



EFFECTIVE: MAY 2010
CURRICULUM GUIDELINES

A. Division: **EDUCATION** Effective Date: **MAY 2010**

B. Department / Program Area: **CRIMINOLOGY/
 FACULTY OF HUMANITIES
 & SOCIAL SCIENCES** Revision New Course

If Revision, Section(s) Revised:
 Date of Previous Revision:
 Date of Current Revision, or Development: **March 2010**

C: **CRIM 2290** D: **FUNDAMENTALS OF CRIME AND INTELLIGENCE ANALYSIS** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course introduces students to the types of crime and intelligence analysis, and the roles played by analysts themselves. Students will also learn the fundamentals of crime analysis, core competencies, models of intelligence and logic; as well as, preparing and presenting intelligence end-products. Students are introduced to data-mining and visual investigative systems, as well as crime analysis and mapping software for criminal justice purposes.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture / Computer Lab Number of Contact Hours: (per week / semester for each descriptor) Lecture: 2 hrs. per week / semester Computer Lab: 2 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: CRIM 1100	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite NONE	
	K: Maximum Class Size: 25	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)		

M: Course Objectives / Learning Outcomes

At the conclusion of the course the successful student will be able to:

1. Describe the history of intelligence and its analytical function
2. Explain the difference between crime analysis, criminal intelligence analysis, and competitive analysis
3. Explain the relationship between crime analysis and intelligence analysis in the public safety domain
4. Identify the role of analysis in addressing local, national, and trans-national crime
5. Apply the intelligence cycle to the work of crime and intelligence analysis
6. Explain the relevance and application of information systems to crime and intelligence analysis
7. Articulate the relevance of a variety of policing models (e.g. traditional, community-based, intelligence-led, and problem-oriented)
8. Comprehend current issues associated with crime and intelligence analysis (e.g. resistance to change and changing paradigms)

N: Course Content:

1. The role of the crime and intelligence analyst in operational policing and public safety.
2. Transforming raw data into actionable intelligence end-product for criminal justice purposes.
3. Role of the crime analyst in addressing the following areas:
 - preventing crime at problem places;
 - controlling high-activity offenders;
 - protecting repeat victims;
 - facilitating crime reduction strategies and models; and
 - addressing displacement.
4. Role of the criminal intelligence analyst in addressing the following areas:
 - applying models in intelligence analysis;
 - leveraging information sharing systems;
 - ensuring data integrity and analyzing evidence;
 - mining data and recognizing criminal patterns; and
 - displaying quantitative information.

O: Methods of Instruction

The course will employ a variety of instructional methods to accomplish its objectives, including some of the following: lectures, computer labs as well as practical exercises, and may include guest speakers, audio-visual presentations, debates, and group projects/presentations by students.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. Typical examples are:

Boba, R. (2008). *Crime Analysis with Crime Mapping* (2nd ed). Newbury Park, CA: Sage Publications, Inc.

Westphal, C. (2009). *Data Mining for Intelligence, Fraud & Criminal Detection: Advanced Analytics & Information Sharing Technologies*. Boca Raton, FL: CRC Press (Taylor Francis Group).

Heuer, Richard J. (2006). *Psychology of Intelligence Analysis*. New York, NY: Novinka Books.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

An example of a possible evaluation scheme would be:

Mid-term	20%
Mini-Labs (4)	20%
Final Project	20%
Participation	10%
Final Exam	<u>30%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): Alex Tyakoff, M.A.

Education Council / Curriculum Committee Representative

Dean / Director: Kathy Denton, Ph.D.

Registrar: Ted James