questions (typed):</p> <ol data-bbox="613 926 1390 1325" style="list-style-type: none"> <li data-bbox="613 926 1390 1018">1. How did you address the issue of leadership in public administration (political science, if not MPA) with your topic in this capstone paper? <li data-bbox="613 1024 1390 1159">2. Thinking about this capstone paper, how did you apply the different leadership theories learned in your previous classes (such as Public Executive Leadership) to this paper? <li data-bbox="613 1165 1390 1228">3. What did you learn about leadership by completing this capstone paper? <li data-bbox="613 1234 1390 1325">4. What could leadership in your topic learn if they were to have access to your capstone paper? Do you plan to provide that access?

 <p>Research, Creative & Scholarly Activities</p>	<p>Answer the following questions (typed):</p> <ol style="list-style-type: none"> 1. To what extent did you become more aware of your particular topic and how it relates to public administration (political science)? 2. What did you learn about doing research by completing this capstone project that was similar (or different) compared to other research projects that you have done at UCO? 3. What have you learned from this experience that you can take away and apply to whatever you may do in your future endeavors? 4. To what extent did you apply proper research and scholarly techniques in completing your final capstone project?
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Required Readings

Lee, Robert D., Jr, Ronald W. Johnson, and Philip G. Joyce. 2012. *Public Budgeting Systems*. 9th Edition. Sudbury, MA: Jones and Bartlett Publishers.

Journal/D2L readings. – The easiest access for most of the journal readings can be found through my D2L site where all the articles are posted. But you can also find several of them on UCO’s library website, using either JSTOR or PAIS, to locate them.

Here is the class schedule. We will try to stick to it as closely as possible, but longer discussions, a snowstorm, etc. may require an adjustment. I will try not to move exams/homework dates, though, so that you can plan in advance.

Week 1 – Monday, January 8 -- Introduction to Budgeting -- *What is budgeting? What functions does it serve? What are the themes of this course? What is the public versus private distinction? What is the importance of budgeting in public policy? How can a budget be seen as a values statement?*

Lee, Ch. 1 – Introduction

Monday, January 15th – classes closed for MLK day!

Week 2 – Monday, January 22 -- Budgeting: A Historical Perspective -- *To understand the budgeting of today, you have to understand the budgeting of the past.*

Lee, Ch. 10 – Budget Approval – the US Congress, through p. 305
 DEBATE: What’s the future of public budgeting? – Read: Joyce, Phillip G. and Scott Pattison. 2010. “Public Budgeting in 2020: Return to Equilibrium or Continued Mismatch between Demands and Resources?” *Public Administration Review* 70 (Dec.): S24-S32.

Week 3 – Monday, January 29 – Federalism and Budgeting – The Federal Budget – How did we get in this mess? -- *Federalism leads to diversity and it allows individual states to develop their own cultures, but unfortunately, it can also lead to the 3 Ds – differences, duplication, and even discrimination.*

Lee, Ch. 2 – The Public Sector in Perspective

DUE: Assignment #1 – Budgeting in the States – in class (see above for description)

Week 4 – Monday, February 5 – Systems of Budgeting -- *What is the role of the chief executive in creating the budget? What are the revenue and spending considerations? What types of budget documents are there?*

Lee, Ch. 7 – Budget Preparation: The Expenditure Side, pp. 200-end

DEBATE: Is performance budgeting all it's cracked up to be? – What are the Pros and Cons of Performance Budgeting? – Is there a better way for states/cities? – Read: Lu, Yi, Katherine Willoughby, and Sarah Arnett. 2011. "Performance Budgeting in the American States: What's Law Got to Do with It," *State and Local Government Review* 43 (2):79-94.

Week 5 – Monday, February 12 – Budget Methods, Practices, and Analysis -- *What are the phases in budgeting? How do we budget? What are the budget cycles? How does the federal budget cycle differ from the state budget cycle? What has the Congress been unable to approve a budget on time?*

EXAM I – during the first half of class.

Lee, Ch. 4 – Budget Cycles

Week 6 – Monday, February 19 -- Comparing the Budget to the Economy and to State and Local Budgets -- *This week we will take a broader perspective of the budget, looking at the US budget versus that of other budgets in the world. How does budgeting fit into the greater economic policy picture? What about monetary policy? What is the role of the deficit, globally speaking?*

Lee, Ch. 3 – Government, the Economy, Economic Development

Lee, Ch. 15 – Intergovernmental Relations

DEBATE: Pro or Anti TIF? What are the pros and cons of tax increment financing? Read: Lefcoe, George. 2011. "Competing for the Next Hundred Million Americans: The Uses and Abuses of Tax Increment Financing," *The Urban Lawyer* 43(2): 427-482.

DUE: Assignment #2 – Types of Budgeting Exercise – (see assignment description above)

Week 7 – Monday, February 26 – Budgeting For Revenues: Revenue Forecasting -- *"Don't tax you. Don't tax me. Tax the man behind the tree!" Why is raising taxes fraught with politics? What types of taxes levied by governments? This week we will cover the principles of taxation, the types of taxes and equity, and tax rates.*

Lee, Ch. 5 – Budgeting for Revenues – Income Taxes, Payroll Taxes, and Property Taxes

DEBATE: State sales tax holiday. Texas did its holiday first, so of course Oklahoma had

to have one. Are state sales tax holidays beneficial for states? Read for this discussion: see D2L.

Week 8 – Monday, March 5 -- Revenue Sources -- *This week we will look at all the different types of revenue sources, including user charges, the lottery, gambling, subsidies, excise taxes, retail sales taxes, etc. We will also look at the guessing business of estimating revenue – but not too closely if you have looked at some of the math involved.*

Lee, Ch. 6 – Budgeting for Revenues – Transaction-Based Revenue Sources
DEBATE: State lotteries – Do they really raise the money they intend to raise? – Read for this discussion: material on state lotteries on D2L.

Week 9 – Monday, March 12 – The Budget Decision Process/Expenditures and Personnel -- *This week we will look at the different expenditures.*

Lee, Ch. 7 – Budget Preparation – The Expenditure Side, pp. 187-200
Lee, Ch. 8 – Budget Preparation – The Decision Process
DEBATE: Defined Benefit or Defined Contribution? Which is better for the state? Which is better for the retiree? Read: Cogburn, Jerrell D. and Richard C. Kearney. 2010. “Trouble Keeping Promises? An Analysis of Underfunding in State Retiree Benefits,” *Public Administration Review* 70(1): 97-108.

March 17-March 25 SPRING BREAK! ENJOY IT!

Week 10 – Monday, March 26 -- Capital Budgets – Assets -- *This week we will talk about capital investment planning, the pros and cons of capital budgeting, cost-benefit analysis, and asset management.*

EXAM II – during the first half of class.

Lee, Ch. 13 – Capital Assets – Planning, Budgeting, Analysis, and Management

Week 11 – Monday, April 2 -- Capital Budgets – Finance and Debt -- *We will look at the types of financing this week, including the roles of bonds and debt.*

Lee, Ch. 14 – Capital Finance and Debt Management
DEBATE: State funding of sports stadiums? A good or bad idea? – Read for this discussion: The Road to Real Salt Lake Case study (found on D2L) and “Should private money be used for public projects? – Read: Landow, Paul and Carol Ebdon. 2013. “Private Money for Public Projects,” *Government Finance Review* (Aug): 56-60.

DUE TODAY (4/2): Mound Bayou (Assignment #4) – 5% MWF penalty if late

Week 12 – Monday, April 9 -- Budget Execution – The Executive -- *What are the factors that affect legislative decision making? How do branch relations affect the budget?*

What impact does legislative oversight have?

Lee, Ch. 11 – Budget Execution

DEBATE: Three questions: 1) Is the line item a tool of fiscal restraint or politics? 2) Should the line item veto be implemented at the federal level? 3) What are the pros and cons of the line item veto? – Read: Reese, Catherine C. 2004. “An Analysis of Reasons for the Use of the Line-Item Veto in Southern States,” *Politics and Policy* 32(4): 614-635.

Week 13 – Monday, April 16 -- Budgeting: The Legislature and the Courts -- *This week we will look at the role of the two other key actors – the legislature and the courts. What role do executive agencies play in the budgeting process? What is the role of the courts?*

Lee, Ch. 9 – Budget Approval – The Role of the Legislature

DEBATE: Is there judicial independence in an era of budget cuts? – Read: Chilton, Bradley S. and Stephen M. King. 2013. “Judicial Integrity and Budget Cuts in the States: Is the Devil in the Details?” *Justice System Journal* 34(1): 1-14.

Week 14 – Monday, April 23 -- Cost Accounting – Financial Management/ Conclusions -- *This week we will talk about accounting and more accounting.*
LAST CLASS = PIZZA!

Lee, Ch. 12 – Financial Management – Accounting, Reporting, and Auditing

Lee, Ch. 10, p. 326 to end, Budget Approval – The US Congress

Week 15 – Monday, April 30 – Final Exam Week --- Final is 7:30 pm -10:15 pm

Students are expected to take the final on the date and time given by the registrar. Any student who wishes to be an exception for any reason should submit a petition to me in writing by Monday of the last week of classes. You should know in advance that I do not consider oversleeping, plane tickets, etc. to be good reasons for missing or rescheduling a final exam.

Emergencies During Finals Statement: If a university emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. If a University emergency occurs that prevents the administration of a final examination, the student’s final course work will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. For other important information about dates, schedules, final exams, etc., please see the student information sheet located at: <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>