Introduction to Public Budgeting
PPSG – 512 – G2
CRN 18092
Fall (2) 2013

Professors:
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Meeting times:
Wednesday, October 23, 30 November 6, 13, 20, December 4, 11, and 18. The class meets from 5:30 to 8:30pm. Class period November 15 will be via special assignments due November 15 - submitted through SLU Global and count as class attendance for that date.

Meeting Location: TBA

Course Prerequisites: Senior status and Graduate School approval for SPS students.
No prerequisites for graduate students.

Textbook:

Course Description:
This course focuses on public budgeting at all levels of government as well as the economic and political aspects of budgeting. It also features an evaluation of a city in St. Louis County (Rock Hill) and case-studies.

Goals of the Course:
This course provides you with an introduction to Public Budgeting. You will not only learn how the public administrator or nonprofit executive can use budgeting as a financial and management accounting tool but as a leadership enabler in developing and deploying policy in the public or non-profit organization’s work.

The course will also provide you familiarity with the process of public budgeting and with the terms that shape its language. You will learn about issues that affect the budgeting process, such as politics, political ideas and traditions, and policy analysis. You will also have the opportunity to explore public budgeting from the viewpoint of a local municipality as the ultimate intent of your instructors is to help you to formulate your own public budgeting beliefs, attitudes and process.
Learning Objectives:

1. Explain how and why public budgeting is much more than the collecting and managing of numbers that represent how tax dollars will be collected, moneys borrowed, and spent.

2. Explain how and why the budgeting process can be used a communication tool in connecting the elected with the populace.

3. Explain how and why the public budgeting process can be a lever aligning problems, politics and solutions.

4. Explain how and why the public budgeting process can launch the public sector down the path of performance management.

The overarching goals: of this course are (1) to have you see Public Budgeting as a dynamic process which, with all its failures and challenges, provides a tool for helping government govern. The intent of this course is to change what you notice and think about and how you comprehend the world of public budgeting — and (2) to change what you do as you navigate through that world of budgeting. If the class is successful, you will be better able to deliver on your role as public administrator or nonprofit executive. The objective of this course is not just to improve your understanding of the world of public budgeting, but also to improve your understanding as to how you can use public budgeting in the engagement of public policy analysis and administration.

It is important that you do all the readings and writing assignments. The readings are well done and cover the subject of Public Budgeting and Policy Analysis in a fun and interesting way. It is also useful if you actually think about how this material applies to you in your current life as well as in your future career. Learning the material requires engaging with it.

Some Assumptions (or “Philosophy”) Underlying the Class:

1. **Involvement and Engagement.** To accomplish our objectives, we need to be partners in the learning process. The currently available empirical evidence suggests that instructor ratings (as a measure of teaching) and student learning (as assessed on objective tests) are completely uncorrelated. That is not surprising as teaching and learning are two separate activities. Teaching is what we do; learning is what you do. The class is yours and ours. One way of understanding our job is that we play the role of your “personal trainer.” We will do our best to make available to you the tools—the readings, a classroom environment conducive to teaching, and candid discussions that have as their aim a motivating and encouraging climate.

But learning is your responsibility. Moreover, it is your responsibility to decide what is important for you to learn and retain, and how best to do that. When you subsequently need to put the material of this course into practice, you probably won’t have the notes, handouts, the books, or us sitting nearby. It is, therefore, our hope that you will work to internalize the learning, ideas, and the feelings and beliefs about the budgeting process that you develop during this course. Remember, it is your class, so it is your responsibility to make the most of the opportunity.
2. **Education and Learning.** Education is about seeing new things, or seeing the same things differently. Therefore, the materials and ideas that form the basis for much of the course material have been selected because they actually *do challenge* many aspects of conventional wisdom or the taken-for-granted assumptions that many people hold about the subject of public budgeting, especially given the most recent media attention on this nation’s debt ceiling and lack of budget management. The ideas and concepts are well grounded in literature in the behavioral and social sciences. If some of the readings or discussions disagree with your ideas or cause you to feel uncomfortable, that is part and parcel of the learning process. The intent is to help you find your unique DNA when it comes to the American form of government by the people and for the people and the role that public budgeting plays in that ideal.

3. **Critical Thinking.** The class sessions will explicitly ask you to answer a question that is a product of the reading assignments. Our goal is help you learn how to think and write about a subject each week of the course.

**Course Outline**

<table>
<thead>
<tr>
<th>Class grade breakdown:</th>
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<tbody>
<tr>
<td><strong>20%</strong> – Attendance, engagement, and participation in the physical classroom, and Blackboard responses to weekly discussion questions, case studies, and additional Rock Hill questions.</td>
<td></td>
</tr>
<tr>
<td><strong>40%</strong> – Reflection / Experience / Action on the City of Rock Hill. This portion of the grade will be based on your perceptions and recommendations of focus group discussions at City Hall on November 16th and your research on the community ahead of time.</td>
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<tr>
<td><strong>20%</strong> – Midterm Examination – 40 to 50 short answer questions.</td>
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<tr>
<td><strong>20%</strong> – Final Examination – probably the same format as the midterm examination. It may either be in-class or take home. The instructors have the discretion to decide whether or not there will be a final examination. In the case that there is no final exam, students will be given at least two weeks advance notice and be informed as to the new grading breakdown.</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation &amp; Discussion Board Responses</th>
<th>Midterm Exam</th>
<th>Rock Hill Project</th>
<th>Final Exam</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>186 – 200</td>
<td>93 – 100</td>
<td>186 – 200</td>
<td>93 – 100</td>
<td>565 to 600 points</td>
</tr>
<tr>
<td>A-</td>
<td>180 – 184</td>
<td>90 – 92</td>
<td>180 – 184</td>
<td>90 – 92</td>
<td>550 to 564</td>
</tr>
<tr>
<td>B+</td>
<td>174 – 178</td>
<td>87 – 89</td>
<td>174 – 178</td>
<td>87 – 89</td>
<td>534 to 549</td>
</tr>
<tr>
<td>B</td>
<td>142 – 172</td>
<td>71 – 86</td>
<td>142 – 172</td>
<td>71 – 86</td>
<td>500 to 533</td>
</tr>
<tr>
<td>C</td>
<td>140</td>
<td>70 – 79</td>
<td>140</td>
<td>70 – 79</td>
<td>450 to 499</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 140</td>
<td>&lt; 70</td>
<td>&lt; 140</td>
<td>&lt; 70</td>
<td>&lt; 350</td>
</tr>
<tr>
<td>F</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>&lt; 280</td>
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Discussion Board Response:
Discussion Attendance requires the student to participate, at a minimum, with three separate posts on three separate days within each individual week. All posts cannot be completed in one day to receive full credit. To be eligible to receive full points in each area of the Discussion Rubric, this aspect of attendance must be met. The first post should be your initial response to the question or case study, and all additional posts can be replies to other students or additional thoughts on the assigned reading, case studies, or additional applicable outside research.

Discussion Board Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Needs Improvement</th>
<th>Not Completed</th>
<th>Extra Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation requirement of three separate posts on three separate days</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>.5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Substantial replies to other students that adds to the discussion</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>.5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Strong use of critical thinking throughout one’s posts</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>.5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Grammar, Mechanics, and Proper Citations</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>.5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cited use of the textbook, case studies, or other material covered in class to support any and all arguments</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>.5</td>
<td>0</td>
<td></td>
</tr>
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Class Schedule:
Each class will be comprised of approximately two hours of lecture which will include a
discussion of that week’s readings. The additional seat time and an expanded discussion will take
place online, and can be accessed through the courses’ Blackboard site.

Reading assignments and catalog of questions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings by Week</th>
<th>Reading Assignments:</th>
<th>Catalog of Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 23</td>
<td>Week 1</td>
<td>Syllabus</td>
<td><strong>Introduction to the Public Policy and the Class Project</strong></td>
</tr>
<tr>
<td>Oct. 23</td>
<td>None</td>
<td>None</td>
<td><strong>Discussion:</strong></td>
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</table>
| Oct. 30| Week 2           | None                 | What are the most significant budgeting issues facing
the United States, the state government, and the St.
Louis metropolitan coverage area? Please explain
your rationale. **Discussion:** |
| Oct. 31| Week 2           | None                 | **Discussion:** |
| Oct. 31| Week 3           | Nice - Chapter 1     | What drives the budget—the available tax revenues or
the expense obligations made by those who govern? |
| Nov. 6 | Week 3           | Nice - Chapter 2     | Formulating a budget proposal is somewhat like trying
to build a bridge while walking on it in the middle of a
tornado. Is there a good reason why the US Senate has
not approved a national budget in two years? |
| Nov. 6 | Week 3           | Nice - Chapter 3     | **Rock Hill Focus groups** |
| Nov. 13|                 |                      | As a public administrator, argue and defend your
choice: program, performance, or zero-based
budgeting. |
| Nov. 20| Week 5           | Nice - Chapter 4     | Explain the various methods of forecasting. |
| Nov. 20| Week 5           | Nice - Chapter 5     | Why has the Gramm-Rudman – Holdings Act not
worked? |
| Dec. 4 | Week 6           | Nice - Chapter 6     | What are some of the reasons why a local budget
would be changed after it is approved? |
| Dec. 4 | Week 6           | Nice - Chapter 7     | Explain the difference between financial and
management accounting. |
| Dec. 11| Week 7           | Nice - Chapter 8     | What are the ends of public decision? |
| Dec. 11| Week 7           |                      | Why have multiple governments? What does the
Constitution say about the federal government’s role in
the state budgets? |
| Dec. 18| Week 8           | Nice - Chapter 10    | Should the United States have a balanced budget
amendment? |
| Dec. 18| Week 8           |                      | |
**Attendance Policy:**
Your success in this course will depend on your ability to complete the daily reading and weekly writing and discussion assignments as well as the your ability to read the biography of Benjamin Franklin as if you were having a conversation with the author each day. Absence in three classes without a reason that is out of the control of the student will result in a one level drop in the final grade (i.e. illness, work conflict, medical emergency, etc.)

**Courtesy Expectations:**
Students will treat their classroom obligations as they would treat any serious professional engagement. That includes:
1) Preparing thoroughly for each session in accordance with the instructor’s request;
2) Adhering to deadlines and timetables established by the instructor;
3) Providing constructive feedback to faculty members regarding their performance.

**Disability Services:**
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:
- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**SLU Policy on Academic Integrity:**
The University is a community of learning whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment of academic integrity. Academic integrity is violated by any dishonesty in submitting for academic evaluation the assignments and tests required to validate the student’s learning. Where there is clear indication of such dishonesty, the faculty and/or administration have the responsibility of applying sanctions in order to protect the environment of integrity necessary for learning. While not all forms of academic dishonesty can be listed here, the following instances should be seen as actions that not only violate the mutual trust necessary between faculty and students, but also undermine the validity of the university’s grading of students, and take unfair advantage of fellow students.

It is academically dishonest to solicit, receive, or provide any unauthorized assistance in the completion of assignments and tests submitted for credit as part of a course.

Examples of such unauthorized and, therefore, academically dishonest assistance would be:
- copying from another student’s test paper, lab report or assignment, or allowing another student to copy from oneself;
- copying from a textbook or class notes during a closed-book exam;
c. submitting material authored by another person but represented as the student’s own work;
d. submitting as one’s own work/material without permission of the instructor that has been subjected to editorial revision;
e. copying a passage or text directly from a book or journal without indicating the source or without using a recognized style for citing sources;
f. taking a test or writing a paper for another student;
g. taking a course for another student or securing another student to take a course for oneself;
h. securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor.

Faculty and students are encouraged to use the following links regarding any concerns or questions relating to academic integrity and plagiarism: http://itr.slu.edu/CTEplagiarism.html and http://academicintegrity.slu.edu/

**Cell Phones, pagers, laptops and tablets**

Turn off cell phones and pagers unless you are on standby for emergency reasons, and if so, you must advise the instructor. Laptops and tablets may be used to view course material from SLUGlobal or to take notes. Browsing the web, checking email and similar activities are not acceptable use of computers during class time. Students who abuse this policy will have their devices confiscated during the class and returned afterwards.

**Availability of Instructor**

If a student has any questions or issues regarding the course, it is up to the student to convey this to the instructor. Inability to contact the instructor will never be viewed as a valid excuse under any circumstance in this course.

We may be reached by phone or by e-mail (e-mail is the preferred form of contact). Dr. Cropf checks his email every day. Ms Kombrinks’ Office Hours are by appointment. Dr. Cropf’s hours are by appointment and must be scheduled with Mary Lapusan (see above). Our phone numbers and email addresses are on the front page of the syllabus. No guarantee that phone messages or emails will be answered during the evening or on weekends or holidays. You may anticipate responses within 24 hours from Dr. Cropf and Ms. Kombrink.

**Course Evaluations**

All SPS course evaluations are completed online. Please complete a separate evaluation for each course that you have completed this term. To access the online evaluation form, please click on the following link: http://professionalstudies.slu.edu/evals.

Everyone will fill out the Dept of Political Science paper evaluation forms. This means that SPS students will need to fill out two evaluation forms, the one online for SPS and a paper evaluation form. The course evaluation will be filled out on the last night of class before the final exam.