

Course Syllabus

Criminal Intelligence

Course: Criminal Intelligence CRJU 3923
3 semester hours
Instructor: Michael Alpers

Office Phone: (940) 397-6306

Office Location: MWSU (Martin Rm # 105-B)

Office Hours: The instructor will be available on D2L throughout the week, and in office Tues. and Thur. from 8 AM to 2 PM. If a student has a need for immediate assistance or a personal issue not directly related to the course curriculum contact the instructor via email: Michael.Alpers@msutexas.edu .

I. Course Description

The focus of the class is an overview of the crime intelligence process. This class covers both basic and advanced concepts. It outlines some of the major issues which crime analysts and crime analysis units must face. The class begins with an overview of "What is Criminal Intelligence?" The second phase involve practical applications in law enforcement. The class has exercises to reinforce the students understanding of the concepts.

In order to prevent and control crime and other social problems in modern society, students planning on criminal justice careers and those interested in maintaining a safe, just, and orderly society need to comprehend the nature and extent of crime as well as a method for analyzing data that can assist police administrators in better combating these problems..

II. Course Rationale

In order to prevent and control crime and other social problems in modern society, students planning on criminal justice careers and those interested in maintaining a safe, just, and orderly society need to comprehend the nature and extent of crime as well as a method for analyzing data that can assist police administrators in better combating these problems.

III. Prerequisites

There are no prerequisite courses for CRJU 3923.

IV. Course Goals and objectives

Different types of analysis are discussed

Techniques in Criminal Intelligence

Historical background

Standards and accreditation

Applications in Intelligence

Violent crime

Narcotics

Street crime

Interpol and Intelligence

Domestic and International Intelligence

- What is Intelligence Analysis
- Techniques in Criminal Intelligence
- Applications in Intelligence
- Interpol and Intelligence
- Domestic and International Intelligence

Exam I: Will cover an introduction to intelligence analysis, techniques in criminal intelligence, and report applications.

Exam II: Will cover violent crime, organized crime, narcotics and white-collar crime applications.

Exam III: Will cover street crime applications, intelligence policy and the future, Interpol, and domestic versus international intelligence gathering.

V. Text and Supplemental Materials

Peterson, Marilyn B. (1994) Applications in Criminal Analysis, Praeger Publishers, Connecticut, ISBN#0-275-96468-x. Required

VII. Instruction Methods

The instruction methods in this course will include a step by step guidebook with associated files, messages from the instructor, hands on exercises, interaction between class members via the internet and PowerPoint presentations. Class participation will be determined by comments from students obtained through various discussions.

VIII. Attendance Policy and Course Withdrawal Date

Being involved and making a difference are important marks of a community service professional. All assignment due dates will be posted throughout the course. The assignments must be turned in on time. Students must participate when discussing issues. The last day to withdraw from the class is March 28, 2003.

IX. Course Requirements and the Term Grade

Exams: Exam I 100 points
 Exam II 100 points
 Exam III 100 points
 Exercises 100 points
 Class participation 100 points

The Semester Grade will be awarded according to the following scale:

A	450-500 points
B	400-449 points
C	350-399 points
D	349 and below

X. About the Instructor

My name is Michael Alpers and I will be your instructor for this course. I'm really looking forward to working with you over the next several months and hope to get to know you better along the way. If you have any questions please feel free to contact me with them at any time. I have posted a brief bio below so you may get to know a little more about me. Thanks for being a part of this class!

I have been in law enforcement for the past 18 years. I started out a fingerprint clerk in the Taylor County Jail at age 17. I became a Certified Jailer for the same Jail when I turned 18. I then tested for Police Officer in San Angelo, Texas where I began my career as a police officer. I later met my wife and had three children two boys and a girl in that order. We moved to the Wichita Falls area and I worked for about 6 years for the Burkburnett Police department. I then moved over to the Wichita County Sheriff's Office and finally ended up on the Wichita County District Attorney Drug Task Force. I work street level narcotics and highway interdiction for 8 years. While at the District

Attorney's Office I completed my Master's Degree in Criminal Justice Admin. I began teaching at Midwestern State university in 2015 and have enjoyed it ever since.

I have been teaching for Midwestern State University for a few years now. Overall, I have been teaching online for numerous years in the criminal justice and homeland security disciplines. I have taught for many years at several local and state police training academies and benefit from interacting with the students, which leads me to look at what I do daily in my job a bit differently from time to time.

Some of my interests include hunting, traveling and making sure I set aside quality time with my family. I have always enjoyed learning, and hope that you will benefit from my knowledge and experience.

I look forward to getting to know you and helping you reach your goals!

Michael W. Alpers

XI. Criminal Justice Program Philosophy on Career Preparation:

The Criminal Justice Program's philosophy:

Provide students with the opportunity to acquire the knowledge, skills, abilities, and sensitivities that will prepare them to work in criminal justice and related human service professions. Much of the learning necessary to be successful in criminal justice is just as applicable to work in other public service and private sector professions.

A. Three-part Foundation

1. Basic Skills - Reads, writes, performs arithmetic and mathematical operations, listens and speaks.
2. Thinking Skills - Thinks creatively, makes decisions, problem solver, visualizes, and knows how to learn, and reasons.
3. Personal Qualities - Displays responsibility, self-esteem, sociability, self-management, and integrity.

B. Five Competencies

1. Resources - Identifies, organizes, plans, and allocates resources.
2. Interpersonal - Works with others.
 3. Information - Acquires and uses information.
 4. Systems - Understands complex inter-relationships.
 5. Technology - Works with a variety of technologies.

In short, the Criminal Justice faculty will emphasize the practice of professional behavior, which should give its graduates a decided advantage in locating, and retaining satisfying careers.

XII. Americans with Disabilities Act Compliance:

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. A copy of the ADA Compliance Document is available online at [Link to ADA compliance site.](#) It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications.

XIII. Academic honesty policy

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. You should also be aware that as a member of the academic community, it is your responsibility to turn in all suspected violators of the honor system. Plagiarism will not be tolerated. This includes but is not limited to: inappropriate citations of sources, "padding" your references, purchasing/copying a paper from the internet or friend, copying and pasting from a resource etc. Plagiarism of assignments will result in a grade of 0 and will be reported

FACULTY EXPECTATIONS FOR STUDENTS:

Dear Students:

Please review the faculty expectations below. Once you have read and understand these, please post a message to this discussion thread saying, "I have read and understand the faculty expectations for this course" (or something equivalent). If you have any questions, please do not hesitate to contact me at michael.alpers@mwsu.edu.

Professor Alpers

Professor Alpers' Faculty Expectations Message

As a professional educator, I have some reasonable expectations of my learners. My first goal in this course is that you learn the maximum amount of

material possible. However, I am reasonable. Research into pedagogy and andagogy indicate that learners will remember less than 10% of course material a year after the course has concluded. As such, there are some topics within each course that I teach which, in my professional experience, I believe you will find most useful and needed as a scholar-practitioner.

Academic Integrity

All assignments, discussions boards, etc. should follow the rules of academic integrity established by Midwestern State University, as well as your discipline. Please see MSU's policy on academic integrity for more information. If you should ever have a question regarding academic integrity please contact me.

Length of Class

This class is designed to be 16 weeks long. Each week you will be responsible for reading, responding to discussion questions, responding to your learner colleagues' discussion questions, submitting assignments, and so on. It is imperative that you develop and maintain the discipline to keep up with the course work.

Syllabus

On the course home page you will find a link to your course syllabus. Please review this syllabus very thoroughly and get in touch with me ASAP if you have a question or reservations as to whether or not you will be able to complete the course given the time-frame.

Learning Unit Objectives and Activities

Within each of the learning units you will find learning unit objectives and activities. This is a very handy tool for you to use to help guide you through the course successfully. You can also use this section of the course as a "checklist" to ensure that you have completed all the required assignments and discussions for the week.

The discussions you respond to each week are a critical and integral portion of the course. This is where I can make the determination, or non-determination, that you are (1) reading, (2) comprehending, (3) applying, and (4) correlating the knowledge you learn to other aspects of the course and

your degree program in general.

Proper References and Citations

You should utilize APA 6th edition referencing whenever and wherever possible throughout the course. Proper referencing and citations are a key component to preventing plagiarism and avoiding academic dishonesty (both intentionally and unintentionally).

Asking Questions

A link may be provided for you in the course room entitled "Ask Professor Alpers." I strongly advise you to heavily use this link (if present) for questions you have which will help the entire class. Of course, feel free to e-mail me directly with private concerns. However, do not feel offended when if you send me an e-mail asking a question and I ask you to post it in the "Ask Professor Alpers" section. All this indicates is that you have asked an important question that I believe the entire class will benefit from hearing the answer. If this link is not present, then please e-mail any questions to me at michael.alpers@mwsu.edu.

E-Mail Etiquette

When attempting to communicate with a faculty member regarding a class, please include the class name, number, and course section in the subject line of the e-mail. Without this, the faculty member may have a great deal of difficulty determining which course you are in, and may also result in additional time-consuming e-mails trying to figure this out. E-mails sent to Professor Alpers which are lacking this information shall be deleted without further review or response.

Pop-Up & Download Blockers

Be sure that your pop-up blocker is turned OFF when working in WebCT. Also, make sure that you do not have a download blocker on when working in WebCT.

Grading

Grading in this course will be assessed on the 100 point scale utilizing criterion-based assessments. The syllabus contains a section entitled "Grading" which specifies the weights associated with each assignment.

Additionally, your class grade and class letter grade are based on a "running total" in the class. As such, when I enter a grade for you, the class grade and class letter grade will reflect ONLY the information I have put into the database. For this reason you will see "low grades" until all grades are submitted. Thus, if you see that you only have, for example, a "3" in the course after the week one participation grades are in, and that your course grade is "F", there is no need to panic. These grades will change and increase as more grades are entered. If you send me an e-mail about this later in the term I will refer you to this faculty expectations message.

Exceptional Cases/Exigent Circumstances

In the event of exigent circumstances (i.e., family emergency, death in the family, etc.) I will make modifications to the due dates for learners on a case-by-case basis. You must contact me as soon as practicable in the event that an exception needs to be made. I will make every reasonable effort to accommodate your needs.

Professor Alpers' Contact Information

You may e-mail me at michael.alpers@mwsu.edu with any questions, thoughts, or concerns that you have in the course.

What you can expect of me

I will answer all e-mail messages within 48-hours of seeing them during the work week. On weekends I will be unavailable. I will respond to discussion postings, assignments, etc. that you make within 72 hours of seeing it (excluding weekends).

Professor Alpers' Teaching Philosophy

I believe that teaching is a discipline of inquiry and that teachers should be

dedicated to the scholarship and advancement of the field. Teaching is a discipline of inquiry in that a teacher must be curious about the world in which he or she lives in order to seek out the requisite knowledge to become an expert in her or his field of study. Without inquiring minds, there would be no need for teachers, because there would be no students. Students, by their nature, are inquiring minds. They want to know more about the subject matter, and it is the responsibility of the teacher to convey his or her knowledge in an effective, efficient, and impartial manner.

I believe that to be an effective teacher you must have a deep understanding of the subject matter as well as the underlying pedagogical theory. A teacher must have read all of the current research on his or her subject and be ready, able, and willing to answer all conceivable questions. Inevitably, though, some questions are asked that the teacher does not know the answer to. I believe it very wise and humble to tell your students that you do not know the answer, but that the next time you see them that you will know the answer and that it will be referenced. If a teacher does not know his or her subject matter thoroughly, then the best that s/he can do is to teach directly out of the book, a true travesty of education. The course textbook(s) should be considered a guide, not the primary conveyer of knowledge. In my view, students pay a great sum of money to attain a liberal University education and to have qualified professors teach to them, not preach to them from the book.

I believe that a teacher must know his or her students in order to be effective. If a teacher does not know his or her students, then the teacher cannot understand the needs of those students. It is my obligation as a teacher to attempt to get to know my students on a personal, academic level. It is this interaction between student and professor that ensures the great traditions established in academe and furthers the educational process.

I believe that the primary role of a teacher is as an enabler. This means that the teacher should enable students to become responsible enough to advance their own learning outside the classroom. The ability and willingness of a student to seek knowledge, without the constant prodding of a professor, is a direct measure of the effectiveness of a person's ability to teach. In this capacity it is my belief that a teacher should expose the student to more than just a few sources of information and perspectives on a subject. That is, the student should be exposed to the broad spectrum of perspectives that exist in a globalized world. I believe this to be the true cornerstone of a liberal education.

I believe in advancing cultural and intellectual diversity, which enhances both the breadth and depth of learning. Cultural diversity enhances student's understanding of the world in which they reside. Students soon discover that there is more than their hometown perspective when they are exposed to people from cultures and countries from around the world. Intellectual diversity means that students should be exposed to a broad array of thought process paradigms. This includes the Socratic method of teaching law, learning in a seminar environment, and many other types of conveying knowledge and honing analytical reasoning skills.

I believe that writing is a critically important skill that a student must develop. If students do not develop the ability to write in accordance with their stage in life, then there is no one to blame but the teachers responsible for their education. I believe that students should have to write a paper or series of papers for every class they take in the social sciences. Once the paper has been written, it is the responsibility of the teacher to thoroughly edit and critique the paper. I edit all papers from senior level courses as if they are being submitted for publication. I then return the papers to the students with a grade and give them the opportunity to revise the paper for an improved grade. I inform my students that to get an "A" on the course paper means that the paper is publishable, albeit with more refinement. I have found this to be important to students because they enjoy seeing their work published. Publication gives students a genuine sense of accomplishment.

I believe that pedagogy should be studied and advanced. The science and art of pedagogy is an area in which all teachers should be thoroughly read. Journals such as the Journal of Criminal Justice Education provide excellent resources for current literature on pedagogical issues specific to criminal justice education. I also believe that teachers at the University level should take an active research interest in all of their classes and approach each one as a pilot experiment. That is, each class should contribute and build upon the next in a continual learning process. This process of enhancing our own pedagogical skills does not stop after a few years of teaching, but must be aggressively pursued.

Finally, there are four themes that have emerged in my limited experience as a teacher. I attempt to hone:

- (1) Reflective practitioners,

- (2) Collaborative thinkers,
- (3) Effective communicators, and
- (4) Persons who appreciate diverse subject matter.

I consider these themes to be my personal duty to confer upon each student. A reflective practitioner is a creative person who can think independently and who can learn how to learn for themselves. A collaborative thinker is a person who has good listening and analytical skills and who is willing to share their ideas with others. An effective communicator is a person who can organize their thoughts and reasoning and who can write and speak effectively. Finally, persons who appreciate diverse subject matter are people that understand complex concepts, who value new knowledge, and who appreciate high standards of quality. I consider all of these themes to be critically important as a personal measure of teaching success.