STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

JUST 423 – Intelligence-Led Policing

Created by: N. Wildey
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SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
CENTER FOR CRIMINAL JUSTICE, INTELLIGENCE, AND CYBERSECURITY
SPRING 2019

A. **TITLE**: Intelligence-Led Policing

B. **COURSE NUMBER:** JUST 423

C. **CREDIT HOURS:**

3 credit hours
3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE**: No.

E. **GER CATEGORY:** None.

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:**

This course introduces students to the concepts of intelligence-led policing, and what distinguishes it from other policing models. This course provides a focus for increased emphasis on analysis and intelligence as a driver for objective decision making, prioritizing crime hot spots, repeat victims, recidivists, and criminal groups. Key aspects of instruction include crime and harm reduction, disruption and prevention through management, deployment, and enforcement.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): Completion of 45 credit hours, or permission of the instructor.
b. Co-requisite(s): None.

I. **STUDENT LEARNING OUTCOMES:**

Course Student Learning Outcome [SLO]	*PSLO*	*GER*	*ISLO*
a. Describe the aims of intelligence-led policing	1. Apply standards of academic and professional discourse while speaking and writing	n/a	**1. Communications Skills [W]**
b. Compare and contrast various policing models	3. Provided detailed analyses of the criminal justice system and process.	n/a	**2. Critical Thinking [CA]**
c. Interpret and analyze data to implement crime reduction strategies	4. Demonstrate fluency in locating, evaluating, and using crime research, evidence, and data.	n/a	**2. Critical Thinking [IA]** **3. Foundational Skills [QTR]**
d. Evaluate the effectiveness of crime reduction strategies	7. Demonstrate the ability to produce crime analysis products for various audiences.	n/a	**5. Industry, Professional, Discipline Specific Knowledge and Skills**

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	**ISLO & Subsets**
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

J.   APPLIED LEARNING COMPONENT: Yes_____   No___x___

K.   TEXTS: Ratcliffe, J. (2016). *Intelligence-Led Policing.* Routledge.
ISBN: 9781138859012

L.   REFERENCES: TBD

M.   EQUIPMENT: Flex delivery classroom

N.   GRADING METHOD: A - F

O.   SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Quizzes
- Assignments
- Final Exam
- Participation

P.   DETAILED COURSE OUTLINE:
  I.   Origins and Aims of Intelligence-Led Policing
     A. History of policing and the role of the officer
     B. Holistic approach to crime control
     C. The police landscape
     D. Drivers for change
  II.   Comparison of Conceptual Models of Policing
     A. Intelligence-Led Policing
     B. Community Oriented Policing
     C. Problem Oriented Policing
  III. Analysis Concepts and Target Selection
     A. Police decision making
     B. Interpreting the criminal environment
     C. Influencing decision makers
     D. Estimating crime reduction

E. Technology as a force multiplier
        IV.   Evaluation of Intelligence-Led Policing as a crime-control strategy
                    A. Types of evaluation
                    B. Measuring disruption
                    C. Measuring success

Q.   **LABORATORY OUTLINE:** None.