

Spring 2020, First Term | Online

# PSPA 611: Public Revenue Analysis & Financial Management

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## Course Description

*Theories and politics of taxation, features and impacts of alternative revenue generation methods, and financial management topics including procurement and procurement systems, enterprise resource planning systems, and contract management.*

— NIU Graduate Catalog

This course is one of the two core budgeting and finance courses in the NIU MPA curriculum. Students will be introduced to the economics of and the theoretical basis for government financial activity, as well as the linkages between the expenditure and revenue sides of budgeting and financial administration. A significant portion of the course will be spent investigating various revenue sources available to public sector entities, the economic characteristics of each source, as well as the relative advantages and disadvantages of the various revenue sources under different economic and political conditions. Principles of financial accounting will be learned. Armed with this knowledge, we will also discuss the relationship between public finance and economic development. The remainder of the course will focus on financial administration and on policy discussion based on analytical papers and presentations by members of the class.

## Textbooks

### Required

There is a three required textbooks for this course. If you take further public finance/financial management courses in your program of study, it is highly likely many or all of these texts will be required or recommended.

Bland, Robert L. 2013. *A Budgeting Guide for Local Government*. 3e. ICMA Press. (Also required for PSPA 610)

Fisher, Ronald C. 2016. *State and Local Public Finance*. 4e. Routledge. (The 3rd edition is also acceptable, but is out of print.)

Sharon Kioko and Justin Marlowe. 2016. *Financial Strategy for Public Managers*.

Additional required readings, as detailed below, will be available either online through the library or on [Blackboard](#).

### Recommended

We will read a few chapters from the below book (the chapters will be on Blackboard). If you are planning on specializing in fiscal administration, you may want to add it to your collection.

Bartle, John R., Hildreth, W. Bartley, and Marlowe, Justin (eds). 2013. *Management Policies in Local Government Finance*. 6e. ICMA Press.

## Assignments

Class Preparation and Participation	16%
Memo 1	15.3%
Memo 2	15.3%
Memo 3	15.3%
Revenue Analysis	30.5%
Presentation	7.5%

**Class Preparation and Participation.** Class preparation and participation are essential parts of this course. I expect you to do the week's reading and (applicable) pre-work and be ready to engage in the online discussions for that week. I expect you to be a consistent and active participant in the course.

**Memos.** The primary means of evaluation in this course is three case-based memo assignments. You will be given a short case relevant to prior course topics and be asked to provide a viable solution to you city manager based on the course materials. These assignments will take place over the course of one week.

**Revenue Analysis.** The primary writing assignment for this course is a revenue analysis of an IL local government of your choice in consultation with the instructor (*each student must have a*

*unique government*). The details of this assignment will be distributed on the first day of class; however, you may request your local government prior to the first day of class.

**Presentation.** Each student will conduct a brief presentation (roughly 8-12 minutes) of their revenue analysis (hence the need for unique local governments). More guidance about the format/content of the presentation will be distributed at the beginning of class.

## Learning Outcomes

In order to become effective public leaders, students must develop a solid foundation in technical, analytical, ethical, diversity, accountability, and leadership skills. In addition, students receive greater depth in a specialty area training of their choice: local government management, public management and leadership, fiscal administration, or nonprofit management.

To this end the Department of Public Administration uses a competencies based curriculum which establishes specific skills and abilities acquired by the students as they complete the required courses. A portfolio of completed work is displayed by the graduate as evidence of proficiencies in distinct categories of public service. Each course contributes to the competencies based curriculum by focusing on student learning related to some subset of these competencies. Expected mastery of skills in each competency is defined by a hierarchy related to the level of student learning associated with that competency.

**Foundation Knowledge.** This level refers to students' ability to understand and remember specific information and ideas. Foundational knowledge provides the basic understanding that is necessary for other kinds of learning. We expect that students will be at the foundational level early in their development as they are learning on the job and taking introductory courses. For example, students might be able to define cost efficiency or citizen engagement but they have not yet applied those concepts.

**Application.** Beyond foundational, students also learn how to engage in some kind of action; doing something. This is where they start to see their foundational knowledge as useful because they can apply what they are learning. At the application stage, students are still taking a lot of direction on what to do, when, and how. This could be something creative or practical such as writing a memo, creating a budget or learning how to manage more complex projects (but not managing it themselves yet). The student can use the concept of cost efficiency or citizen engagement and correctly apply it to an issue or situation that is the object of the memo.

**Integration.** At this stage, students have specialized knowledge (foundational) and are able to apply that knowledge(application) but they also see and understand the connection between ideas, people or classes and work. This act of making new connections raises their intellectual capacity to the highest stage of learning. Integration also means they are able to successfully manage whole projects and make critical decisions about its design, working independently (under guidance). At this stage, students should be able to bring information from a variety of sources (examples: theory,

demographic data, opinions of elected officials, new research etc.) and integrate that information into their work. A student could integrate the concepts of cost efficiency and citizen engagement to address a complex problem or issue and propose creative solutions to a dilemma. Students don't see themselves as separate from what is happening around them, but see themselves as connected to everyone and everything. It is expected that most students will not reach the integration stage until they are near completion of the program and beyond.

This course (PSPA 611) is designed to address the following program competencies:

- Effectively work with internal and external stakeholders (foundation)
- Use strategic management to facilitate goal identification and execution (application)
- Apply decision-making theories to frame and solve public service problems (application)
- Conduct environmental scans and identify the windows of opportunity to influence decisions (application)
- Evaluate public service issues in terms of effectiveness, efficiency, equity and economy (application)
- Communicate effectively both orally (public speaking) and in writing (analytical and persuasive) for a public service organization and in the public policy process. (application)
- Understand and listen critically to diverse perspectives to address public service issues (application)
- Develop or adapt policies, programs, goods or services to accommodate changing social demographics for the population they serve. (application/integration)

## **Course Policies**

### **Communications**

Course announcements will be made via email so it is imperative that you check your e-mail daily. "I didn't get the email" is never a valid excuse. The most effect method of communicating with me is using email; however, you are also encouraged to **schedule a meeting** at my office or a phone call.

### **Late Assignments**

All course assignments are due at 11:59pm unless otherwise noted. Course policy is that late work will not be accepted. That said, you should always turn in your work, even if late. Generally, you will receive at least partial credit for late work, depending on the assignment. This is better than receiving a '0' on the assignment. All assignments are due at the beginning of class on the assigned due date, unless otherwise specified. For students who contact the instructor before the assignment deadline regarding extenuating circumstances constituting an emergency, the instructor will consider those circumstances and evaluate whether an accommodation can and should be made based on equity, fairness, and compassion. However, an accommodation should not be considered a matter of right in such circumstances.

### **Lauren's Promise**

I will listen and believe you if someone is threatening you. Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22, 2018 by a man she briefly dated on the University of Utah campus. We must all take action to ensure that this never happens again.

If you are in immediate danger, call 911.

If you are experiencing sexual assault, domestic violence, or stalking, please report it to me and I will connect you to resources or call [NIU's Counseling and Consultation Services](tel:815-753-1206) (815-753-1206).

Any form of sexual harassment or violence will not be excused or tolerated at Northern. NIU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims. NIU Police officers will treat victims of sexual assault, domestic violence, and stalking with respect and dignity. Advocates on campus and in the community can help with victims' physical and emotional health, reporting options, and academic concerns.

### **Accessibility**

If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 or [drc@niu.edu](mailto:drc@niu.edu).

Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

### **Academic Integrity**

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to

resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to Student Conduct, making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the system of due process established and overseen by Student Conduct or through the university's research misconduct procedures noted below. Suspension or dismissal from the university for academic misconduct will result in a notation of that action on the transcript of a graduate-level student.

The university has adopted additional policies and procedures for dealing with research misconduct among its students, faculty, and staff. The guidelines, entitled Research Integrity at Northern Illinois University, are available in department offices, in the office of the dean of the Graduate School, and online at [www.niu.edu/provost/policies/appm/I2.shtml](http://www.niu.edu/provost/policies/appm/I2.shtml), and pertain to the intentional commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person's work as one's own, unprofessional manipulation of experiments or of research procedures, misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in his or her discipline or program, the student's admission to the program may be terminated on recommendation of the student's major department. A statement on students' rights to the products of research is available in department offices, in the office of the dean of the Graduate School, and online at [www.niu.edu/provost/policies/appm/I11.shtml](http://www.niu.edu/provost/policies/appm/I11.shtml).

**Grade Scale**

<b>Score (%)</b>	<b>Letter Grade</b>	<b>GPA Point Value</b>	<b>Value</b>	<b>Description</b>
94-100	A	4.00	Outstanding	Work is complete, original, insightful and of a level and quality that exceeds expectations for a graduate level of study. In-depth understanding of course issues and a high level of analytical skills. No grammar and citation errors. Referencing is done in APA style. References are extensive and of high quality.
90-93	A-	3.67	Very satisfactory	Work is complete, of a level that slightly exceeds expectations for this level. Solid understanding of course issues and excellent analysis. Very few grammar and citation errors. Citations are consistent with APA style format and are drawn from a broad range of current sources.
87-89	B+	3.33		
83-86	B	3.00		
80-82	B-	2.67	Satisfactory	Work is mainly complete, and/or a level that partially meets expectations or standards for an undergraduate course. Important grammar and spelling errors. Problems with citation format.
77-79	C+	2.33		
73-78	C	2.00		
70-72	C-	1.67	Marginally satisfactory	Assignments not turned in or turned in significantly late. Lack of understanding of central course concepts.
60-69	D	1.00		
0-59	F	0.00	Unsatisfactory	Assignments not turned in or turned in significantly late. Very poor performance on exams/tests. Lack of effort or lack of understanding of central course concepts.

## Course Outline

### Week 01, 01/13: Introduction to Public Finance

*Topics:* Government finance tools; Dillon's rule/home rule; Theory of taxation

- Bland, Chapters 1 and 2
- Fisher, Chapters 1, 2 and 12
- Kioko and Marlowe, Chapter 1 (optional)
- James M. Banovetz, "The Status of Illinois Home Rule, Part I: Home Rule Cities And The Voters." *Illinois Municipal Review* (December 2002).
- James M. Banovetz and Thomas W. Kelty, "The Status of Illinois Home Rule, Part II: Home Rule and Taxes." *Illinois Municipal Review* (March 2003).
- James M. Banovetz and Thomas W. Kelty, "The Status of Illinois Home Rule, Part III: Do Home Rule Communities Levy More Property Taxes?" *Illinois Municipal Review* (April 2003).
- Liz Farmer, "[The 7 Deadly Sins of Public Finance](#)" *Governing*, June, 2014.
- NPR Planet Money "[Episode 945: The Liberty City](#)," October 18, 2019.

### Week 02, 01/20: Income and Consumption Taxation

*Topics:* Income taxes; Sales taxes

- Bland, Chapter 4
- Fisher, Chapters 15, 16, and 17
- Center for Tax and Budget Accountability, "How a graduated rate income tax would help reduce after-tax income inequality in Illinois." (May 22, 2019).
- Pew Charitable Trusts, "[Forecasts Hazy for State Marijuana Revenue](#)." (August 19, 2019).
- [IL Sales & Use Taxes](#).

### Week 03, 01/27: Property Taxes and User Fees

*Topics:* Property taxes; User fees; Miscellaneous revenues

- [The Illinois Property Tax System](#), ILDOR.
- Bland, Chapters 3 and 5
- Fisher, Chapters 9, 13, and 14
- Elaine S. Povich, "[Why Are Property Taxes so Unpopular in Many States?](#)" *Governing*, May 14, 2014.
- Andrea Noble, "[Georgia Towns Too Reliant on Fines and Fees as a Revenue Generator](#)," *Route Fifty*, October 28, 2019.
- Mike Maciag, "[Addicted to Fines](#)," *Governing*, August 21, 2019.
- Robert Mackey, "[Tennessee Firefighters Watch Home Burn](#)," *The Lede*, October 6, 2010.
- [TN Firefighters Watch Home Burn To The Ground Because Homeowner Forgot To Pay Fee](#)
- Michael Chirico, Robert Inman, Charles Loeffler, John MacDonald, and Holger Sieg, "Deterring Property Tax Delinquency in Philadelphia: An Experimental Evaluation of Nudge Strategies" (optional)

### Week 04, 02/03: Financial Accounting I

*Topics:* Financial statements; Balance sheets; Modified accrual

- Kioko and Marlowe, Chapter 2
- City of DeKalb, IL, "[Comprehensive Annual Financial Report, FY18](#)"
- City of DeKalb, IL, "[Popular Annual Financial Report, FY17](#)"

**Week 05, 02/10:** Financial Accounting II

Topics: Auditing; Financial statement analysis

- Kioko and Marlowe, Chapter 3
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- Bartle et al, Chapter 17 (Blackboard)

**Week 06, 02/17:** Financial Accounting III

Topics: Cost analysis

- Kioko and Marlowe, Chapter 5

**Week 07, 02/24:** Procurement

Topics: Procurement; Enterprise resource planning systems

- Bartle et al, Chapter 15 (Blackboard)
- Khi V. Thai, "Public procurement re-examined" *Journal of Public Procurement* 1, no. 1 (April 2001), doi: [10.1108/JOPP-01-01-2001-B001](https://doi.org/10.1108/JOPP-01-01-2001-B001)
- City of Naperville, IL, [Purchasing and Bids](#)
- Bart Perkinsi, [What is ERP? Key features of top enterprise resource planning systems](#), *CIO*, February 22, 2019.
- Nathan Frey, [Is It Time for the Public Sector to Move to ERP in the Cloud?](#), *ISG*
- Mark Ressler and Jason Takenouchi, [ERP Implementations in the Public Sector: Special Challenges](#), *Government Technology*, October 18, 2018.
- Rainer Sommer, "Public Sector ERP Implementation: Successfully Engaging Middle-Management!" *Communications of the IBIMA* 2011 (October 2011), doi: [10.5171/2011.162439](https://doi.org/10.5171/2011.162439)

**Week 08, 03/02:** Presentations and papers due.