

# **JUS612 Strategic Planning, Cooperation & Coordination**

## **(3 credit hours)**

### **Course Syllabus**

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### **Course Description**

In an increasingly complex world, leaders and administrators in criminal justice agencies need skills that will enable them to successfully prepare and use a strategic plan. Students in this course will address the fundamentals of strategic planning: what it is, why it is important, how it is done, who should be involved, and why many organizations struggle with it. The focus will be on community and interagency strategic planning because a successful strategic plan for a criminal justice agency is firmly rooted in community needs and priorities. The concepts of cooperation, coordination, and collaboration will be used to address alignment of people, resources, and processes to the agency mission, vision and purpose of the organization.

### **Course Learning Outcomes**

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

1. Apply concepts, models, processes, and guidelines related to strategic planning in criminal justice organizations.
2. Analyze the role of collaboration, cooperation, and coordination in strategic planning.
3. Identify and analyze roles of stakeholders in the strategic planning process.
4. Determine the role leadership plays in strategic planning.
5. Examine the impacts of organizational culture, diversity, generational differences, and conflict on strategic planning and implementation.
6. Conduct a SWOT analysis.
7. Analyze strategic organizational issues and apply strategies for improvement.
8. Develop guidelines to monitor and re-evaluate a strategic plan.
9. Analyze implications of globalization and inter-agency relations on strategic planning.
10. Develop a strategic plan for a criminal justice organization.

### **Required Textbook(s) and Resources**

For this course you will need to obtain the following materials:

Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. (5th ed.). Jossey-Bass. ISBN 978-1119071600.

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](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## 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 Sundays**.

## Learning Activities

In this course, you will learn theories and practice strategies related to strategic planning in the criminal justice field. You will engage in discussions with your instructor and classmates, and explore each stage of the planning process as you create your own strategic plan for a law enforcement or homeland security oriented organization.

# 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 (65)	<b>Discussions</b> Activity 2.1 (65)	<b>Discussions</b> Activity 3.1 (65)	<b>Discussions</b> Activity 4.1 (65)	<b>Discussions</b> Activity 5.1 (65)	<b>Discussions</b> Activity 6.1 (65)	<b>Discussions</b> Activity 7.1 (65)	<b>455</b>
<b>Assignments</b> Activity 1.3 (65)	<b>Assignments</b> Activity 2.2 (65)	<b>Assignments</b> Activity 3.2 (65)	<b>Assignments</b> Activity 4.2 (65)	<b>Assignments</b> Activity 5.2 (65)	<b>Assignments</b> Activity 6.2 (155)	<b>Assignments</b> Activity 7.2 (65)	<b>545</b>
<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>220</b>	<b>130</b>	<b>1000</b>

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Introduction (Forum) - Initial Post
Week 1: Strategic Planning and Leadership	<input type="checkbox"/> WED: Introduction (Forum) - Secondary Post <input type="checkbox"/> WED: Activity 1.2 – Strategic Thinking, Acting, and Learning - Initial Post <input type="checkbox"/> SAT: Activity 1.2 – Strategic Thinking, Acting, and Learning - Responses <input type="checkbox"/> SUN: Activity 1.3 – Memo – Strategic Recommendations

<p>Week 2: Initial Agreements, Collaboration, and Monitoring</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 2.1 – Identifying Stakeholders - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 2.1 – Identifying Stakeholders - Responses</li> <li><input type="checkbox"/> SUN: Activity 2.2 – Presentation – Initial Agreements</li> </ul>
<p>Week 3: Organizational Culture and Values, and the SWOT Analysis</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 3.1 – Organizational Culture and Values - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 3.1 – Organizational Culture and Values - Responses</li> <li><input type="checkbox"/> SUN: Activity 3.2 – SWOT Analysis</li> </ul>
<p>Week 4: Implementation and a Vision of Success</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 4.1 – Forming and Implementing Strategies - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 4.1 – Forming and Implementing Strategies - Responses</li> <li><input type="checkbox"/> SUN: Activity 4.2 – Vision of Success</li> </ul>
<p>Week 5: Strategic Plan Development; Short- and Long-term Goals</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 5.1 – Setting Goals and Adapting to Changes - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 5.1 – Setting Goals and Adapting to Changes - Responses</li> <li><input type="checkbox"/> SUN: Activity 5.2 – Strategic Plan Outline</li> </ul>
<p>Week 6: Cooperation and Coordination</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 6.1 – The Impact of Leadership - Initial Post</li> <li><input type="checkbox"/> SAT: Activity 6.1 – The Impact of Leadership - Responses</li> <li><input type="checkbox"/> SUN: Activity 6.2 – Strategic Plan</li> </ul>
<p>Week 7: Preparing for Change</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.1 – Making Connections - Advanced Topics and Professional Considerations - Initial Post</li> <li><input type="checkbox"/> THURS: Activity 7.2 – Organizational Readiness</li> <li><input type="checkbox"/> SAT: Activity 7.1 – Making Connections - Advanced Topics and Professional Considerations - Responses</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.

### **Your Instructor Will Expect You to:**

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### **You Should Expect Your Instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:

- clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).