**SPEA-374   
Intermediate public budgeting and finance for public affairs**

**Required Texts**

* As a graduate of SPEA with a concentration in Public Financial Management, we expect every student to have a solid understating of how revenues are sourced and how expenditures are determined in the public and non-profit sectors. V374 contributes to this goal by building on the foundation set in V186, and thus adds both breadth and depth to the material covered in V186.
* No required textbook. All readings will be available electronically through Canvas. All readings will have a URL link or a link to a PDF file for you to access the reading directly. If any link does not work properly, please let me know by email immediately.

**Course Description**

The public and non-profit sectors provide resources and produce goods and services that are crucial for a well-functioning society. This requires plans for production, financing, and accounting. This course uses V186 a base to explore these issues.

**Learning Outcomes**

Students should be able to do the following at the end of this course:

* Understand the theoretical, political, historical, and managerial context for public budgeting in the United States.
* Prepare budget documents in accordance with regulatory requirements for state, local, and federal government.
* Effectively communicate, both orally and in writing, the content and explanation for budget documents and processes.
* Perform budget analysis and critique existing budgets, recognizing the political and economic constraints in the budget process.
* Forecast values used in budgets for future time periods.
* Exhibit competence with spreadsheet software and its use in budget analysis.
* Find, analyze, and apply budget information through research and interpretation.

**Course Requirements, Assignments, and Grades**

**Course Format**

I will post the slides on Canvas before the class so you can access them online. However, I might have to attend a conference, and classes will be recorded. I will provide more details when I am sure about the schedule.

**Grading**

Grading will be based on quizzes, projects, a midterm exam, and a final exam.    
The weights I will place on these categories are as follows:

|  |  |
| --- | --- |
| **Assignment** | **Weight** |
| Quizzes | 20 |
| Projects | 30 (15%, 2 Projects) |
| Participation | 10 |
| Midterm exam | **20** |
| Final exam | **20** |
| **Total** | **100** |

**Quizzes:**

Almost every week, I will assign quizzes, which you will find and complete on Canvas. These will mostly be related to the material I teach on that week. You will need to go over that material before you can correctly complete quizzes. Most quizzes will be released on Wednesday midnight and need to be submitted by 11:30 am on Monday.

Quizzes are intended to keep you reviewing the course material. The questions are meant to:

1. help you build a deeper understanding of that material
2. help you make a connection between that material and real-world policies

**Projects:**

There will be 2 projects in this class. All projects must be submitted via Canvas. Assignments are due at 11:59PM. You will not be able to submit your assignment after 11:59PM, which means you will get a zero if you do not submit your assignment before 11:59PM. Topics will cover among performance measurement, budget analysis, revenue forecast, and cost forecast.

**What is Participation?**

In-person attendance is strongly recommended and rewarded. In class, we will have discussions that help you understand the lesson’s content, I will randomly assign 10 (or more) **small** activities (these are meant for attendance, not much for content check).

**Exams (these are in class – individual work):**

There will be two exams, one midterm and one final. The final exam will be comprehensive, so it will be worth more points.

The exams will indicate how many points each question will be worth.

Writing how you got to the result might help you get partial credit if the final answer is wrong!

**How Will I Know How I’m Doing in This Course?**

Grades will be posted in Canvas within **7 days** of the due date. Since Canvas keeps track of all of your grades, you should always be able to calculate your current grade in the course. If you need assistance, please contact me.

**Additional Course Policies**

**Do not come to class if you feel sick or have tested positive for COVID-19.**

As of the start of the semester, IU policy states: "Stay home if you do not feel well. Even if you test negative for COVID-19 but have symptoms or feel unwell, you should continue to stay at home and away from others until you feel better and your symptoms have improved. Remember that you can be reinfected with COVID-19 even after recently being positive. So, even if you had COVID-19 recently but have symptoms, you should test for the virus."

If you test positive for COVID-19, as of the start of the semester, IU guidelines state: "IU continues to follow Centers for Disease Control and Prevention guidelines when it comes to isolation. Anyone who tests positive for COVID-19 must isolate away from others for five days (day 0 is the day of the positive test or when symptoms began). As long as the individual has been fever-free for 24 hours and symptoms have improved or subsided, on day 6, they may go back to their normal routine while masking around others. Individuals should wear a mask until they test negative on two antigen tests 48 hours apart or on day 10 following exposure."

[More details about IU policies](https://today.iu.edu/live/news/1985-covid-19-health-and-safety-what-you-need-to-know)

**Regrading Policy**

If you believe that an error was made in grading your work, write an email highlighting which part of the assignment you would like to have regraded and the reason why your answer deserves more points. I will review the request, and if I think it’s legitimate, your score will be adjusted accordingly. Make sure you do this by at least 3 days after assignments have been returned.

**Late Assignments**

You can turn in the assignments (QUIZZES/PROBLEM SETS) at most 72 hours late (NOT midterm and final exams) and **at most 2 times during the entire semester**. Any quiz or problem set turned in late beyond those two times will not be considered and will receive a grade of **zero**. No opportunity for make-up assignments will be offered.

**Use of AI (such as ChatGPT) in this class.**

Using AI (such as ChatGPT) to assist in completing assignments will be allowed in the following ways:

* *List acceptable uses here, e.g. “In Assignment x, will be using and citing ChatGPT as part of the assignment.”*

If you use AI in an unauthorized manner, you will be committing plagiarism\* and will be subject to penalties in this class and sanctions by Indiana University.

**\*Plagiarism**: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. *Any ideas or materials taken from another source* for either written or oral use *must be fully acknowledged*, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course. <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>.

**Late Withdrawal**

The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid).  After the auto-W deadline, withdrawal will be significantly limited and you will need permission to withdraw and must meet requirements established by O’Neill.

**Additional Ground Rules**

As everyone is very well aware, we are (still) in the middle of a *global pandemic*. Everyone will experience ups and downs this semester. If you tell me you’re having trouble, I will not judge you or think less of you. I hope that you’ll extend me the same courtesy. So, I want everyone to be aware of some important ground rules:

* You *never* owe me personal information about your health (mental or physical), or anything else
* However, you are *always welcome* to talk to me about things that you are going through
* If I can’t help you, I will do my best to direct you to someone who can
* If you need extra help with classwork or you need more time with something, just ask. I cannot promise that I will always grant an extension, but I do promise to work with you within reason. However, I ask that, if at all possible, you notify me before something is due.

**Suggestions for How to Succeed in This Course**

**Note Taking and Read News**

* I will provide power point slides associated with some class meetings. However, these slides will only be a sketch/outline of the lecture and do not stand alone as full course notes. We will also have some sessions with no slides. Taking your own notes is crucial to success in the class.
* Many things happen every day, and I will sometimes share/retweet some perspectives on the news from the content we learn from CBA on my Twitter (@econ\_anniehsu) which might be a good source for you to cultivate your views on different things.

**Be an Active Participant**

You will find the class more interesting and learn better if you are an active participant.

**Join Office Hours**

Please don't be shy to talk with me during office hours. Some potential reasons to come to office hours:

* Ask a question about something we discussed in class
* Ask a question about course policies or structure (please check the syllabus first, but then feel free to clarify with me)
* Discuss something you read in the news that relates to CBA
* Discuss your post-graduation/career goals
* Anything else you'd like to talk about!
* Need a recommendation letter to apply for graduate school
* [Click here for a great set of tips, including a humorous video at the bottom](https://adulting.asu.edu/blog/your-fear-office-hours-about-end-guide-meeting-professors)

**Course Schedule**

All course-related dates can be found on Canvas through the Modules. The schedule is **tentative**, and the exams will cover the materials we have, excluding those we don't have, don't panic!

**Full Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Notes** |
| 1 | Syllabus and Class Overview & The nature of public budgeting Budget preparation |  |
| 2 | Budget preparation (Con.) The context of public sector budgets |  |
| 3 | The context of public sector budgets (Con.) Cost analysis and cost allocation |  |
| 4 | Cost analysis and cost allocation (Con.)  Cost analysis in government decisions |  |
| 5 | Capital planning and budgeting   Capital planning and budgeting (Con.) |  |
| 6 | Debt Administration   Budget Adoption and Execution |  |
| 7 | The budget reform and the economy of the budget |  |
| 8 | Review for the Midterm   Midterm exam |  |
| 9 | Financial condition analysis   Tax evaluation criteria |  |
| 10 | Tax evaluation criteria   Income taxes |  |
| 11 | Sales taxes   Property taxes |  |
| 12 | Revenue forecasting | Display project 2 |
| 13 | Accountability in budgeting  Budget accounting and auditing |  |
| 14 | Thanksgiving | No classes |
| 15 | State and local budgeting Intergovernmental budgeting |  |
| 16 | Catch up Final Exam Review |  |
| 17 | **Final Exam (same time, same classroom)** |  |

**O'Neill School Expectations of Civility and Professional Conduct**

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and non-academic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

* Students are expected to attend class regularly and to be prepared for class.
* Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
* Students must abide by the course policy regarding the use of electronic devices in the classroom.
* Students must responsibly participate in class activities and during team meetings.
* Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
* Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
* Students must not destroy or deface classroom property or leave litter in the classroom.

\*\* These expectations are excerpted from the O’Neill School Honor Code, which can be found at: <https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf>

**Academic Integrity**

**Online Course Materials**

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

**Note Selling**

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Plagiarism and Academic Dishonesty**

Absolute integrity is expected of every IU student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations but in all University relationships and interactions connected to the educational process, including the use of University resources. A student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position should be truthfully reported at all times. In addition, students have a right to expect academic integrity from each of their peers. For further information regarding the Code of Academic Integrity, see: <http://www.iu.edu/~code/>

**Additional Information**

1. Counseling and Psychological Services For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>
2. Disability Services for Students Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor, and the DSS Office. For information about support services or accommodations available to students with disabilities and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>
3. Religious Observation In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent.  This form must be presented to the course instructor by the end of the second week of this semester.  A separate form must be submitted for each day.  The instructor will fill in the bottom section of the form and then return the original to the student.  Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>
4. Sexual Harassment. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. IU Health Center at 812-855-4011

For more information about available resources:  <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator.  In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken, and resources are made available to the student who may have been harmed.  Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.  I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.