

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Safety & Security
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HLS 403
<input type="checkbox"/> Hybrid Course (“S,” “W”)	*Course Title (30 character limit)	Intelligence Analysis
<input type="checkbox"/> New Minor (Part III)	*Program Title	Homeland Security
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	01/21/2014	Council on Academic Affairs	2/20/2014
College Curriculum Committee	02/06/2014	Faculty Senate**	NA
General Education Committee*	NA	Board of Regents**	NA
Teacher Education Committee*	NA	EFFECTIVE ACADEMIC TERM***	Fall 2014
Graduate Council*	NA		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar’s Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: Institute new course HLS 403 Intelligence Analysis.

A. 2. Proposed Effective Academic Term: Fall 2014

A. 3. Effective date of suspended programs for currently enrolled students: NA

B. The justification for this action: HLS 403 is a new HLS elective. It prepares students in an important area of the Homeland Security mission where the student is interested in a career in the intelligence community. The course also supports the multidisciplinary Certificate in Intelligence Studies. In 2014 we will be competing for ECU to become a federal Intelligence Community Center of Academic Excellence and this course will strengthen our qualifications for the grant.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None—new HLS 403 will be taught on-campus by full-time faculty using course load previously allotted to the school’s graduate program and also be taught online by adjunct professors.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: None.

Part II. Recording Data for New, Revised, or Dropped Course

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HLS 403 Intelligence Analysis. (3) A. Examines processes used at local, state and federal levels to conduct intelligence analysis and develop intelligence products. Includes advanced instruction in intelligence structured analytic techniques.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
HLS	403	Fall 2014	AS _____ HS _____ BT _____ JS X ED _____ UP _____	SSEM (needs updated code)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
I	3	N	FR _____	JR _____
B	3	N	SO _____	SR _____
T	3	N		
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites **See definitions on following page**

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	None
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

Equivalent Course(s): (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

Eastern Kentucky University
College of Justice & Safety
School of Safety, Security & Emergency Management
Syllabus for
HLS 403 Intelligence Analysis
CRN
3 credit hours
Semester

Instructor:
Instructor's Office:
Class Sessions:
Classroom:
Office Tel:
Email:
Office Hours:

COURSE DESCRIPTION:

Examines processes used at local, state and federal levels to conduct intelligence analysis and develop intelligence products. Includes advanced instruction in intelligence structured analytic techniques.

This course supports EKU Quality Enhancement Program initiatives toward **developing informed, critical and creative thinkers who communicate effectively.**

TEXTS:

Students should procure the following texts:

Heuer, R.J. and R.H. Pherson. (2011). *Structured analytic techniques for intelligence analysis*. Washington, D.C.: CQ Press. ISBN 978-1-60871-018-8.

Pherson, K.H. and R. H. Pherson. (2013). *Critical thinking for strategic intelligence*. Los Angeles, CA: Sage (CQ Press). ISBN 978-1-4522-2667-5.

Course readings also include Internet materials and class handouts available in Blackboard **Course Documents**.

STUDENT LEARNING OBJECTIVES:

Through readings, in-class discussions, exercises, simulations, case studies, oral and written assignments and group projects, students will be able to:

1. **Explain** the structure and procedures to establish intelligence analysis teams.
2. **Identify** the main sources for intelligence information.
3. **Evaluate** advanced structure analytic techniques available for intelligence analysis.
4. **Appraise** the procedural and political considerations in working with intelligence consumers.
5. **Employ** advanced critical thinking skills in assessing course readings and in preparation of course assignments.
6. **Employ** written and oral communication skills in developing a major intelligence analysis product.

Course Central Question: What are the best procedures and techniques for producing quality intelligence products?

Course Fundamental & Powerful Concepts: critical and creative thinking, structured analytic techniques, hypothesis generation, scenarios & indicators analysis, decision analysis, challenge analysis

COURSE METHODOLOGY:

This is a classroom web-assisted course using EKU's Blackboard Learning System. Students should have a good working knowledge of Blackboard. This course will consist of weekly readings, in-class activities, videos, writing assignments and oral presentations as detailed in the **Course Outline** and **Weekly Lessons**. The course follows the active approach to learning where students are expected to come to class prepared to participate in class activities. Formal writing assignments must be submitted on dates due.

COURSE REQUIREMENTS:

Requirement	Points	Percentage
Class Preparation & Participation (12 @ 50 points each)	600	35%
Intelligence Analysis Reflective Papers (4 @ 100 points)	400	24%
Intelligence Analysis Project	700	41%
Project Plan	100 points	
Project Background Data	200 points	
Challenge Analysis	100 points	
Oral Presentation	100 points	
Final Intelligence Product	200 points	
	Total Points:	1700

GRADING SCALE:

A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%

ASSIGNMENT LOCATION:

Assignments are summarized in the **Course Outline**. Additional assignment details are contained in the course **Weekly Lessons**. Some assignments will have supporting materials from the Internet or uploaded to **Course Documents** in Blackboard. If you have any trouble opening Internet links or downloading documents please let your instructor know as soon as possible. Assignments are due as indicated in the **Course Outline**.

Class Preparation & Participation: Students will complete a Class Preparation Guide based on the critical thinking elements of thought (see **Course Documents**) allowing a critical assessment of the assigned readings before class. Students will then use the Class Preparation Guide information for their in-class participation in class discussions, case study analyses, exercises and simulations that focus on the weekly topic and in strengthening their critical thinking skills. There are 50 points assigned for weekly Class Preparation & Participation grades (30 for quality of the Class Preparation Guide and 20 for in-class participation).

Intelligence Reflection Papers: Students will complete four (4) reflective analytical papers (3-4 pages of text) on key issues in intelligence analysis and production. See **Course Documents** for details on these assignments. These assignments will be graded using the course Research and Writing rubric.

Intelligence Analysis Project: Students will complete an intelligence analysis project where they select an issue of current interest to the intelligence community. See **Course Documents** for details on this assignment. This assignment will be graded using the course Research and Writing rubric.

COURSE OUTLINE:

Week	Topics	Textbook Readings	Assignments
1	Course Introduction, Review of Critical Thinking Frameworks	Pherson & Pherson, Forward, Preface & Introduction; Heuer & Pherson, Preface & Chapter 1	Class Preparation Guide (CPG)
2	Intelligence Teamwork & Collaboration	Pherson & Pherson, Chapter 6; Heuer & Pherson, Chapters 5, 10, 12, 13	CPG
3	Getting Started With the Intelligence Analytic Process	Pherson & Pherson, Part I, Chapters 1-5, Heuer & Pherson, Chapters 2-3.	CPG, Reflection Paper 1 (Teamwork)
4	Seeking Information	Pherson & Pherson, Part II, Chapters 7-10.	CPG, Project Plan
5	Decomposition & Visualization Techniques	Heuer & Pherson, Chapter 4	CPG
6	Analyzing Cause & Effect	Heuer & Pherson, Chapter 8	CPG, Reflection Paper 2

			(Information)
7	Hypothesis Generation & Testing	Heuer & Pherson, Chapter 7	CPG
8	Decision Analysis	Heuer & Pherson, Chapter 11	CPG, Project Background Data
9	Semester Break		
10	Scenarios & Indicators Analysis	Heuer & Pherson, Chapter 6	CPG, Reflection Paper 3 (Decision Analysis)
11	Strengthening Your Argument	Pherson & Pherson, Part III, Chapters 11-15	CPG
12	Conveying Your Message	Pherson & Pherson, Part IV, Chapters 16-20	CPG, Reflection Paper 4 (Customer Relations)
13	Challenge Analysis	Heuer & Pherson, Chapter 9	CPG (exchange intelligence project drafts)
14	Challenge Analysis Presentations, Future of Intelligence Analysis	Heuer & Pherson, Chapter 14	Oral Presentations, Challenge Analysis
15	Intelligence Analysis Product Oral Presentations		Oral Presentations
16	Intelligence Analysis Product—Final Paper		Final Paper is due Tuesday by 5:00 PM

The instructor reserves the right to alter the above course outline and the content of the Weekly Lessons in order to accomplish the student learning outcomes.

COURSE CORRESPONDENCE POLICY:

- An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.
- Any email correspondence regarding the course must include the specific course ID (HLS 403) as the first letters of the subject line. Use HLS 403 as the first letters of the subject line. The course ID (HLS 403) should be followed by a space and a distinctive subject (e.g., HLS 403 Week 1 Readings).
- You are required to use your EKU assigned email address. The instructor will use the EKU email system to send individual messages and to notify students of Announcements posted in Blackboard. Frequent checking of the EKU email system will ensure that you receive all course information in a timely manner.

CLASS ATTENDANCE:

Class attendance is mandatory. Unexcused class absences will count against your in-class participation grade. Students will lose class participation points for each unexcused absence, when they do not have a completed Class Preparation Guide or at other times when the student is not prepared for in-class activities. Twenty-five (25) points will be deducted from the course total for all unexcused absences.

LATE ASSIGNMENTS:

Late assignments are discouraged. However, the instructor will work with you when there is a situation beyond your control that requires an assignment to be late. For late assignments not approved by the instructor, the assignment will lose 10% (one letter grade) of its maximum score for each full or partial week late. Assignments more than two weeks late will not be accepted.

VIEWING YOUR GRADES IN BLACKBOARD:

You may view your grades in **Grade Center**. Additionally, you may access your grade summary under the **Tools** button on Blackboard in the **My Grades** link.

SEMESTER IMPORTANT DATES:

Semester Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Last Date to Withdraw:

Semester Ends:

ACADEMIC HONESTY POLICY:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Students are not allowed to use research topics or papers from previous courses unless the instructor approves.

STUDENTS WITH DISABILITIES:

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.