

American University, School of Public Affairs  
Department of Public Administration and Policy

PUAD 633: Budgeting and Financial Management, Spring Semester 2012  
Class Meets: Tuesday, 8:10 pm – 10:40 pm, Ward 106

**Instructor:** Thad Juszczak

**Contact information:**

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**Office Hours:** Available at the Ward Circle Building from 6:00 pm to 8:00 pm on Tuesdays by appointment. Also available at other times and locations by appointment.

**University Course Description**

Public sector budgeting and budgetary processes, including budget execution and control; cost estimation; capital financing and debt management; performance budgeting; cost-benefit analysis; basic government accounting; and financial statements.

**Instructor's Course Description and Overview**

Using class discussions, a variety of readings on current events, and related research, this course will help you understand

- Why governmental budgeting is important.
- The relationship between budgeting, public policy, and politics.
- The role of The Federal Budget in national economic policy.
- How governments use taxes and other means to acquire resources and the many ways they dispense these resources.
- The relationship between budgeting and financial management.
- The federal budget processes for both the Executive and Legislative branches.
- That all aspects of public management have fiscal consequences.
- Different processes at the enterprise level (entire nation or entire state), agency level, and program level.

The primary focus of this course will be on the federal government, but we will pull in state and local information as appropriate. We will include review of the release of the President's FY 2013 Budget in February.

This syllabus is a **work in progress**. The Instructor will input new reading assignments over time. The Instructor will also adjust it as necessary based on student input, weather, exciting new events, etc.

**Required Textbooks:** None. From time to time, the Instructor will post articles and/or references on Blackboard. Also, at Appendix A is a list of textbooks commonly used in graduate level budgeting courses. Having access to some of these for your research will be a distinct benefit for you. At Appendix B is a list of some websites that will be useful for your research and understanding of current events. You should identify additional websites on your own.

## I. Course Requirements

1. Class Participation and Current Events Research.
  - **Class Participation.** Much of the class will be interactive discussions of budget and financial management issues, readings, and sharing your personal experiences. Class **attendance** and **participation** are essential to your final grade.
  - **Current Events.** Prior to each class, students will identify a relevant current event from websites and/or major newspapers and prepare a paper (NTE 2 pages, 1.5 line spacing, Arial 12 point) which references the primary source of the current event as well as other research and your personal comments or observations. Students will post this paper to Blackboard NLT noon ET, Sunday before the class. The Instructor will select a few students during the class to present their paper orally during class. The Instructor especially encourages current events related to topics the class has recently covered or is planning to cover per this syllabus. Additional information is at Appendix C
  - **Quizzes.** The Instructor will use unannounced quizzes to augment student demonstrations of understanding.
2. Research Project and Presentation
  - **Topic.** Students will identify a potential research project topic to the Instructor, NLT 10 Feb. Upon approval of the topic by the Instructor, students will prepare a one page outline of the paper, due to the Instructor NLT one week after approval. Additional information is at Appendix D.
  - **Paper.** Students will ensure that final papers are approximately 10 pages (1.5 line spacing, Arial 12), include a one page executive summary, and are posted to Blackboard NLT 25 Mar.
  - **Presentation.** Students may be required to make a 10-15 minute presentation of their paper during class, as notified by the Instructor.
3. Comprehensive Final Examination
  - Students will demonstrate their grasp of all of the items in the class overview as expanded through class discussions and research. The final examination may include multiple-choice, fill-in-the-blank, brief answers (1-2 sentences), and essay answers (NTE 250 words).

## II. Evaluation and Grading

- **Evaluation:**

- 40%: Class participation and current events research (Actively participating in class discussions and doing the weekly current event project is the key.)
- 30%: Individual research project and presentation
- 30%: Final examination

➤ **Grading Scale**

A	Clear mastery of concepts as well as written and discussion materials. Offers new insights.
A-	Strong command of concepts and materials.
B+	Solid understanding of essential concepts and materials.
B	Basic understanding of essential concepts and materials.
B-	Minor problems with the basic understanding of essential concepts and materials.
C	Varying deficiencies in ability to explain basic concepts.
F	Little or no evidence of understanding of basic concepts and materials.

- **Late Assignments:** Late assignments will not be accepted. Please notify the instructor as soon as problems are known to make special arrangements. The Instructor will make every effort to accommodate your special schedules.

### III. Writing Standards

This is not a writing course. However, poor writing diminishes your grade because it interferes with the Instructor's ability to understand what you are trying to say. Good writing can always augment your grade by making clear what you understand. Here are some simple rules that will help the Instructor: 1. Never use passive voice. 2. Never use long sentences. 3. Always use serial commas. 4. Always be linear. 5. Always have the first paragraph of a paper explain what is in the paper. 6. Always have the first sentence of each paragraph explain what is in the paragraph.

### IV. Course Difficulties

If you experience difficulty in this course for any reason, please do not hesitate to consult the Instructor. In addition to the resources of the department, a wide range of services are available at the University to support you in your efforts to be successful in this course.

**Academic Support Center** (202.885.3360, MGC 243, [www.american.edu/ocl/asc](http://www.american.edu/ocl/asc)) offers study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center, Battelle-Tompkins 228.885. 2991.

**Counseling Center** (202.885.3500, MGC 214, [www.american.edu/ocl/counseling](http://www.american.edu/ocl/counseling)) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

**Disability Support Services** (202.885.3315, MGC 206, [dss@american.edu](mailto:dss@american.edu), [www.american.edu/ocl/dss](http://www.american.edu/ocl/dss)) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. If you have a disability and might require accommodations in this course, please notify the Instructor via Disability Support Services (DSS) or the Academic Support Center (ASC) early in the semester so that I can make arrangements to address your needs.

## V. Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code, <http://www.american.edu/academics/integrity/code01.htm>. Students will complete all assignments in this course according to the standards set forth in this code.

**All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the academic integrity code and will result in sanctions.**

By registering in this class, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. The Instructor will not treat lightly violations of the Academic Integrity Code, and there will be consequences should such violations occur. Please see the Instructor if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Your failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

In order to prevent plagiarism in students' written work, American University faculty are encouraged to use **Turnitin**, an online system for detecting plagiarism. The University suggests that the Instructor can either require students to submit their work through **Turnitin**, or they can submit their papers directly to the Instructor who can evaluate them for plagiarism using their own **Turnitin** account. If the Instructor identifies any instances of plagiarism, he will notify the Program Directors who will help to determine how students' assignment and/or final grades (as well as their standing in the program) will be affected.

## Course Schedule

<b>Class Date</b>	<b>Topics</b>	<b>Reading Assignment</b>
17 January	<p>Introductions</p> <p>Expectations: Instructor's - Students'</p> <p>Syllabus Review - Course Requirements</p> <p>Current Events - Research Project - Final Exam</p> <p>University Requirements</p> <p>Review: Textbooks (none required) - Websites</p> <p>Assumptions - What we are not discussing</p> <p>What is Budgeting - Budget Terms</p>	<p>-Review syllabus</p> <p>-Browse textbook examples</p> <p>-Browse websites</p>
24 January	<p><b>Congressional Budget Office (CBO)</b></p> <p>Current Events</p> <p>Maintaining the Baseline</p> <p>Estimating cost and revenue</p> <p>Scoring revenue and spending bills</p> <p>Economic Projections</p> <p>Long term financial status</p>	<p>-Analysis of the President's Budgetary Proposals for FY 2012, CBO.</p> <p>-The Budget and Economic Outlook: An Update, Aug 2011, CBO.</p> <p>-"How the CBO Earned its Clout" The Public Manager, Winter 2011.</p> <p>-CBO cost estimates</p> <p><a href="http://www.cbo.gov/ftpdocs/125xx/doc12563/s1535.pdf">http://www.cbo.gov/ftpdocs/125xx/doc12563/s1535.pdf</a></p> <p><a href="http://www.cbo.gov/ftpdocs/125xx/doc12550/hr2830.pdf">http://www.cbo.gov/ftpdocs/125xx/doc12550/hr2830.pdf</a></p>
31 January	<p><b>OMB &amp; The President's Budget Documents</b></p> <p>Current Events</p> <p>Documents that make up the President's Budget and purpose of each.</p>	<p>Budget of the United States Government, FY 2012 (216 pages).</p>
7 February	<p><b>President Obama's FY 2013 Budget</b></p> <p>Current Events</p>	<p>-Budget of the United States Government, FY 2013. Not available until 6 February.</p> <p>-Washington Post and other analyses of the President's Budget, dated 7 Feb.</p>
14 February	<p><b>President Obama's FY 2013 Budget - cont</b></p> <p>Current Events</p>	<p>Analyses of the President's FY 2013 Budget</p>
21 February	<p><b>Mandatory vs. Discretionary Spending. Federal Debt and Debt Limit.</b></p> <p>Current Events</p>	

28 February	<b>Executive Budget Process. Types of Budgets. Capital Budgets.</b> Current Events	
6 March	<b>Legislative Budget Process. Appropriations Process.</b> Current Events	
13 March	<b>No Class</b>	
20 March	<b>Strategic Planning. Budget and Performance Integration. GPRA. GPRAMA.</b> Current Events	
27 March	<b>Revenues. Tax Expenditures. Balanced Budgets. Trust Funds. Unfunded Mandates. Federalism.</b> Current Events Research Papers	
3 April	<b>Writing Budget Justifications. Analyzing Budget Submissions. Budget Systems. Financial Systems. Audited Financial Statements.</b> Current Events Research Papers	
10 April	<b>Resource Allocations. Projections. Cost Management. Budget Execution. Citizen Involvement. Transparency and Accountability</b> Current Events Research Papers	
17 April	<b>Budget as a Political Document. Alignment of Budgeting, Politics, and Public Policy.</b> Current Events Research Papers	
24 April	<b>Credit Programs. Contract Authority, Borrowing Authority.</b> Current Events Research Papers	
1 May	<b>Spring Study Day – No Class</b>	
7 May	<b>Spring Final Exam</b>	

## Appendix A Selected Textbooks for Reference

- Bland, Robert & Rubin, Irene – Budgeting: A Guide for Local Governments
- Bland, Robert & Rubin, Irene – Management Politics in Local Government Finance
- Caiden, Naomi & Wildavsky, Aaron – Planning and Budgeting in Poor Countries
- Collender, Stan – Guide to the Federal Budget Process
- GAO – Glossary of Terms Used in the Federal Budget Process, 2005
- Hatry, Harry – Performance Measurement: Getting Results, Urban Institute, 2007
- Keith, Robert – Introduction to the Federal Budget Process, 2008
- Lee, Robert et al – Public Budgeting Systems, 8<sup>th</sup> Edition
- Meyers, Roy – Handbook for Governmental Budgeting, Jossey-Bass, 1999
- Mikesell, John – Fiscal Administration, Thomson-Wadsworth, 7<sup>th</sup> Edition, 2007
- Rivlin, Alice – Restoring Fiscal Sanity, Brookings, 2005
- Rubin, Irene – The Politics of the Budget Process
- Schick, Allen - The Federal Budget: Politics, Policy, and Process, Brookings, 3<sup>rd</sup> Edition, 2007.
- Thurmaier, Kurt & Willoughby, Katherine – Policy and Politics in State Budgeting

## Appendix B Selected Websites

American Association for Budget and Program Analysis <http://www.aabpa.org>

Association for Budgeting and Financial Management <http://www.abfm.org/>

Capital Gains and Games – Collender  
<http://www.capitalgainsandgames.com/collender>

Center on Budget and Policy Priorities <http://www.cbpp.org/>

Committee for a Responsible Federal Budget <http://crfb.org/>

Concord Coalition <http://www.concordcoalition.org/>

Congressional Budget Office [www.cbo.gov](http://www.cbo.gov)

Congressional Research Service (CRS) Documents  
UNT Digital Library <http://digital.library.unt.edu/explore/collections/CRSR/>  
Open CRS <http://opencrs.com/>

Federal Budget & OMB [www.budget.gov](http://www.budget.gov)

Governing <http://governing.com/>

Government Executive <http://www.govexec.com/>

Government Finance Officers Association <http://www.gfoa.org/>

House Appropriations Committee <http://appropriations.house.gov/>

House Budget Committee <http://budget.house.gov/>

International City/County Management Association <http://icma.org/en/icma/home>

National Association of State Budget Officers <http://nasbo.org/>

National Journal [www.nationaljournal.com](http://www.nationaljournal.com)

Peterson-Pew Commission on Budget Reform <http://budgetreform.org/>

Politico <http://www.politico.com/>

Public Budgeting and Finance  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-5850](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-5850)

Senate Appropriations Committee <http://www.appropriations.senate.gov/>

Senate Budget Committee <http://www.budget.senate.gov/>

Stateline <http://www.stateline.org/live/>

The Fiscal Times <http://www.thefiscaltimes.com/>

The Public Manager <http://www.thepublicmanager.org/index.aspx>

THOMAS <http://thomas.loc.gov/home/thomas.php>

Washington Post Politics <http://www.washingtonpost.com/politics>

## Appendix C Current Events

Identify and read a current article from websites or other media sources concerning a budget issue relevant to the course syllabus. Instructor encourages articles relevant to subjects we have just discussed or will be discussing shortly or articles relevant to your selected research topic.

### **FORMAT**

1. NTE 2 pages, 1.5 line spacing, Arial 12 point
2. Provide URL to source article or attach PDF or other copy of article

### **CONTENT**

1. State the issue that catches your attention
2. Identify relevance to specific items in class syllabus or your research topic
3. Provide your personal observations
4. Identify any other relevant issues
5. Extra credit when you make the Instructor say, "That's very interesting!"

### **PRESENTATION**

1. Post to Blackboard NLT noon ET, Sunday prior to class
2. Be prepared to make a brief oral presentation to the class and answer questions (Instructor will ask some students to do presentations each week, sometimes with advance notice and sometimes without.)

## Appendix D Research Project and Presentation

**Instructor Approval:** Identify a potential research project topic to the Instructor NLT 10 Feb. Prepare and submit to the Instructor a one page outline of the research project topic NLT one week after Instructor approval.

**Required Elements of the Paper** (Asterisk denotes especially critical elements.)

**Topic/Issue:** What exactly are you going to research? What do you expect to find?

**Significance\*:** Why is this topic significant? To whom is it significant? Why are you interested in it?

**Level of Government:** To which level of government is this an issue? Is it an enterprise issue or at some lower level?

**Context\*:** What else do we need to know to understand the issue?

**Research Resources:** What resources did you use on your project? Where did you find them?

**Observations/Findings:** What are the facts?

**Critical Factors\*:** Out of all the facts, which are the most important or relevant to your project?

**Your Understanding and Recommendations\*:** Given everything above, what do you conclude and what would you recommend to an appropriate decision-maker?

**Paper:** Approximately 10 pages, 1.5 line spacing, Arial 12, with an executive summary NTE one page. Students will use endnotes and an annotated bibliography, which do not count against the page total. Instructor also encourages graphs and charts, which do not count against the page total. Student will post papers to Blackboard NLT 25 Mar.

**Presentation:** Students will present their project in 10-15 minutes during class time. The key will be to briefly demonstrate a good understanding of the issues. The Instructor will try to notify you at least 5 calendar days prior to your presentation date.

**Grade:** Grading will be based on the quality of the written materials, effective use of charts and graphs, demonstrated understanding of all issues involved, and quality of the student observations and recommendations. (Instructor will ask himself: "Could the student easily turn this into an article that would be accepted for publication in some website or journal?") This is not a public speaking class, but a portion of the grade may also be based on the class presentation and how you respond to questions.