**Master of Public Administration**

Draft Syllabus for PAF 9140, Budgeting and Financial Analysis

**Professor**

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Office Hours: Tuesday between 10-11 via Zoom

Class Day(s) and Hours: Full online/ Asynchronized

Location of course: N/A

**Course Description**

The goal of this course is to help students gain the fundamental knowledge and skills to work effectively with budgeting, accounting, and financial analysis/management whether in government or in nonprofit organizations. Throughout the course, information will be presented within the context of the economic conditions and political processes.

Basic budgeting and accounting concepts will be covered in the class. Students need to understand the mechanics of budgeting and financial analysis. A budget is not just the tables and math that demonstrate the cost of a program and how the costs are paid for, but more importantly, it involves the communication with decision makers as well as the public, including all users of public budgets and all interested taxpayers. Thus, students are expected to practice and produce a budget request for a proposed initiative as outlined in the learning objectives section as the final group project.

Prerequisites: Open to Austin W. Marxe School of Public and International Affairs and MA in Arts Administration students; others with Marxe School permission

**PAF 9140 Course Learning Goals**

This course will enable students to:

Identifies or constructs a clear and relevant problem. Identifies or constructs an adequate and applicable problem. Identifies or constructs a vague problem. Fails to identify a coherent problem.

Policy Proposal: What is going to be done to solve the problem and how will the policy impact the situation. Effectively proposes a credible and innovative policy solution that describes the potential benefits and effects on the situation. The proposal successfully takes into account key factors (such as budget, feasibility, limitations, and/or cultural considerations). Adequately proposes a policy solution that describes the benefits and potential effects on the situation. The proposal sufficiently takes into account key factors (such as budget, feasibility, limitations, and/or cultural considerations). Insufficiently proposes a policy solution that describes the potential benefits and effects on the situation. The proposal narrowly/superficially includes key factors (such as budget, feasibility, limitations, and/or cultural considerations). Fails to propose a policy solution that describes the potential benefits and effects on the situation. The proposal lacked key factors (such as budget, feasibility, limitations, ethics, and/or cultural considerations).

* Use a variety of budgeting, accounting, and financial analysis terms,
* Read and understand a budget document in the complex public and nonprofit sector,
* Apply specific analysis skills to budgetary problems including:
  + Critique on budget formation and formatting
  + Understand the major sources and uses of public financial resources
  + Make cost estimates,
  + Apply ratio analyses,
  + Perform break-even analysis,
  + Conduct variance analysis, etc.
* Prepare a budget proposal for an individual initiative within a policy environment, i.e., as a proposal to a government agency or a grant proposal for nonprofit organizations.
* Understand the role of budgeting in managing public organizations,
* Understand the economic context and political nature of budgetary decisions,
* Follow through with budget implementation, and
* Interpret some elements of the Comprehensive Annual Financial Report (CAFR)

**Master of Public Administration (MPA) Competencies**  
1) To lead and manage in the public interest.   
2) To participate in, and contribute to, the policy process.   
3) To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment.   
4) To articulate, apply, and advance a public service perspective.   
5) To communicate and interact productively.

**Course Materials:**

REQUIRED TEXTBOOKS:

Greg Chen, Lynne Weikart and Daniel Williams. Budget Tools: Financial Methods in the Public Sector. 2nd edition. Washington: CQ Press. 2014. (*Budget Tools)*

Lynne Weikart and Greg Chen. Budgeting and Financial Management for Nonprofit Organizations. 2nd edition. Long Grove, Illinois: Waveland Press, 2022. (Nonprofit budget)

**References to Blackboard or Other Online Materials:**

WEB SITES

To be posted on Blackboard (**BB**) in Course Content.

**Grading**

Assignments 50%

Discussion/participation 20%

Final project 30%

Description of Evaluation Components:

*Blackboard (BB) discussions*

*To help guide your weekly reading, see the discussion questions listed for that session, some of which will be used in the online discussions. You need to be proficient with BB in everyway to complete this course satisfactorily. In case you have questions of BB/systems, please contact Techsupport for guidance/assistance.*

*Written assignments*

*Follow the “Specifications for All Written Assignments” and pay attention to the “COMMON WRITING ERRORS TO AVOID.” (See below). Quality of writing counts. Organization, headings, syntax, grammar, punctuation, spelling, and appearance all count. Be concise; avoid verbosity. Edit, re-edit, and re-re-edit. Imagine that your boss’s boss doesn’t know you and forms a lasting impression of you and your ability based only on your writing.* Grading policies: Grading is based on quality of understanding of course content as demonstrated in discussion, submissions, and other aspects of student performance. Comments placed on papers are not a contract for a grade. *Submit via BB at midnight on the date due via BB.* **I do not accept late submission, nor do I accept submissions by email.** Extraordinary cases require approval and a full grade (A to B for example with legitimate reasons) will be deducted.

**Attendance and Lateness Policies:**

NA

**Policy Regarding Make-Up Exams:**

NA

**Classroom Management Policies:**

NA

**Students with Disabilities:**

It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services as early in the semester as possible. All discussions will remain confidential.[[1]](#footnote-1)

Please note, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation to fully participate in this class should contact Student Disability Services as soon as possible at [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu).

For additional information, please visit: <https://provost.baruch.cuny.edu/facultyhandbook/disabilities_provostsmemo/>

**Non-Discrimination:**

All complaints under CUNY's [Policy On Equal Opportunity And Non-Discrimination](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/equal-opportunity-and-non-discrimination-policy/) should be reported to Baruch's Office of Diversity, Compliance & Equity Initiatives at: [Diversity@baruch.cuny.edu](mailto:Diversity@baruch.cuny.edu).

**Academic Integrity:**

Baruch College policy states, “Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college’s educational mission and the students’ personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”[[2]](#footnote-2)

Additional information regarding Baruch College’s policy on Academic Integrity is available at: <http://www.baruch.cuny.edu/academic/academic_honesty.html>

**The Writing Center:**

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we’re always available for conversations about teaching and writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling (646-312-4012), or by emailing the Center at [writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu).[[3]](#footnote-3)

**Campus Intervention Team:**  
TheCampus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community can reach out to the CIT to report a concern about a student. Additional information is available at: <https://studentaffairs.baruch.cuny.edu/campus-intervention-team/>, or by contacting them at: [cit@baruch.cuny.edu](mailto:cit@baruch.cuny.edu) or 646-312-4570​.

**Marxe Advisement:**  
A full range of academic advisement services are provided to Marxe students to ensure the successful completion of their degree programs. Visit their website at: <https://marxe.baruch.cuny.edu/academics/marxe-advisement/> or email them at: [mspia.advisement@baruch.cuny.edu](mailto:mspia.advisement@baruch.cuny.edu).

**Career Services:**Launching a career or transitioning into a new one is a journey—and the Marxe Career Services office is here to guide you. From career consultations to on-campus recruiting, the Marxe community gets access to individualized services to help land a dream job in the public sector. Career counselors are here to support you through every stage of your career, as you evaluate your professional goals, develop a plan, and pursue opportunities.

Visit their website at: <https://marxe.baruch.cuny.edu/student-opportunities/career-services/> or email them at: [mspia.careerservices@baruch.cuny.edu](mailto:mspia.careerservices@baruch.cuny.edu).

**SCHEDULE (create schedule)**

The Baruch Academic Calendar is available at: https://www.baruch.cuny.edu/registrar/registration/academic-calendar.html

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| Week  Date | Topic | Assignment |
| 1  08/25 | INTRODUCTION and Fed Budget In the first session of the course, I would like you to introduce you to the class, including your education background, work experience if there is any, and the reason you take this course. After that I would like you to get familiar with Blackboard, the app the university use in teaching online course. Content-wise, we start the course by looking into current federal budget briefly, focusing on the operating budget in the context of political, social, and economic context. | **Required reading**   * Read Budget Tools, Module 1 * Fed budget at [FACT SHEET: The President’s Budget for Fiscal Year 2023 | The White House](https://cuny907-my.sharepoint.com/personal/greg_chen11_login_cuny_edu/Documents/1940%20F22/FACT%20SHEET:%20The%20President’s%20Budget%20for%20Fiscal%20Year%202023%20|%20The%20White%20House), [President's Budget | The White House](https://www.whitehouse.gov/omb/budget/), <https://www.usa.gov/budget>, and <http://www.ncsl.org/research/fiscal-policy/federal-budget-process.aspx> * Watch a Video Clip @ [Hearing | Hearings | U.S. Senate Committee On The Budget](https://www.budget.senate.gov/hearings/the-presidents-fiscal-year-2023-budget-proposal)   **Questions to guide your reading and online discussion:**   * Political, pandemic, and economic context of fed budget and budgeting, * Discuss the Video clip on Blackboard (BB)/Discussion Board due at end of session.   **Classwork:** Participate on BB/discussion please. |
| 2  09/01 | **State and Local government budget:**  In this session you will study primarily the operating budget of the city, although some exposure to nonprofit budget is provided. | **Required reading**   * Budgeting and Financial Management for Nonprofit Organizations, Chapter 1. * Watch Budget speech and Read Budget documents of NYC @ [Mayor Eric Adams Presents Fiscal Year 2023 Preliminary Budget - YouTube](https://www.youtube.com/watch?v=6e61r8LaboU) and <https://www1.nyc.gov/site/omb/publications/publications.page> * Understanding New York City’s Budget: A Guide <http://www.ibo.nyc.ny.us/iboreports/IBO_BG05_web.pdf>   **Questions to guide your reading and online discussion:**   * What is the context wherein the city budget is prepared, what are the key priorities, do you agree?   **Classwork:** Form study groups, 5 person per group, for continuing mutual support and a final group project. Please provide the name list of each group on BB/Group link by the end of the session. |
| 3  09/08 | **C. Chart of Accounts and Balancing Budget**  **Mission and money** | **Required reading**   * Nonprofit budget. Ch. 2 * Budgeting for nonprofits @ [Budgeting for Nonprofits | National Council of Nonprofits](https://www.councilofnonprofits.org/tools-resources/budgeting-nonprofits) * Budget Tool, Module 2   **Questions to guide your reading and discussion:**   * What is COA? Why do organization, financial/accounting people especially need it? * What is a balanced budget? Under what rules that the NYC use?   **Classwork:** Participate on BB/discussion please |
| 4  09/15 | ***Budget format and types - How to Read a Budget*** | **Required reading**   * Budget Tool, Module 11 * Nonprofit budget. Chapter 3.   **Questions to guide your reading and discussion:**   * What are the key standards/criteria that GFOA use in assessing the format of government budget? * What do you think of the NYC budget in reference to these criterion.   **Written Assignment 1**: Critique on NYC budget shown above on presentation based on GFOA criteria to be posted on BB, due at the end of this session, 09/21 at midnight. |
| 5  09/22 | ***Cost/Expenditure – How to estimate and understand costs*** | **Required reading**   * Budget Tool, Module 3 and 13 * Nonprofit budget. Chapter 4   **Questions to guide your reading and discussion:**   * Basic concepts of costs, given its diversity in economics, finance, and government budgeting. * How do you estimate them in the context of budgeting?   **Discussion** on BB/Discussion |
| 6  09/29 | **Revenue: where are moneys from?** | **Required reading**   * Budget Tool, Module 14 * Budgeting and Financial Management for Nonprofit Organizations, Chapter 8   **Questions to guide your reading and discussion:**   1. What are the main sources to finance capital budget, 2. The pros and cons of difference sources of capital financing?   **Discussion** on BB/Discussion |
| 7  10/06 | ***Budgeting Process – What is the Budget Cycle?*** | **Required reading**   * *Budget Tools*,Chapter 10 and 16. * New York City Budget Roadmap @ <http://www.ibo.nyc.ny.us/budgetroadmap/roadmap.html> * New York City budget cycle at <http://www1.nyc.gov/site/omb/about/new-york-city-budget-cycle.page>   **Questions to guide your reading and discussion:**   * Review budget process of NYC vs a nonprofit that you select/are familiar with. Identify similarities and differences if there are any.   **Discussion** on BB |
| 8  10/13 | Prepare a budget proposal – Starting the final group project | **Required reading**   * *Budget Tools,*Chapter 14 * Budgeting and Financial Management for Nonprofit Organizations, Chapter 4-7   **Questions to guide your reading and class discussion/Classwork: discussion within your group:**   * Spending time with your group to prepare the final group project. Scenario: You can be a government department or a nonprofit organization, real or fictitious, proposing to the city council for funding for an extension or a new program in New York City, taking into consideration of the current economic social and political environment. Please refer to Budget Tool for guidance. Please address at least the following questions in the budget proposal: why should the city fund this program: the needs, the public domain, etc.? What is the program: the goals, resources, and activities, and how will it effectively and efficiently address the needs/problem(s)? What are the performance measures? And a one year and an extended three-year budget. The narrative and the budget should be no more than 10-page long. A sample, although not a perfect one, is provided on BB. |
| 9  10/20 | ***Performance Budgeting – Relating dollars to results*** | **Required reading**   * *Budget Tools*,Chapter 9 * Budgeting and Financial Management for Nonprofit Organizations, Chapter 9 * NYC Mayor's Management Report (MMR) @ <http://www.nyc.gov/html/ops/html/data/mmr.shtml> * *OMB’s Performance Rating Tools.* * Decision making and oversight - Opportunities Exist to Use Budgeting and Agency Performance Processes to Increase Oversight @ <https://www.gao.gov/products/gao-16-622>   **Discussion** on BB |
| 10  10/27 | **Budget Implementation and Fiscal Control - Variance analysis** | **Required reading**   * *Budget Tools*,Chapter 22. * Financial Management, Chapter 6.   **Questions to guide your reading and class discussion:**   * See questions on BB discussion   **Assignment 2:** *Budget Tools*, **Module** 22, Assignment 2. |
| 11  11/03 | Financial Accounting and Reporting | **Required reading**   * *Budget Tools*,Chapter 25. * Financial Management, Chapter 9 and 10. * New York City Comprehensive Annual Financial Report (CAFR) found at http://comptroller.nyc.gov/ (this is a large report, do not print Annual report @ [Comprehensive Annual Financial Reports (Annual Report) : Office of the New York City Comptroller Scott M. Stringer (nyc.gov)](https://comptroller.nyc.gov/reports/comprehensive-annual-financial-reports/)   **Discussion** on BB |
| 12  11/10 | ***Financial Analysis, including ratio analysis, and auditing/evaluation*** | **Required reading**   * Budget Tools, Chapter 26. * Budgeting and Financial Management for Nonprofit Organizations, Chapter 7.   **Assignment 3:** Budgeting and Financial Management for Nonprofit Organizations Chapter 7 Assignment 1 and 2, due at the end of the session |
| 13  11/17 | **Capital Budget/Time value of money and cost benefit analysis** | **Required reading**   * *Budget Tools*,Chapter 5, 6, 8, 17, 19. * Budgeting and Financial Management for Nonprofit Organizations, Chapter 10 and 11. * NYC Preliminary Capital budget and related reports @ <https://council.nyc.gov/budget/wp-content/uploads/sites/54/2019/03/FY20-Preliminary-Capital-Report_Final.pdf> * Independent Budget Office “Double Play” <http://www.ibo.nyc.ny.us/iboreports/doubleplay.html>   **No discussion**  Final project due at the end of this session. |
| 14  12/01 | **SUMMARY AND FUTURE DIRECTIONS** | **Required reading**   * *Wrapping up the course. Review course context throughout the textbook chapters/additional learning material where you are not yet fully confidence in budgeting developed, approved, implemented and reviewed in the larger economic, political and social context.* |

## SPECIFICATIONS FOR ALL WRITTEN ASSIGNMENTS

1. All assignments and reports should be typed and double spaced using 12-point font and one-inch margins. Send via Blackboard.
2. Identify yourself, the course section, and the assignment on a cover page, which does not count in page limit.
3. All submissions are to be well written (clear, well organized, carefully reasoned and analyzed), professional looking, and grammatically correct, with proper syntax, grammar, spelling, and punctuation.
4. Be thorough but concise: excess verbiage is a sure sign of bad writing.
5. Support and strengthen your answers with examples from the assigned readings, your experiences, your readings in the public administration literature, newspapers, articles, etc. Cite references where necessary, using APA style.

**APPENDIX: CURRICULUM MAPPING**

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| PAF 91**40**: Managing Public And Nonprofit Organizations II  (Level: Introduce, Reinforce, Demonstrate, Not applicable) | |
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| *MPA Program Learning Goals*  (see Marxe website for all learning goals within degree) | **Corresponding Course Goals** |
| Competency #1: Management - Program Learning Goal A: Use management and leadership theories to analyze the design, operation, and governance of public and nonprofit organizations. *[Level - ]* | * Assess political, pandemic, and economic environment of public and nonprofit organizations, especially with its impact on government/nonprofit budgeting; |
| Competency #1: Management - Program Learning Goal B:  Develop recommendations, based on multiple analytical frames, to improve the management of public and nonprofit organizations and achieve the organizational mission. *[Level - ]* | * Recommend/develop budget for government and/or nonprofit. Practices as a group project. |
| Competency #2: Policy - Program Learning Goal A: Distinguish and effectively employ the steps in the policy process: problem/goal identification; stakeholder identification and analysis; financing; approval; implementation and evaluation. *[Level - ]* | * Understand the practice good budget practices and budgeting process, involving stakeholders and conducting analysis of cost and revenues. |
| Competency #2: Policy - Program Learning Goal B: Identify alternative policy options; assess their potential feasibility and effectiveness; describe how the policy options are expected to affect outcomes (mechanisms). *[Level - ]* | * Comprehend public policy, public management, and politics as an integrated whole. |
| Competency #3: Critical Thinking and Analysis - Program Learning Goal A: Analyze, evaluate, and draw valid conclusions from social science research such as policy, applied, or evaluation research. *[Level - ]* | * Many analyses, such as time value of money, etc. are discussed and used in this course. |
| Competency #3: Critical Thinking and Analysis - Program Learning Goal B: Design social science research such as policy, applied, or evaluation research using qualitative or quantitative methods. *[Level - ]* | * Extended research and understand of the concepts of cost and its application of management of public and nonprofit organizations. |
| Competency #3: Critical Thinking and Analysis - Program Learning Goal C: Conduct social science research such as policy, applied, or evaluation research. *[Level - ]* | * Even in budgeting, you may need to get of of the box of thinking, albeit follow existing laws and regulation is emphasized in this class. |
| Competency #3: Critical Thinking and Analysis - Program Learning Goal D: Apply social science or evaluation research findings to public policy questions and decision-making situations. *[Level - ]* | * Budgeting is a critical process of policy making process, which this class addresses. |
| Competency #4: Public Service Perspective - Program Learning Goal A: Identify varied and conflicting values or needs within the public sphere and understand the implications they have on management and/or policy decisions. *[Level - ]* | * Different values are often the source of disagreement in student and in public in general. We try to instill value of respects, understanding and the spirit of working; |
| Competency #5: Communications - Program Learning Goal A: Prepare clear, concise, well-organized, accurate and persuasive written materials that are tailored to an audience’s level of experience and needs. *[Level - ]* | * Make clear communication in the best interest of the people you serve is always encouraged. |
| Competency #5: Communications - Program Learning Goal B: Prepare clear, concise, well-organized, accurate and persuasive oral presentations that are tailored to an audience’s level of experience and needs. *[Level - ]* | * Distinguish and differentiate among related concepts. Present concepts in reference to what has been learnt, or being common knowledge in the particular student body; |
| Competency #5: Communications - Program Learning Goal C: Recognize and value the diversity of organizational structures and cultures, as well as organizational complexity, in order to communicate effectively. *[Level - ]* | * Identify management systems and student body to serve in a historical context. |

1. McCarthy, Jim. (2019, November 21). *Memo from Provost regarding services for students with disabilities.* Retrieved from https://provost.baruch.cuny.edu/facultyhandbook/disabilities\_provostsmemo/ [↑](#footnote-ref-1)
2. Baruch College Student Development & Counseling. (2002, August). *Academic Honesty.* Retrieved from https://www.baruch.cuny.edu/academic/academic\_honesty.html [↑](#footnote-ref-2)
3. Baruch College. (2017, July 30). *Academic Support Services for Baruch Students.* Retreived from https://provost.baruch.cuny.edu/facultyhandbook/academicsupportservices/ [↑](#footnote-ref-3)