

**UST 459
Budgetary Policy
Spring 2004**

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This syllabus is for first-day only use. The most current version of the syllabus is always available on our course website.

Objective

I have chosen to focus on state budgetary policy for this course. I have a number of reasons, which I will elaborate the first day of class, but the primary one is that state level taxing and spending choices are more immediate to us. As students, you care about state spending for higher education and the availability of grants and loans. As a professor, I care about the same things. As citizens of a local government, we both care about state budget policy because it strongly influences what local governments can and cannot do, especially in primary and secondary education.

The course will be divided into two parts, taxing and spending. Each part of the course has a group project for you to complete and share with other class members. Group learning is very effective when the material is structured as a problem and there is a well defined rubric to evaluate both product and process. You will see that I have such a rubric.

The taxing project will involve a not-too-hypothetical scenario that involves the Supreme Court of Ohio ruling that the existing system of funding public education in Ohio is unconstitutional, and directing the state legislature to provide for a “thorough and efficient” system of public schools. Your project is to decide how the state should pay for such a system using existing revenues. You will have the benefit of two experts to questions prior to your deliberations; one is the author of your text and the other an expert in the area who recently wrote a law review article on HB 920.

The agency spending project puts you in the role of a state budget analyst and requires you to implement a 5% cut in agency spending. You will have extensive budget guidelines to inform your choices, and the latter half of the semester will be spent discussing how analysts make such choices based on the research of the authors of your second text. For detailed information about these projects, please read the “tax project” and “agency project” documents on the website.

Texts

Richard G. Sheridan, Follow the Money, Federation for Community Planning, 2000.

Kurt M. Thurmaier and Katherine G. Willoughby, Policy and Politics in State Budgeting, M. E. Sharpe, 2001.

Other Resources

This course is part of CSU's WebCT course system. To get to WebCT, go to the CSU homepage, choose academic programs and look to the lower right hand side of the page for WebCT. You will be asked to create a WebCT account if you do not have one already. The link to "WebCT for Students" from the WebCT sign-on page will be very helpful for new users. You will find all the additional material you need for the course on the website, including lectures, project descriptions and evaluation forms.

Professor and Student Responsibilities

I promise to be well informed, interesting, on time and happy to be in class. I expect you to be well informed, moderately interested and in class on time. I will be solicitous of discussion and encourage the presentation of opposing views. You should participate in discussions, offering your considered opinions and demonstrating tolerance for views that differ from your own. While I will not take attendance, I will draw heavily from outside sources and my own research while covering the material from the text and the readings. You will not be fully prepared for the two exams or projects unless you have attended class faithfully. When we reach the portion of the class involving group work, your attendance will be evaluated by your group members, and is therefore important to your grade.

Evaluation

There will be two exams and two projects. The final project will take the place of your final exam. The two exams are intended to make sure that you have kept up with the reading in the book on Ohio budgeting and are prepared for your first project. As it is mostly fact-based, both exams will be multiple choice and worth 15% each. The tax project will be worth 15% also. Your final project is worth 55% of your final grade. The final project breaks down this way: 20% for the report, 20% for your peer evaluation and 15% for your presentation. Information about the report and presentation, including the evaluation rubric for the report and the peer evaluation rubric can be found under the project section of the website.

Class Schedule

The class schedule is a plan, not a contract. I reserve the right to make minor adjustments in the schedule based on the availability of speakers, and some demands on my time that might be made as a result of holding the Levin Chair. We have an e-mail utility on the website that allows me to notify you immediately of any change in schedule. You are responsible for making sure the e-mail goes to your preferred address. An updated schedule is always on the website.

January 20	Introductions
January 22	Chapter 1, Sheridan Fundamentals of Budgeting
January 27	Chapter 2, Sheridan History of Budgeting in Ohio
January 29	Chapter 3, Sheridan State Revenues and Tax Structure
February 3	Chapter 4, Sheridan Revenue and Caseload Forecasting
February 5	Chapter 5, Sheridan Development of the Executive Budget
February 10	First Exam, Chapters 1-5 Sheridan
February 12	<i>Speaker: Richard Sheridan</i>
February 17	Chapter 6, Sheridan Program and Budget Analysis
February 19	Chapter 7, Sheridan Deliberation of the Recommended Budget
February 24	<i>Speaker: Robert Rink</i>
February 26	Chapter 8, Sheridan The Politics of Budgeting
March 2	Chapters 9 and 10, Sheridan Budget Execution and Oversight
March 4	Second Exam, Chapters 6-10 Sheridan
March 9	Group work
March 11	Tax reports due
March 15-19	Spring Break
March 23	Tax report presentations
March 25	Chapter 1, Thurmaier and Willoughby Introduction
March 30	Chapter 2, Thurmaier and Willoughby The State Budget Office
April 1	Chapter 3, Thurmaier and Willoughby Budget Rationalities: Effectiveness
April 6	Chapter 4, Thurmaier and Willoughby Budget Rationalities: Efficiency
April 8	Chapter 5, Thurmaier and Willoughby Budget Office Orientations And Decision Contexts
April 13	Chapter 6, Thurmaier and Willoughby Anatomy of a Policy Oriented Budget Recommendation
April 15	Chapter 7, Thurmaier and Willoughby Anatomy of a Control Oriented Budget Recommendation
April 20	Chapter 8, Thurmaier and Willoughby The Changing Role of the Budget Examiner
April 22	Group work
April 27	Budget project due

- April 29** **Budget presentation**
 Reading: group report
 Report evaluations due (hard copy due at beginning of class)
 Presentation evaluation due (hard copy due after class)
- May 4** **Budget presentation**
 Reading: group report
 Report evaluation due (hard copy due at beginning of class)
 Presentation evaluation due (hard copy due after class)
- May 6** **Budget presentation**
 Reading: group reports
 Report evaluation due (hard copy due at beginning of class)
 Presentation evaluation due (hard copy due after class)
- May 11** **Budget presentation**
 Reading: group reports
 Report evaluation due (hard copy due at beginning of class)
 Presentation evaluation due (hard copy due after class)
- Final Exam Day** **Peer evaluations due**

Grading Scale	Letter Grade	Number Grade
	A	95-100
	A-	90-94
	B+	86-89
	B	80-85
	C+	75-80
	C	70-74
	D	60-69
	F	0-59