



CPD 014 The Interagency and Homeland Security and Defense

COURSE SYLLABUS

SECTION I: COURSE IDENTIFICATION

Course Number and Title:

CPD 014 The Interagency and Homeland Security and Defense

Course Description:

This course explains the concept of the U.S. government interagency. It examines several interagencies that are key to effective homeland security and defense mission coordination and mutual support. It delves into the current challenges associated with bringing all of the critical homeland security and defense, interagency players effectively together to protect and defend the United States. Students will study and compare the roles, responsibilities and assigned missions of government entities such as the Department of Defense, Department of State, Department of Justice, Intelligence Community, FBI, DEA, ATF, Immigration and Customs Enforcement (ICE), and Transportation Security Administration (TSA). Students will be made aware of the strengths and weaknesses of the interagency process. In particular, students will be asked to identify inconsistencies and/or gaps with respect to (1) clearly delineated chains of command; (2) unity of command; (3) unity of effort; (4) operations by committee; and (5) individual and organizational accountability.

Contact Hours: 12

Time/Day: 24/7

Location: Online

Instructor: Joseph Ruffini

Instructor Email: eena10jo@frie.com

Instructor Phone: 719-930-4776

Technical Assistance Phone: 866-357-0841

Course Format:

- **Readings:** The student will read assigned articles from online resources listed in the online course.
- **Written Assignments:** Each student will download the Topic assignment sheet from the online course, answer the questions on the sheet and submit the document in the online course. The Topic assignment is to be placed in the appropriate location in Moodle.
- **Weekly Live Instructor Session:** Each Saturday, a live session online using Elluminate will be held with your instructor. This will be an interactive session offering an overview of the latest breaking news in the course topics and a chance to share real world experiences and practices. This session will be held each Saturday at 11:00 Eastern Time and will run for 60 minutes. The link to the session is in the online course.

Course Materials:

- **Required Readings:** All required reading materials are listed in the Topic assignments in the online course and are accessible via the Internet.
- **Recommended, Optional Readings:**
 - The following selected readings from: *Terrorism and Counterterrorism: Understanding the New Security Environment* edited by Russell D. Howard, Reid L. Sawyer. McGraw-Hill, New York, New York, 2004, ISBN Number 0-07-287307-8:
 - “Counterterrorism Policy and the Political Process” by Martha Crenshaw, pages 450-458.
 - “Combating Terrorism: With a Helmut or a Badge?” by Jeffrey H. Norwitz, pages 470 – 481.
 - The following selected readings from: Kamien, David G. Editor, *The McGraw-Hill Homeland Security Handbook*. New York, New York: The McGraw-Hill Companies, 2006:
 - “Intelligence and Information Sharing in Counterterrorism” by C. Patrick Duecy, pages 391 - 412.
 - “Critical Infrastructure and Interdependency” by Rae Zimmerman, pages 523 – 547.
 - “Emergency Planning: The Evolving Role of Regional Planning Organizations in Supporting Cities and Counties” by David Robertson, pages 297 – 311.

- *State of Denial: Bush at War Part III* by Bob Woodward. Printed in the United States by Simon & Schuster, 2006, ISBN Number 978-0-7432-7223-0.

Mandatory Equipment/software:

A personal computer with direct access to the Internet, WWW, or a computer service, either the Microsoft Word® or WordPerfect® word-processing program if used to cut and paste into the email box, and a modem with a minimum speed of 28K.

ONLINE ASSIGNMENTS AND CLASS POLICIES:

This is an e-learning course. All assignments will be submitted to the instructor online in the proper location in Moodle. Assignments are to be submitted in the online course in Microsoft Word format. It is the responsibility of each student to scan their documents for viruses and all other infections before submitting them. Corrupted files will not be reviewed or graded.

It is the responsibility of each student to ensure that submitted assignments are in the online course by verifying in the gradebook online that the assignment attachment is in the proper location in the course.

You may contact the instructor at any time by email or telephone if you have questions or need assistance. If you need technical assistance with the course, contact OnLine Training Institute technical assistance phone number- 866-357-0841. It is recommended that you ***phone your instructor on matters of urgency or emergency.***

SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES

Instructional Goals: This course reinforces critical workplace skill sets deemed to be an integral and essential part of any college education to include: written and oral communicative skills, the ability to ask well-defined questions and intelligently challenge the instructor and fellow students, personal responsibility, the ability to provide adequate documentation as necessary, and confidence to both express and defend one's own convictions and opinions. All are essential to successful course completion, as they play key roles in this course's goal to build greater self-confidence, enhance oratory abilities and debating skills, and expand the comprehension and analytical capabilities of each student.

General Learning Outcomes: At the completion of this course, successful students will have demonstrated an ability to learn and retain knowledge, analyze and intelligently question information and data presented to them, evaluate the significance

and current-day applicability of what they have learned, synthesize ideas from multiple sources, organize thoughts and words, and possess the confidence to apply what has been learned in a real-life, operational environment (on the job).

Specific Course Outcomes:

Through assigned readings, online class participation, graded assignments and a final research paper, students will:

1. Understand the concept of interagency process, its importance in support of national security, and the orchestration of multi-agency, cooperative efforts.
2. Gain familiarity with many of the key interagency groups supporting national security and homeland security and defense
3. Examine the missions, roles and responsibilities of key homeland security, interagency members from the White House, Central Intelligence Agency, Department of Homeland Security, Department of Defense, Department of State, Department of Justice to include the Federal Bureau of Investigation (FBI), Alcohol Tobacco and Firearms (ATF), Drug Enforcement Administration (DEA), U.S. Coast Guard (USCG), Transportation Security Administration (TSA), Immigrations and Customs Enforcement (ICE), U.S. Customs and Border Protection, and the Federal Emergency Management Agency (FEMA).
4. Study intricate issues surrounding the interagency process such as unity of command and unity of effort, joint interagency coordination, and the critical interagency roles of the National Security Council and the intelligence community.
5. Know who the big power brokers within the interagency groups are, such as the White House, Department of Defense, CIA, and NSA.
6. Examine the Pros and Cons of the Interagency Process in detail and selected recommendations for change.

Course Topic Schedule:

1. Defining the Interagency
 - 1.1 The Interagency Process
 - 1.2 Interagency in Support of National Security
 - 1.3 Orchestrating the Interagency

2. A Few of the Interagency Groups Supporting America's Security & Defense I
 - 2.1 The Interagency Counterinsurgency Initiative
 - 2.2 The S/CRS Inter-Agency Team
 - 2.3 Afghanistan-Pakistan Interagency Team 2.4
 - Interagency Review Teams
 - 2.5 Interagency Provincial Reconstruction Team (PRT)
 - 2.6 North Korea Interagency Team
 - 2.7 Counter Drug Interagency Effort
 - 2.8 Interagency Efforts on Behalf of Border Security
3. A Few of the Interagency Groups Supporting America's Security & Defense II
 - 3.1 Interagency Team Helps Cities Prepare for Terror
 - 3.2 GWOT Interagency
 - 3.3 Interagency Working Group on Disaster Preparedness
 - 3.4 Interagency Domestic Terrorism
 - 3.5 Joint Interagency Group Working to Stop Flow of Drugs Into U.S.
 - 3.6 U.S. European Command Commander's Interagency Engagement Group
 - 3.7 Interagency Coordination for the Commander's Emergency Response Program in Afghanistan
 - 3.8 List of Counter Proliferation Interagency Working Groups
4. Becoming Familiar With Key Interagency Members 4.1
 - White House/Congress
 - 4.2 CIA/FBI
 - 4.3 NSA
 - 4.4 DIA
 - 4.5 Department of Defense
 - 4.6 Department of State
 - 4.7 Department of Homeland Security
 - 4.8 Department of Energy
 - 4.9 Department of Transportation
 - 4.10 Department of Agriculture
 - 4.11 Armed Services
 - 4.12 U.S. Coast Guard
 - 4.13 FBI
 - 4.14 DEA
 - 4.15 ATF
 - 4.16 TSA
 - 4.17 ICE
 - 4.18 U.S. Customs & Border Protection
 - 4.19 FEMA
5. Issues with the Interagency Process
 - 5.1 Unity of Command/Unity of Effort
 - 5.2 Joint Interagency Coordination
 - 5.3 National Security Council System
 - 5.4 Intelligence Community Interagency Conflicts
 - 5.5 Interagency Lesson Learned

6. The Interagency “Heavy Hitters”
 - 6.1 President Obama’s Power Players
 - 6.2 Dominant Interagency Players
 - 6.2 The Power Behind the Dominance
7. The Interagency Pros, Cons & Recommendations for Change
 - 7.1 Interagency Coordination: Picking-up Where Goldwater-Nichols Ended
 - 7.2 What it Takes to Make the Interagency Work
 - 7.3 Discussion Needed to Change Interagency Process, Pace Says
 - 7.4 The Interagency Illness
 - 7.5 America’s Broken Interagency
 - 7.6 Reforming the Interagency Process
 - 7.7 Implementing GWOT Strategy: Overcoming Interagency Problems
 - 7.8 Transforming Joint Interagency Coordination
8. Work on Course Research Paper
9. Course Research Paper

SECTION III: EVALUATION PROCEDURES

This course is designed for you to learn in an independent study environment. By reading the required web site materials, participating in discussions with the instructor and other students, and answering the instructor’s assignment questions via email response, and submitting a final paper, each student will experience the maximum benefit from this course.

Grading/Evaluation: Grades will be awarded based upon the following, 1,000 point system:

Final grades will be determined as follows:

- A = 90 – 100 pts.
- B = 75 – 89 pts.
- C = 60 – 74 pts.
- D = 50 – 59 pts.
- F = 49 points and below

- Points are awarded based upon each student’s demonstrated grasp of the salient points of the readings as evidenced by written answers to assigned questions.
- All assignments will receive a numerical grade based upon that Topic’s maximum point value. For example, assignments submitted for Topic 1 can be awarded from 1 to 15 points by the instructor.
- DO NOT presume that because one Topic’s study material may be worth fewer points than some of the others that the subject material is any less important.

Think of Topics 4, 5 and 7 as opportunities to maximize scores for those Topics while having additional time begin work on the final paper.

■ Topic point scale is as follows:

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|---|-----------|
| ○ 1: Defining the Interagency | 15 points |
| ○ 2: A Few of the Interagency Groups Supporting America's Security & Defense I | 15 points |
| ○ 3: A Few of the Interagency Groups Supporting America's Security & Defense II | 5 points |
| ○ 4: Becoming Familiar With Key Interagency Members | 5 points |
| ○ 5: Issues Within the Interagency Process | 10 points |
| ○ 6: The Interagency "Heavy Hitters" | 5 points |
| ○ 7: The Interagency Pros, Cons & Recommendations for Change | 15 points |
| ○ 8: Course Research Paper | 30 points |

TOTAL

100 points

- **BONUS POINTS:** From Topic 1 through Topic 8, students can be awarded up to 2 bonus points each Topic for their verbal participation and contribution. These additional points – up to 16 achievable -will be added to the student's final total out of the possible 100. These bonus points could very well result in the student's final grade being pushed up to higher letter grades. For example, if a student's final point total for the written assignments and final research paper is 74, that student would be given a grade of "C" for the course. If, however, that student's ly, verbal participation was exceptional, and that student was awarded 16 out of a possible 16 points, then that student's final point total would raised to 90, bringing the final grade from a "C" to an "A." Bottom line, **IT WILL PAY TO DO THE READINGS; MAKE NOTES, BE PREPARED AND PARTICIPATE IN THE DISCUSSIONS.**

Points will be awarded based upon the *quality* (not quantity) of student's verbal contributions as follows:

1 Point: Demonstrated understanding and in-depth analysis of the assigned readings.

.5 Points: Willingness to effectively challenge the opinions of the instructor.

.5 Points: Strength of conviction and ability to "hold one's own" in the discussions.

Guidance for the Topic Assignments that must be submitted to the online course:

- The instructor DOES NOT specify how long written answers to any questions must be. ALL questions must be answered to the instructor's satisfaction; specifically, the student must demonstrate to the instructor that he/she had performed the required reading and grasped the important points. Some students are more succinct and to-the-point than others. Some require more words to state their opinions. No matter, as long as the requirements are met.
- It is recommended that before performing the reading assignments, students review the questions that they must answer in order to highlight Topics of the readings and/or take notes most appropriately and expeditiously.

The Research Paper:

The research paper for this class is due one after completion of Topic 8.

This paper must be a minimum of twelve (12) pages double-spaced in narrative content (not including cover page and bibliography), in Arial, 12 point font, with left, right, top and bottom margins of one inch. There is no maximum length for this research paper.

The research paper topic is:

- The Interagency and Its Processes: Strengths, Weaknesses, and the Need for Some Changes

All papers must be of college-level, academic quality. All papers must be grammatically correct and spell-checked. They must flow in a logical sequence, stating an initial premise, presenting an argument with documentation as appropriate, and ending with a logical and substantiated conclusion. Document references using the APA style citations with a separate Reference page. Include no pictures, no flow charts, and no diagrams. Use narrative text only. References obtained from the Internet must be properly cited according to APA style.

All of your homework assignments and papers will be graded based upon what is called the "REOS" method: Strength of your "Reasoning" (Logic); What, and how much "Evidence" (Sources) you present; Your own "Observations" on the material and its meaning; and the "Substance" of the paper (how much significant, new, and innovative information you present).