

MCJ 6240 ONLINE Criminal Justice Planning, Budgeting, and Evaluation
SYLLABUS—Fall 2015

Instructor: Mike Chabries, MPA

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Instructor available upon request

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Course Materials: Text, calculator,

Lap top if available and flash drive

Course Description:

This is a Master's of Criminal Justice level class which focuses on the planning, budgeting, and evaluation process for criminal justice organizations. The course examines both strategic and policy planning issues to include establishing organizational goals, budgeting, program evaluation and review. Students will learn the history of public sector budgeting in America. In addition, students will learn how to perform cost-analysis and cost benefit analysis as it relates to performance outcomes of the criminal justice budget. Students will also become aware of "how" government borrows for major capital developments through various bonding strategies. The budgetary process for municipalities, counties and states will also be discussed.

Course Objectives:

1. Students will explore and understand the evolution of public sector budgeting for the criminal justice system in America.
2. Students will demonstrate how to cost out various criminal justice activities and how to appropriately measure performance.
3. Students will learn how to calculate personal costs for an organization and determine staffing levels for various activities.
4. Students will be required to prepare and present a budget for a criminal justice organization using the principles learned in this class.

Important Information

This is the third time this course has been taught online. I have provided extensive audio and visual video clips to explain what is typically explained in class. I anticipate some challenge with this being an online course but promise to work with you as necessary to successfully complete this course. If that requires some personal attention with students during the semester, I will gladly meet with you individually or in groups to explain any questions you might have. In addition, I have given you

Assignment Two	45
Salary Schedule 30 points	
Staffing Exercise 15 points	
Assignment Three	20
Assignment Four	20
TOTAL ASSIGN	100
Final Project	200

Academic Dishonesty

Academic Dishonesty: As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course may require that some of all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company’s database.

Disability Accommodation Statement

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 221 at the Davis Campus). SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. Please refer to SSD’s website for more information. <http://weber.edu/ssd>

Course Schedule

IMPORTANT INFORMATION: Students may submit their assignments before the due date to the instructor. I will provide feedback on issues students need to correct. However, if you submit the assignment on the due date, no feedback will be offered and the assignment will be scored as submitted.

Module One Week 1—Chapters One, Two

August 31—The Role of Budgeting

Module One will focus on the purpose of budgets and note the historical evolution of budgeting in the criminal justice system. The class will be introduced to Line-Item Budgeting. Students will learn how to classify budget items and be given a homework assignment to develop a *Detail Expenditure Request* and a *Summary of Accounts*. Contents include two power points, a Media presentation with description of the exercise and how to complete it successfully, Forms for the exercise have also been included for students use. Email completed assignments to the instructor—do not send using Canvas--use WSU email. **This assignment is Due September 4th**

Module Two Week 2 and 3—Chapters Three, Four

September 7—Line Item Budgeting cont'd

Instruction will be on developing *Personnel Schedules*. Personnel costs represent a high percentage of public sector budgets. It is critical that administrators understand those items that constitute personnel services and be able to accurately determine those costs. In addition, students will learn how to determine appropriate staffing levels for criminal justice operations. Students will also be responsible for developing a *Personnel Salary Schedule and complete a Staffing Exercise*. Email completed assignments to the instructor—do not send using Canvas--use WSU email. **Both of these exercises are Due September 21st**

Module Three Week 4—Chapters Four, Five

September 21—Line Item Budgeting cont'd

This module will complete *Line Item Budgets* by discussing the political aspects of how the budget is communicated to community leaders; how to justify a budget; and, how to develop graphs and charts to support your budget request. **There are no assignments** due for this segment but students are encourage to work on developing various types of graphs and Management Organizational Charts. Students wanting any feedback regarding the balance of forms required for a Line-Item Budget may email any forms they have worked on directly to the instructor. **10 points extra credit will be awarded to students submitting an Organizational Chart, One Line Graph and One Pie Chart Due September 29th**

Module Four Week 5 and 6—Chapter Six

September 28th—Performance Budgeting

This module will be directed to the history and development of *Performance Budgets*. *Performance Budgets* are far more complex than *Line Item Budgets* and require an understanding of *performance measures* and *cost accounting*. Students will be given an assignment to complete a *Cost Analysis* problem. There are two parts to the exercise 6.1 and 6.2. One power point, a media description of the assignment along with the two forms required for this module are provided for students. Email completed assignments to the instructor—do not send using Canvas--use WSU email. **This assignment is due October 12th**

Module Five Week 7—Chapter Seven

October 12th—Program Budgeting

The evolution of budgeting continued and begins to focus on costs of various programs within an agency's budget. Program budgeting requires agencies to develop skills in *Cost Accounting, Forecasting, and Goal Identification*. Goals are focused on both efficiency and effectiveness measures of the agency's programs. A power point and a work docx has been prepared to assist students in understanding Program Budgeting. **No Exercises for this Module.**

Module Six Week 8—Chapter Eight

October 19th—Zero Base Budgeting

Zero Base budgeting is by far the most comprehensive and complicated budgeting process. It requires an extraordinary amount of time and resources just to prepare it. While we will not spend a great deal of time using the *Zero Base Budget* format, we will spend time discussing the process. Students will complete a group or individual exercise using *Zero Base Budget* principles in making budgetary decisions. A power point and a media presentation and forms necessary for this exercise are included in this module. Email completed assignments to the instructor—do not send using Canvas--use WSU email. **Assignment is due October 26th**

Module Seven Week 9—Chapter Nine

October 26th—Capital Budgets and the Budget Planning process

This session will focus on the development of *Capital Budgets*. Lecture will also discuss the funding strategies of Capital Budgets to include, pay-as-you-go, Joint Financing, Federal and State Aid, General Obligation Bonds, Revenue Bonds and other funding strategies. The Budget Planning process is significantly different among local, county

and state criminal justice agencies. The differences of these processes will be discussed in detail. There are no assignments for this module.

Week 10—Course Exam—Instructor will provide details and a review document for students

Test administered November 2nd to 5th at approved WSU Testing Center

Week 11—Chapter Ten

November 9th--Final Project Introduction

Students will be given their project assignment. They may work together in groups or individually if they choose. Students will be expected to develop an entire budget along with justifying an increase in the budget expenditure for a criminal justice agency. Students may use their own criminal justice agency budget or may use the project in the manual. All of the necessary forms, except graphs and charts, will be provided to the students. It is expected the budget will be prepared on a computer using the forms provided.

Assistance will be available for those students requiring assistance.

Week 11-15

Final Project cont'd

December 9th—Projects Due to Instructor