

STRATEGIC PLANNING AND BUDGETING FOR HOMELAND SECURITY

Fall 2013/Syllabus - Online



WARNING: DO NOT DISCLOSE ANY GOVERNMENT CLASSIFIED MATERIALS IN THIS COURSE. NO EXCEPTION! ONLY MATERIALS AVAILABLE TO THE PUBLIC WILL BE USED THROUGHOUT THE COURSE.

CREDIT: Strategic Planning and Budgeting for Homeland Security is one of the 12 courses comprising the Homeland Security Master's Degree curriculum. This version of the course has been developed by Dr. Robert Bach and David Kaufman for the Center for Homeland Defense and Security (CHDS) located at Naval Postgraduate School in Monterey, CA and CHDS partnering universities. A portion of this syllabus and materials are provided by CHDS.

Course Name and Number: CJA775

Course dates: 10/7/2013 – 12/15/2013

Instructor Name: Jeffrey Ahn, MS

Instructor Contact Information

Office Phone: [808-230-4691 \(cell\)](tel:808-230-4691) (Please leave a message if I do not answer your call right away. I will call you back). I am available from 4 p.m.-9 p.m. Hawaii Standard Time (HST) on most days, but I attempt to reserve Sunday for my family. On Saturdays, I tend to be online in the morning only. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these periods, you should not hesitate to do so. If or when you call my phone, please leave a message; however, I check our classroom almost every day.

For emergencies, when you are not able to gain access to messages on the eCollege, please send a message to my CUH e-mail address. In the event a third party needs to contact me, please direct them to my contact information listed under "facilitator information." No third party should use your login credentials to gain access to the classroom.

E-mail Address: Please use an e-mail function within eCollege first. [jeffrey.ahn@adjunct.chaminade.edu \(secondary\)](mailto:jeffrey.ahn@adjunct.chaminade.edu) / [theahn2003@gmail.com \(emergency\)](mailto:theahn2003@gmail.com), use them only when you have problems with eCollege e-mail with prior telephonic approval from the instructor. (Please check my e-mail address spelling. Some students claimed they sent their assignments to my CUH e-mail address, but I found out later they misspelled my e-mail address, especially my first name).

Course Information

Course Description

The purpose of this course is to focus on the components that make up strategic planning, and then integrate these concepts into a business plan that addresses the needs of Homeland Security. Strategic planning is the process by which an organization determines its goals and objectives and decides in broad terms how to meet those goals and objectives. Thus, to be effective, strategic plans must be connected to budgets. Organizations responsible for homeland security must plan for and execute programs in disparate areas, such as counter-terrorism, information security, border security, counter-drug activities, etc. Because homeland security is a combined effort of federal, state, and local governments, the organizations must also coordinate their plans and programs with those of the other levels of government. The strategic plan must address the critical infrastructures vulnerabilities, budget constraints, the operational/business environment, stakeholders, and political uncertainties. This course is designed to address these issues. The course will provide students with an analytical framework useful for making and translating long-term plans into programs and budgets. Your leadership style and knowledge in the subject area you choose for the Final Project in this course, will determine the success of your strategy.

Teaching Strategy

This course integrates many areas into one. The final project should be good enough to serve as a basis for a grant from Homeland Security. The intent of this course is to identify a problem in Homeland Security, develop a business plan, an implementation plan and budget that mitigate or fix the identified problem. The course is designed to be flexible, meaning the instruction will not follow a single path. Beyond these required readings and activities, however, each participant will work with me to formulate his or her own assignments and deliverables.

Strategic planning means many different things. Overall, there is a strong sense that a plan is required for an organization or organizations to be effective. The General Accountability Office, the research and investigative body for the U.S. Congress, is blunt about the role of strategic planning. "There is no more important element," GAO writes, "than the effort of strategic planning. This effort is the starting point and foundation for defining what an organization seeks to accomplish, identifying the strategies it will use to achieve desired results, and then determining how well it succeeds in reaching results-oriented goals and achieved objectives" (GAO, March 29, 2006, p. 15).

Yet, strategic planning for many is nothing more than a bureaucratic burden, an obligatory exercise that ends up with a forgotten report collecting dust on a shelf. Research shows that the primary reason for strategic planning failures involves lack of leadership. Leadership, in turn, not the plan, easily accounts for 60% to 70% percent of an organization's success. The purpose of this course, then, is to focus on strategic thinking and leadership as the underlying, necessary framework for successful planning. Strategic planning, in a sense, is simply a tool of good leaders. What makes good leaders, however, is a broadly debated and contentious issue. Thousands of books on leadership, nearly each with a separate approach, litter bookshelves from sophisticated university libraries to airport easy reading corners. Our focus is on leaders' strategic thinking – or the art and science of disciplined innovation and follow-through to influence change. We begin with a recent examination of the new strategic thinking demands

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that are emerging beyond the information age (*A Whole New Mind*). We then turn to an internationally best-selling approach to strategic innovation and an effort to see how useful it is to thinking about and leading change within homeland security challenges (*Blue Ocean Strategies*). We then turn to discuss several of the most prominent leadership and strategic planning issues within homeland security by looking at examples from the Department of Homeland Security. You will be measured on the following areas:

Graded Areas	Possible Maximum Points
Weekly Writing Assignment (Weeks 1 through 8) - Weekly academic article reviews - Weekly discussion/response/activity NOTE: No partial credits will be provided for partial submission.	160
Research Paper (Week 9)	100
Presentation (Week 10)	100
Aggregation	360

Student Learning Outcomes: Upon completion of this course students will demonstrate and understanding of:

- Gained essential **knowledge, skills, and abilities**, including: (a) Ability to compare and contrast rational, political, and deliberative decision making, (b) Understanding selected approaches to strategic planning and management, the basic theories guiding them, and when each approach makes sense, (c) Understanding of, and ability to apply the strategy change cycle, (d) Ability to use several different kinds of stakeholder analysis techniques, (e) Ability to do analyses of strength, weaknesses, opportunities, and challenges or threats (SWOC/T) analysis, (f) Ability to make use of three kinds of mapping approaches, including action-oriented strategy mapping for individuals and groups and purpose networks, (g) Ability to judge knowledge, policy, strategy, and political claims; sort out competing perspectives, and make plausible and persuasive strategy related arguments, (h) Ability to make effective oral, written, and visual presentations, (i) Ability to manage a complex project, and (j) Ability to engage with others in reflective dialogue, deliberation, and community building
- **Applied knowledge and skills built** through: (a) In-class practice based on case studies, participants' experiences, and current significant policy or organizational challenges, and participants' hopes for the future, (b) Individual case study analyses, and (c) Team projects
- **Integrated** insights from **several disciplines** – including political science, economics, sociology, the natural sciences, engineering, design, philosophy and the arts – in order to develop, analyze, and implement strategies that appeal to diverse stakeholders and have the best chance for achieving beneficial outcomes
- Identified **personal and social implications** of course experiences through: (a) Applying knowledge and skills to strategic planning-related challenges affecting themselves, their organizations, or their communities, and (b) Increasing personal understanding of how to lead and follow in ways that achieve public value and advance the common good
- Deepened **caring and commitment** to improving groups, organizations, communities, and the broader societies in which we live through: (a) Seeing oneself as a more efficacious

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- change agent, and (b) Developing greater stores of hope and reasoned optimism
- Gained a foundation for **continual learning** about strategic thinking, acting, and learning through; (a) Peer networking, (b) Use resources related to strategic thinking, acting, and learning for public and nonprofit organizations and communities, and (c) Development of habits of analysis, synthesis, and engagement that will increase capacity for change in the future

Prerequisites and Co-requisites: None.

Course Topics: The course will encompass a broad study of several issues that shape the homeland security discipline. The structure of the course will follow this framework (based on Bryson's book):

- Week 1 – Chapter 1 & 2
- Week 2 – Chapter 3
- Week 3 – Chapter 4
- Week 4 – Chapter 5
- Week 5 – Chapter 6
- Week 6 – Chapter 7
- Week 7 – Chapter 8
- Week 8 – Chapter 9
- Week 9 – Chapter 10
- Week 10 – Chapter 11 & 12

Specific Course Requirements: None.

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

- Bryson, John M., *Strategic Planning for Public and Nonprofit Organizations*, 4th Edition, Jossey-Bass, 2011, ISBN: 0470392517.
- Kim, W. Chan & Renée Mauborgne, *Blue Ocean Strategy*, 1st Edition, Harvard Business School Press 2005, ISBN: 1591396190.

Highly recommended materials:

1. APA Format - APA format is required for all written assignments. Please refer to the APA Publications Manual, **6th Edition (6th printing)**. ISBN: 1-4338-0561-8
2. Grammar Manual - The Gregg Reference Manual, 10th Edition, is the standard writing manual for this course. ISBN: 0-07-293653-3
3. Dictionary - Merriam-Webster Collegiate, 11th Edition, as identified as the standard spelling reference for APA journals and books. ISBN: 0-87779-809-5. Your assignments should not have any spelling errors. Review and check your works using the aforementioned dictionaries; and do not trust a dictionary in Microsoft Word ® or other applications alone.

Supplementary Materials: None.

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Course Web site address: <http://chaminade.college.com>

Hardware Requirements: eCollege is accessible from most PCs and Macintosh computers with a reliable internet connection.

Software Requirements: You are required to submit writing assignments following the American Psychology Association (APA) format using various applications, such as Microsoft Word®; and present your research using presentation software, such as Microsoft PowerPoint®. You are not required to purchase these programs and use other applications; however, I will not grade your work if I cannot open or view them. I am using both Microsoft Office Mac Suite ® and Sun Microsystems OpenOffice.org. When or if you use OpenOffice, please save your assignments using “.doc” file extension for documents and “.ppt” for presentation, respectively. Please ensure you can access to an Adobe reader as well. You will need the Adobe reader to review my feedback and other materials.

Assessment and Grading

Grading Procedure: Letter grades are given as your final grade for this course. Grades are calculated from the student’s attendance, class participation, weekly article reviews, presentations, case study, and research papers. The grades are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative.
- B - Superior work done in a consistent and intellectual manner.
- C - Average grade indicating a competent grasp of subject matter.
- D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F - Failure to grasp the minimum subject matter; no credit given.
- W - Withdrawal before published deadline (see your counselor or academic calendar for details).
- I* - Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control. This grade will not be given except under circumstances of extreme hardship (see CUH Student Handbook for details).

Grading Scale:

Score	Grade
91-100% of possible total points	A
81-90% of possible total points	B
71-80% of possible total points	C
51-60% of possible total points	F

Assignments and Participation Requirements

1. Weekly Writing Assignments (20 points each, Week 1 through Week 8): This is a writing and research intensive course; and each student is expected to submit a weekly writing assignment. This paper will be completed in accordance with the APA Manual.

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a. Academic Article Reviews: Download an example for this assignment from "DocSharing" and review it thoroughly. This weekly writing assignment requires references from only scholarly academic journals. You are required to submit these assignments weekly starting Weeks 1 through 8 (2 reviews per week) containing:

- (a) Researcher(s)' thesis and scope of study or research
- (b) Researcher(s)' method and purpose
- (c) Researcher(s)' conclusion or findings
- (d) Your evaluation of the research or study related to other or future works

Prepare an article review in the format that is provided in the "DocSharing" (you must have at a minimum 150 words and maximum 250 words). Your weekly article review should reflect scholarly writing and be completed following current APA standards (6th Edition, 5th Printing). Submit your work in "DropBox." You should select academic articles to assist you in the research presentation.

- Research CUH online library or visit CUH library to select appropriate materials (see Library section of this syllabus for a list of unacceptable academic materials).
- Reference submission requirement: No direct quotation is allowed.
- Format: They must be typed and double-spaced with 1-inch margins and in Times New Roman 12 point type (simply follow the format provided in the "DocSharing").
- Use only active voice in writing assignments.

NOTE: Weekly writing assignments must be submitted using "Dropbox" in eCollege no later than Sunday (MST). Late submission will not be allowed.

b. Weekly Discussions/Responses/Activities: Your classroom eCollege will have weekly discussions or responses or activities. Follow instructions closely.

NOTE: No partial credits will be provided for partial completion or submission. You must submit both article reviews and complete weekly discussions/responses/activities in order to receive a full credit for the week's required activities.

2. One (1) Research Paper (100 points): Homeland security requires programs in such disparate areas as counter-terrorism, information security, border security, counter-drug activities, etc. It also requires programs at the federal, state and local levels, which must be coordinated. This raises a variety of issues. For example, how can decision makers at the various levels decide which of these programs should be funded? How large should approved programs be? How do they fit together? How are plans translated into budgets? How do those responsible for the various facets of homeland security justify their budget requests when competing for funds for alternatives uses such as education, etc.? Answering these questions requires a resource management system that allows decision makers to see the long-term implications of the decisions they are making today. Choosing among alternatives to provide maximum security with limited budgets requires an analytic approach to allocating resources. Your research paper should be concentrated on managing these issues. Your research paper should provide leadership with an analytical framework useful for translating long-term plans into programs and budgets:

- Research CUH online library or visit CUH library to select appropriate materials (see Library

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section of this syllabus for a list of unacceptable academic materials).

- Format: They must be typed and double-spaced with 1-inch margins at all sides and in Times New Roman 12 point type.
- Use only active voice in writing assignments.
- Required length: 2500-3000 words (excluding cover and reference pages). Any under or over the required length will be penalized.
- Abstract is not welcomed.
- Table of index is not welcomed.
- Figures and tables are welcomed; however, your paper should be assembled in accordance with the APA Publication Manual, 6th Edition (6th Printing).
- No lengthy direct quotation will be accepted (40 or more words).
- Short direction quotation is allowed; however, it should be less than 10% of total length.
- Late submission will not be allowed.
- NOTE: Refer to pp. 41-60, APA Publication Manual for an example format of your research paper.

3. One (1) Presentation (100 points): From the weekly assignments, choose one specific area in Homeland Security and prepare a slide presentation for your senior leadership (stakeholders) to address the necessity of formulation of strategic plan for your organization, which will be based from your research paper.

Requirement for the presentation:

- Cover slide (name, title)(Required)
- Agenda (Optional)
- Body (Required) (depends on your topic, it can between 10-15 slides, but they can be longer). Use only active voice.
- Conclusion or Summary (Required)
- Question (Required)
- References (of course academic resources) (Required) – No direct quotation is allowed. You must have five (5) academic references or more.
- Note section of each slide requires narration or scripts, at a minimum of 150 words, as I am reading your slide and present it to the leadership in your absence.
- Professional appearance of slides and contents are a must (This brief is so important, because you might be terminated or promoted after this brief!)

NOTE: Your research presentation must be submitted using "Dropbox" in eCollege no later than 10 June 2012 (MST).

Feedback: Each week, scores, or comments on assignment and quiz by within **7** days of when they were submitted will be delivered to you via eCollege. Please check your dropbox and grade book as frequent as possible. You must have a version of Adobe Reader to review my comments on your assignments. Please review my comments to avoid repeating same errors for better results.

Course Ground Rules

ACADEMIC HONESTY: Students are responsible for promoting academic honesty at this

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university by not participating in or facilitating others' participation in any act of academic dishonesty, and by reporting incidences of academic dishonesty (such as theft of tests, records, and other confidential materials, altering grades, and/or plagiarism) to their instructors. Questions of academic dishonesty are reviewed first by the instructor, followed by the Director, who supervises the faculty teaching the courses.

PLAGIARISM: Chaminade University policies regarding academic honesty are explicit. The standards as clearly stated in the Academic Catalog will be strictly enforced. There is no excuse for using another's work and turning it in as your own, and absolutely no value in irreparably damaging your reputation and your class grade.

LATE ASSIGNMENTS: Assignments/Quizzes must be posted and completed by Sundays, due dates (MST) using eCollege. Otherwise loss of all credit will occur. Any late submission will not be accepted unless you provide me with supporting documents for my review and approval. Early submission is highly encouraged.

PUNCTUALITY/CONSISTENCY: A key to succeed in an asynchronous learning environment is to keep up with your required tasks and submit your work in a timely manner. Visit your class in eCollege as frequently as possible to learn how to navigate in eCollege; keep abreast of course announcement; address technical problems immediately, check gradebook for updated scores, just to list a few as tips.

Guidelines for Communications (observe course netiquette at all times)

E-mail:

- Use the Chaminade e-mail account provided.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Posting (not applicable to this course; however, you should review and use them in your activities):

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of others thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library

Visit your library at (www.chaminade.edu/library), at a minimum for your article review and

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research resources. ***The following are not acceptable as scholarly academic journals for purposes of article reviews and research paper and you will receive no points for your work if you use them in the assignments:***

Newspapers

News Magazines (Newsweek, Time, People)

Trade Magazines

FBI Law Enforcement Bulletin

Corrections Today

Police Chief

Prisons Today

On the Line

Law and Order

American Jails

Wikipedia.com (your paper will be scored zero if it contains anything from any pedia.com).

Students With Disabilities

It is the student's responsibility to self-identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603 or e-mail: jyasuhar@chaminade.edu.

Technical Support

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.college.com, or call toll free at: (866) 647-0654.

eCollege Account Support

Call 808-739-8327 or e-mail jnakason@chaminade.edu.

HINTS FOR TAKING ONLINE COURSE

- Visit your classroom in eCollege as frequently as possible to see if there is anything new or last minute changes.
- Avoid turning in weekly required works last minute.
- Using Outlook® or an appointment reminder from you mobile phone or PC/Mac, if you have, to track your activities.
- Visit your gradebook in eCollege so that you know where you are and what you need to do to improve or maintain your grade.
- Check your work before you submit them. You will save many points from avoidable mistakes, particularly APA format
- Ask me questions before, not after.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith - Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education - In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit - Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace - The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change - In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton. Each of these characteristics is integrated, to varying degrees, in this course.
