**PAPP 5326--Public Budgeting**

**SPRING 2018**

**Instructor:** Dr. Alejandro Rodriguez

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| **Office Hours** | By appointment |  |  |

I will respond to course questions within 24 hours during business days.

***Course Description:***

Public budgeting is a complex and rapidly changing field. What public budgeting is depends on who asks the question and on prevailing collective views regarding the role and responsibility of government. Many questions and, thus, many answers are possible. But, who gets what and how governments generate the funds to finance public services are still the “big questions” of public budgeting.

***Purpose:***

This course will introduce you to the principles and practices used by federal, state, and local governments to acquire and spend money within the context of American democracy, capitalism, federalism, and economics. The primary objective of this course is to provide you with the practical skills and theoretical knowledge that will enable you to be an effective participant in the budgeting process and a critical consumer and producer of research relevant to public budgeting.

***Learning outcomes—upon completion of this course, students should be able to:***

1. Review a budget for fiscal accuracy and programmatic justification for the allocation of resources
2. Prepare and justify a program budget
3. Differentiate among revenue sources at different levels of government
4. Differentiate among expenditures at different levels of government
5. Differentiate among tax revenues and other forms of government revenues
6. Differentiate among different budget formats
7. Demonstrate written communications proficiency: Writes concise reports based on sound research and analysis to help public decision making;

***Instructor Biography:***

Alejandro Rodriguez is Interim Chair, Department of Public Affairs in the College of Architecture, Planning and Public Affairs at the University of Texas at Arlington, where he has taught since 2001. Professor Rodriguez has a Ph.D. in Public Administration from Florida International University, a Master's in Public Administration from Marist College, New York, and a Bachelors of Science in Architecture from City College of New York. His research interest focuses on governance, culture, performance measurement, and public administration theory. His work has appeared in **Publius: The Journal of Federalism**, **Public Works Management & Policy**, **Public Organization Review**, and the **International Journal of Public Administration**. Before receiving his Ph.D. he served as Principal Planner for the City of New York, Senior Planner for Miami-Dade County, as well as Assistant Director for Budget and International Programs for the Institute of Public Management at Florida International University.

***Prerequisites:***

While there are no formal prerequisites for this course, this is a graduate-level course and students should expect to be challenged accordingly. This course requires a very basic knowledge of high school math. However, familiarity with Excel or Numbers is essential. Check with your academic advisor to make sure you are eligible to take and receive credit for this course.

**Required Textbooks:**

Mikesell, John L. 2013, 9th ed. **Fiscal Administration: Analysis and Applications for the Public Sector**. Wadsworth, Cengage Learning. ISBN-13: 978-1133594802

Scott Bittle and Jean Johnson. 2011. **Where Does the Money Go?: Revised edition** Harper Business. ISBN-13: 978-0062023476

Dresang, Dennis L. 2012. 7th ed. **The Public Administration Workbook**. Pearson. ISBN-13: 978-0205019960 – **The 8th edition won’t work.**

Riley, Susan L. and Peter W. Colby. (1991). ***Practical Government Budgeting*.** New York: SUNY Press. ISBN-13: 978-0791403921

***Course Requirements:***

This course requires completion of a semester-long schedule of assigned readings, two budget exercises, and a book review assignment as well as mid-term and final exams. All work must be completed by the due date as specified in the Course Calendar. Complete the assigned readings before each lecture. **There is no way to get a good grade in this course without careful study of the assigned textbooks**. The book review and budget exercises further reinforce learning of the principles of public budgeting in America.

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| ***Grading Criteria:***  Grading for the course will be as follows:   |  |  |  | | --- | --- | --- | | **Assignment** | **Percentage** | **Cumulative Percentage** | | Pre-Test  Book Review | 5%  15% | 5%  20% | | Budget Exercise 1 | 10% | 30% | | Budget Exercise 2 | 15% | 45% | | Midterm Exam | 25% | 70% | | Final Exam | 30% | 100% |   Your final grade will be determined according to the following scale:   |  |  | | --- | --- | | 90–100% | A | | 80–89% | B | | 70–79% | C | | 60–69% | D | | Below 60% | F | | |

***Tests:***

**Pre-Test (5 percent)**

The purpose of the pre-test is to assess to what extent students know basic public budgeting before being exposed to relevant course materials. The information will help us to continue improving the content and delivery of the course. You will get full credit (five percent of your final grade) for COMPLETING the test by the due date regardless of how well you answered the questions. Partial credit will NOT be given for incomplete or late tests. The pre-test consists of eight (8) multiple-choice questions. You will have **15 minutes** to complete it, which means that you won't have time to research or look up the questions for the correct answers. See the Course Calendar below for the pre-test due date.

An important benefit of the pre-test is that it will help you prepare for the mid-term and final exams. You will see six out of the eight pre-test questions on the mid-term and all pre-test questions on the final exam.

To access the pre-test, go to **TESTS** in Blackboard and then click on the **Pre-Test** link**.** Shortly after the due date, I will reopen the pre-test so that you will be able to see, not only the answers you selected, but also the correct answers. Also, I will change whatever score you got in the pre-test to 100 points (5% of the course). To access the pre-test for feedback do not click on the Pre-Test link. Instead go back to your Grades folder, select **Pre-Test** under calculated grade and click on the number grade.

**Mid-term Exam (25 percent)**

The mid-term exam consists of 30 multiple-choice questions and will cover the first six lectures of the course. The mid-term includes six out of eight questions from the pre-test. The questions are worth either three or four points. You will have **one hour** to complete the mid-term. To do well on the mid-term exam, carefully study the assigned readings and the pre-test questions.

To access the mid-term, go to **TESTS** in Blackboard and then click on the **Mid-term** link**.** Shortly after the due date, I will reopen the mid-term exam so that you will be able to see, not only the answers you selected, but also the correct answers. To access the mid-term for feedback do not click on the mid-term exam link. Instead go back to your Grades folder, select Mid-term exam under calculated grade and click on the number grade.

**Final Exam (30 percent)**

It consists of 40 multiple-choice questions. The final exam includes all eight pre-test questions. Each question is worth 2.5 points. To do well on the final exam, carefully study the assigned readings, the pre-test questions, and both budget exercises.

To access the final exam, go to **TESTS** in Blackboard and then click on the Final Exam link**.**

Although the final is comprehensive, a significant number of the questions will come from materials covered in lectures 7 to 12. You will have **90 minutes** to complete the exam. Shortly after the due date, I will reopen the Final exam so that you will be able to see, not only the answers you selected, but also the correct answers. To access the Final for feedback do not click on the Final exam link. Instead go back to your Grades folder, select Final exam under calculated grade and click on the number grade.

**Book Review (15 percent)**

In this assignment, you will write a review of the Bittle and Johnson book (see Required Textbooks). Your book review should follow the guidelines below:

**Purpose**

* To strengthen your knowledge of the course content
* To help you improve your analytical and writing skills

**Format**

* You should create your assignment using a common word processing program such as Microsoft Word. Please **DON’T** convert your document into a pdf**-**formatted file. I strongly suggest that you save a copy of your assignment on a backup medium, in case you experience difficulties submitting the assignment.
* Do not exceed five double-spaced pages and don’t submit a paper short of four pages. I will stop reading after page five.
* Use a 12 pt. font and 1-inch margins all around.
* Your book review should read as a critical book review, not as a book report.
* Don’t use bullet or numbered sentences; write a critical narrative so that paragraphs flow into one another covering the main arguments of the book.
* Edit and check your work for typos, mechanics, grammar, and style before submitting—if possible, have someone read your essay before submission.
* **Be sure to include your name on the first page of your review.**
* **Do not add a cover page**.

**Content**

Use the following guidelines to help you write the book review:

1. Summarize the book in about three pages—what are the major topics, ideas, arguments covered in the book? This is not the place to comment on how well the authors address the book purpose or major arguments of the book—use this section to explain by way of well-developed paragraphs what the authors think contributes to the US budget and debt crisis. Use data offered by the authors to support your explanation.
2. Criticize the author’s work in about one page—what was not covered or was not clear in the presentation? Conversely, what are the strengths of the book?
3. Offer some conclusions and recommendations in about a page--what is the relevance of the book to budgeting practice and to this course? What did you learn that helps you understand budgeting and the US financial crisis?
4. Using subtitles for the sections explained in 1 through 3 above would help organize your review.

Your Book Review assignment will be graded based on the rubric shown below.

The points shown on the ‘Stimulating’ and ‘None’ are absolute values in the sense that you can not get more than the points shown under the ‘Stimulating’ column and not less than zero. The points shown under the other three columns are meant as anchor points on a sliding scale. For example, it is quite possible to score 28 points for the ‘Quality of Summary’ criteria, which means that the score is between ‘Substandard’ (25 points) and ‘Superficial’ (30 points). This sliding scale approach applies to all three criteria.



Submit a hard copy of your book review by the due date (see Course Calendar below).

**Budget Exercise 1 (10 percent)**

Local government budgets vary greatly. Some budgets consist of a “wish list” and corresponding projected expenditures (basically an expenditures plan). Others offer more information, such as revenues, but not how these are estimated. Finally, some local governments prepare complete budget documents.

To assess whether a government is adequately allocating resources, you must first learn the elements of a good budget document, what type of budget format is used, as well as the types of government accounting funds used and how these accounting funds are related to one another and to the budget in general. This budget exercise will help you develop those skills.

**Objective** The objective of this exercise is to help you learn what the essential elements of a good budget are and how these elements are related to one another in adequately allocating public resources.

**Preparation** In addition to a close reading of the assigned texts and the online lessons, you will use the City of Garland 2014-15 Adopted Budget to complete this exercise. Go to **TESTS** in Blackboard and click on the City of Garland 2014-15 Adopted Budget for the budget file. All parts of the budget document are important. Don’t skip the Message section.

You can also preview the Budget Exercise questions below. You should work out an answer for each of the preview questions before taking the Exercise for a grade—YES, the preview questions are the same questions you will see in the Budget Exercise, so this is an essence an open-book assignment.

**Budget Exercise 1 Preview Questions**

1. What accounting funds does the City of Garland use under Special Revenue Funds?

a. Infrastructure Repair and Replacement, Hotel/ Motel Tax, Neighborhood Services among others

b. Electric Utility, Rate Mitigation, Equipment Replacement among others

c. Communications, Customer Service, Facilities Management among others

d. Hotel/Motel Tax, Housing Grants, Public Safety Grants among others

2. What is the purpose of the Debt Service Fund?

a. To account for the revenues set aside to pay for public safety related projects

b. To account for resources that are carried over from a previous year and were accounted under general obligation debt

c. To account for resources designated for principal and interest payments on the City’s outstanding debt

d. To account for resources used to retire trust fund investments and employee benefits obligations

3. What accounting funds does the City of Garland use under the Enterprise Funds?

a. Information Services, Print Shop, and Warehouse among others

b. Electric Utility, Water Utility, and Wastewater Utility Fund among others

c. Housing Assistance Fund, Library Grant Fund, and Public Safety Grant Fund among others

d. Hotel/Motel Tax, Equipment Replacement, and SafeLight Garland among others

4. What accounting funds does the City of Garland use under the Internal Service Funds?

a. Infrastructure Repair and Replacement, Hotel/ Motel Tax, Neighborhood Services among others

b. Recreation Performance, Customer Service, Facilities Management among others

c. Information Technology, Customer Service, and Facilities Management among others

d. Infrastructure Repair and Replacement, Neighborhood Services, and Public Safety Grants among others

5. What is the City’s taxable value?

a. $9,325,111,300

b. $10,524,627,009

c. $11,220,814,939

d. $13,345,860,593

6. What is the City’s millage rate (ad valorem property tax rate)?

a. 5.951 (or 59.51 cents per $100 valuation)

b. 6.996 (or 69.96 cent per $100 valuation)

c. 4.899 (or 48.99 cents per $100 valuation)

d. 7.046 (or 70.46 cents per $100 valuation)

7. What is the City’s total property tax revenue?

a. $64,325, 090

b. $73,122,787

c. $75,309,755

d. 59,235, 850

8. Are property tax rates decreasing, increasing, or staying constant?

a. constant

b. increasing

c. decreasing

d. both increasing and decreasing

9. There are fund balances appropriated (beginning balances) to current fiscal year from the previous year’s budget.

a. True

b. False

10. Using the combined budget as the base, which is the largest single revenue source?

a. Property taxes

b. Utility fees

c. User fees

d. Sales taxes

11. Using the combined budget as a base, the largest single revenue totals:

a. $324,367,999

b. $655,945,012

c. $403,625,889

d. $589,345, 312

12. What are some of the primary reasons for the growth in the property tax base?

a. Existing commercial and residential increases as well as new construction increases

b. A major growth in the revenues produced by the city’s TIF districts and Economic Investment Areas

c. Growth of the assessment and development impact fees as well as user charges

d. Substantial improvement in debt service savings and growth in institutional investment

13. Are the **Departmental Details** provided in line-item, program, performance, or a combination of formats?

a. Line-item only

b. Performance only

c. Program only

d. Combination

14. Departmental mission statements and other narratives are included as part of the **Departmental Details**

a. True

b. False

15. Performance measures are shown in the **Departmental Details**

a. True

b. False Answer: True

**Exercise Due Date**

Even though the budget exercise is due towards the latter part of the semester (see the Course Calendar below) you are encouraged to work on the exercise as you progress through the course. This exercise will require some time to complete. Submit your Exercise following the instructions found in the **TESTS** section of Blackboard.

**Budget Exercise 2 (15 percent)**

You will prepare and justify a program budget for the Adams County Library. Specific instructions are found in Dennis L. Dresang’s The Public Administration Workbook, 7th edition, pages 261 through 305. The exercise covers two major phases: the development of a Line Item Budget (Exercise 16, pages 263-281) and a Program Budget (Exercise 17, pages 283-305). Each of the two phases entails several steps.

**PHASE ONE—Adams County Line-Item Budget**

Start by reading pages 261-305 to get a sense of what needs to be accomplished. Next, read the ‘Overview of Exercise’ on page 264. Whenever needed, use standard rounding principles (0.5 and above round up to the next whole number).

**Step One** is self-explanatory.

**Step Two** asks you to construct a line-item budget for the new Adams County Library. I have started the process for you by consolidating the line-item budgets of the 11 units (Forms 75A through 75K) into one budget. Go to Blackboard, click on **Budget Files** and then on Adams County Library Consolidated Budget for the draft. It is a draft because I have merely consolidated the budgets for the 11 separate units into one Excel spreadsheet without following the Budget Director’s directives (Form 74). You will have to complete that task by carefully following each directive on Form 74. You might notice that the Total County Budget (page 277 of the Dressang’s book) differs from the budget I have consolidated. Use the budget total I have provided.

Understand that all 11 different library branches share one consolidated budget even though they are in different physical locations. They are all part of one library--the Adams County Library. Therefore, when making changes to the budget in terms of directives, remember that you are applying those directives to the Adams County Library budget.

In practice, there is more than one right answer for this part of the exercise. For the purpose of this exercise we will hold political considerations in abeyance (we will pretend that elected officials will decide purely on the technical merits of the budget requests). Hence, for the sake of simplicity we will follow the exercise directives with some modifications. For instance, complete directives 4 through 6 as explained below.

Directive number 4 asks you to standardize salaries at the highest levels for all job classifications. Standardize as follows:

**Salary Standardization Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Full-time** | **Salary ($)** | **Part-time** | **Per hour ($)** |
| Branch librarians | 55,000 | Branch librarians\* | 27.00 |
| Reference librarians | 51,000 | Reference librarians | 24.50 |
| Assistant librarians | 46,650 | Assistant librarians | 22.00 |
| Administrative assistant | 34,000 | Circulation clerk | 10.00 |
| Circulation clerk | 24,960 | Maintenance worker | 11.00 |
| Computer technician | 30,000 | Computer technician | 12.00 |
| Secretary | 22,880 | Page | 8.00 |
| Maintenance worker | 22,880 |  |  |
| Page | 16,640 |  |  |

\*The Town of Mt. Tom has a part-time Head librarian position that will be re-designated as Branch librarian as part of Directive 5 (see below).

Use the table above to standardize all salaries at the highest levels currently paid by any of the newly consolidated units. For example, since the City of Waynesfield’s Reference librarian salary is $51,000 and that is the highest salary of all newly consolidated units, all village and township Reference librarians’ salaries will have to be adjusted to $51,000.

Directive number 5 asks you to re-designate all village and township Head Librarians (full- or part-time) as Branch librarians. Note that directive 5 only applies to village and township Head Librarians—it doesn’t apply to the City of Waynesfield Head Librarian. Directive 6 asks you to create a Director of County libraries position and to budget $90,000 for the new position.

Work on directive 2 after completing directives 4 and 5 above. Cut 3 percent across the board on all expenditure categories (all line items). Disregard directive 3, which specifies how to cut full-time and part-time library employee positions; instead just cut 3 percent across all costs.

**Step Three**—Your Adams County Line-Item budget is finished. Label this tab of your Excel (or Numbers) spreadsheet as **Budget Request Form**. You will add tabs for **Performance Budge**t and **Program Budget** to your workbook and then submit the entire workbook as your Budget Exercise 2 assignment.

**PHASE TWO—Performance and Program Budget**

Read the ‘Overview of Exercise’ on page 289. For this phase of the exercise you will: 1) identify performance indicators for the Adams County Library—that is, you will propose a performance budget; and 2) propose a program budget for the ‘**Information and Library Services’** program of the Adams County Library system.

PERFORMANCE BUDGET

**Step One**—Even a cursory review of Form 79 should reveal that except for ‘personal services’ the activities shown on the form are appropriate activities for the Adams County Library. Note that personal services and related costs are embedded in the other activities shown on Form 79.

**Step Two**—Using Form 81 as a format and the data provided on form 80 and your line-item budget data (see Phase One, Step Three), recast your FY1 budget into a performance format. This simply involves aggregating line-item costs into the performance activities shown on Form 79 (see p. 284 and Table 17.1).

Make sure to carefully read pages 283 through 285. You will need to determine specific measures of performance for each activity and to calculate the unit costs for each activity (see p. 284 and Table 17.2). For example, under General Administration you could show the cost per patron. The number of patrons for FY1 and FY2 is shown on Form 80. The essential purpose of performance budgets is to compare logically developed activities and unit costs across two or more years to assess how efficiently an organization is performing on those activities. Because we are working from a standardized budget and the activities are all the same, the budget allocations will be very similar.

Form 80 is very important to help you recast your line-item budget into a performance budget (FY1 on Form 79), to propose a FY2 performance budget (Form 79), and to propose a program budget for the ‘**Information and Library Services**’ program of the County library. The last bullet on Form 80 states, "It may be assumed that maintenance, supply, and utility costs are borne equally by all library activities in proportion to their share of total staff costs (as measured by salaries/wages[[1]](#footnote-1) of all full- and part-time employees). To do this: 1) add all salaries for the Adams County Library. You will use this number to determine proportions; 2) add all maintenance, supply, and utility costs. Use these figures to match the salary proportions that are used for each activity with the costs of maintenance, supply, and utility.

For example, if total salaries were equal to $100,000 and the general administration activity requires three staff members that together have an added salary of $30,000. This means that general administration's proportion of their share of staff cost is 30 percent (30,000 divided by 100,000 and multiplied by 100). Then, let's say that total maintenance, supply, and utility costs is $10,000; this would mean that $3,000 would be allotted to the library activity of 'General Administration' in your performance budget (30% of $10,000 equals $3,000). In preparing the performance budget you will have to make some calculations as explained above.

Go to **Budget Files** in Blackboard and click on ‘Performance budget calculation instructions’ for step-by-step instructions on how to calculate the proportional share of maintenance, supply, and utility costs for all six activities and all other calculations for the performance budget.

**Step Three**—Complete Form 81 by preparing budget projections for FY2. Carefully follow the instructions in Step Three. However, instead of a 3 percent increase for salaries, supply, utility, and maintenance, use a 4 percent increase. Label this tab of your workbook as **Performance Budget**.

**Disregard Steps Four to Six on page 289 and instead follow the instructions below.**

**PROGRAM BUDGET**

**Step One**—Start by reading ‘Budgeting for Purpose’ on page 285. The Adams County Library program budget is made up of several programs, subprograms, elements, and sub-elements, but for the purpose of this exercise you will only focus on the ‘Information and Library Services’ program, and subprograms, shown on Form PB.1 below. Your initial task is to draft a **description** of the program and subprograms and their respective **goals** (see Figure 17.1, p. 286 for an example).

**Form PB.1 - Program Budget Structure: Information and Library Services**

|  |  |
| --- | --- |
| PROGRAM:  DESCRIPTION: | 4.0 Information and Library Services  (Enter program description and goal) |
| ADMINISTRATIVE UNIT: | Adams County Library |
| SUBPROGRAM: | 4.1 Resource Availability  (Enter subprogram description and goal) |
| SUBPROGRAM: | 4.2 Open Study and Leisure  (Enter subprogram description and goal) |
| SUBPROGRAM: | 4.3 General and Reference Inquiry  (Enter subprogram description and goal) |
| SUBPROGRAM: | 4.4 Special Programs  (Enter subprogram description and goal) |
| SUBPROGRAM: | 4.5 Knowledge Preservation  (Enter subprogram description and goal) |

**Step Two**— see pages 287-288 and specifically Figure 17.2 for help with Step Two.

Use the program budget structure with descriptions and goals you completed in Step One to develop the element and sub-element shown on Form PB.2 below:

**Form PB.2 Information and Library Services Sub-element 4.311**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM:** | **4.0 Information and Library Services** | | | | | |
| **SUBPROGRAM:** | **4.3 General and Reference Inquiry** | | | | | |
| **ELEMENT:** | **4.31 Assistance with Finding General Information** | | | | | |
| **SUBELEMENT:** | **4.311 Consulting Reference Librarian on Research Topic** | | | | | |
| **Description:** This sub-element is concerned with…(enter your description here) | | | | | | |
| **Objective:**  To… (enter your objective here) | | | | | | |
| **Administrative Unit: Adams County Library** | | | | | | |
| **Five Year Plan** | | | | | | |
|  | | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** |
| **Number of reference questions answered** | |  |  |  |  |  |
| **Hours allocated to answering questions** | |  |  |  |  |  |
| **Total cost of Reference Activity** | | $ | $ | $ | $ | $ |
| **Cost per question answered** | | $ | $ | $ | $ | $ |
| **Summary Analysis:** The following budget actions will be implemented over the five year budget horizon: (enter your summary analysis here; you might use the prompts below)  1. Over the next five years, the Adams County Library system will…  2. The number of patrons served is projected to…  3. Staffing costs will…  4. While staffing costs will…, the hours of service are expected to… | | | | | | |

Label this tab of the workbook as **Program Budget**. Submit your workbook for grading. The workbook should contain three spreadsheets labeled Budget Request, Performance Budget, and Program Budget.

***Course Calendar:***

All assignments are due as listed in this calendar.

|  |  |  |
| --- | --- | --- |
| **WEEK** | **Topic/Reading Assignment** | **Assignments Due** |
| **1**  **Jan 16** | Introduction to the course / Course organization and pre-test | **Pre-test due** |
| **2**  **Jan 23** | **Lecture 1**: Fundamental Principles of Public Finance  Mikesell, Chapter 1 |  |
| **3**  **Jan 30** | **Lecture 2**: The Logic of the Budget Process  Mikesell, Chapter 2 |  |
| **4**  **Feb 6** | **Lecture 3**: Federal Budget Structures and Institutions  Mikesell, Chapters 3 |  |
| **5**  **Feb 13** | **Lecture 4**: State and Local Budgets  Mikesell: Chapter 4 |  |
| **6**  **Feb 20** | **Lecture 5**: Budget Methods and Practices  Mikesell: Chapter 5 |  |
| **7**  **Feb 27** | **Lecture 6**: Criteria for Evaluating Revenue Options  Mikesell: Chapter 8 |  |
| **8**  **Mar 6** | **Mid-term Exam Review**  **Mid-term Exam** |  |
| **9**  **Mar 20** | **Lecture 7**: Revenues—Income Taxes  Mikesell: Chapter 9 | **BE 2 Review** |
| **10**  **Mar 27** | **Lecture 8**: Revenues—Taxes on Goods and Services  Mikesell: Chapter 10 |  |
| **11**  **Apr 3** | **Lecture 9**: Budget Formats and Reform I  Mikesell: Chapter 6, pp. 240-265 | **Book Review due** |
| **12**  **Apr 10** | **Lecture 10**: Budget Formats and Reform II  Mikesell: Chapter 6, pp. 265-298 | **Budget Exercise 1 due** |
| **13**  **Apr 17** | **Lecture 11**: Revenues—Property Taxes  Mikesell: Chapter 11 |  |
| **14**  **Apr 24** | **Lecture 12**: Revenues—User Fees and Charges  Mikesell: Chapter 12  **Final Exam Review** | **BUDGET EXERCISE 2 due** |
| **15**  **May 1** | **Final Exam** |  |

***Policies and Student Resources:***

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have decided that attendance at class meetings is not required but strongly encouraged.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

1. For the sake of simplicity, the exercise doesn’t include costs for employee benefits. Just add compensation for each position as appropriate. [↑](#footnote-ref-1)