

**JUS618 Budget and Finance for Criminal Justice Administrators**  
**(3 credit hours)**  
**Course Syllabus**

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### **Course Description**

Sound financial practices are crucial to managing increasingly scarce funds in criminal justice organizations. Students in this course will examine finance and budgeting concepts, policies, and practices related to criminal justice organizations as well as the fiscal climate within which they operate. The purpose of this course is to introduce students to the intricacies of budgeting and related areas of fiscal administration, including line item budget format, financial forecasting, performance budgeting, budget development, budget implementation, internal controls, and cost analysis. Students will read, analyze and create budgets, financial statements, and reports.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Apply concepts, processes, and principles related to finance and budgeting
2. Examine the budgeting process
3. Analyze ethical and political issues related to finance and budgeting
4. Apply laws, regulations, and policies related to finance and budget administration in the public sector
5. Explain the impact of globalization on finance and budgeting in criminal justice organizations
6. Assess the fiscal climate for an organization
7. Develop a budget proposal or fiscal plan for a public or private organization

### **Prerequisites/Corequisites**

None.

## Required Textbook(s) and Resources

Menifield, C. (2020). *The Basics of Public Budgeting and Financial Management*. 4th edition. University Press.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sun days**.

## Learning Activities

Activities in this course will consist of discussion forums, essays, spreadsheets and building a budget proposal. These activities will follow a crawl, walk run model starting with identifying a project the student would like to get funded (Week 2 essay) understanding the basic parts of a budget (Week 3 essay), building a spreadsheet (Week 5), adjusting the budget (Week 6), culminating with a final budget proposal project which will tie together all aspects of the course.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (n/a) Activity 1.2 (50)	<b>Discussions</b> Activity 2.1 (50)	<b>Discussions</b> Activity 3.1 (50)	<b>Discussions</b> Activity 4.1 (50)	<b>Discussions</b> Activity 5.1 (50)	<b>Discussions</b> Activity 6.1 (50)	<b>Discussions</b> Activity 7.1 (50)	<b>350</b>
<b>Assignments</b> Activity 1.3 (80)	<b>Assignments</b> Activity 2.2 (80)	<b>Assignments</b> Activity 3.2 (80)	<b>Assignments</b> Activity 4.2 (80)	<b>Assignments</b> Activity 5.2 (80)	<b>Assignments</b> Activity 6.2 (80)	<b>Assignments</b> Activity 7.2 (170)	<b>650</b>
<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>220</b>	<b>1000</b>

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> WED: Activity 1.1: Look at Me!
Week 1: Public/private sector budgeting Budget formats	<input type="checkbox"/> MON: Activity 1.1: Look at Me! <input type="checkbox"/> WED: Activity 1.2: Public vs. Private Budgets <input type="checkbox"/> SAT: Activity 1.2: Public vs. Private Budgets <input type="checkbox"/> SUN: Activity 1.3: Budget Formats
Week 2: Influence on public sector budgets Allocation of resources	<input type="checkbox"/> WED: Activity 2.1: "Tricks" in Budgeting <input type="checkbox"/> SAT: Activity 2.1: "Tricks" in Budgeting <input type="checkbox"/> SUN: Activity 2.2: Research Paper

<b>Topic</b>	<b>Learning Activities</b> (Due by 11:55 p.m. ET on day designated)
<p>Week 3:</p> <p>Identifying needed and appropriate budget items</p> <p>Justifying budget items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 3.1: Justifying Budgets</li> <li><input type="checkbox"/> SAT: Activity 3.1: Justifying Budgets</li> <li><input type="checkbox"/> SUN: Activity 3.2: Budget Categories</li> </ul>
<p>Week 4:</p> <p>Identifying sources of funding</p> <p>Matching funding sources with budget items</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 4.1: Primary Funding Sources</li> <li><input type="checkbox"/> SAT: Activity 4.1: Primary Funding Sources</li> <li><input type="checkbox"/> SUN: Activity 4.2: Funding Sources</li> </ul>
<p>Week 5:</p> <p>Budget forecasting</p> <p>Creating a zero based budget</p> <p>Creating a budget in Excel</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 5.1: Forecasting Models</li> <li><input type="checkbox"/> SAT: Activity 5.1: Forecasting Models</li> <li><input type="checkbox"/> SUN: Activity 5.2: Excel Spreadsheet Budget</li> </ul>
<p>Week 6:</p> <p>Factors that affect budget</p> <p>Adjustments to budget proposals</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 6.1: Factors Affecting Budgets</li> <li><input type="checkbox"/> SAT: Activity 6.1: Factors Affecting Budgets</li> <li><input type="checkbox"/> SUN: Activity 6.2: Adjustment to Proposed Budget</li> </ul>
<p>Week 7:</p> <p>Effectively communicating a budget proposal</p> <p>Creating a comprehensive budget proposal</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.1: Presentation Types</li> <li><input type="checkbox"/> THU: Activity 7.2: Final Budget Proposal</li> <li><input type="checkbox"/> SAT: Activity 7.1: Presentation Types</li> </ul>

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.