California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 2/4/13

Department of Professional Studies

A.   Protocol

Course Name: Intelligence Practice in Homeland Security
Course Number: AST 780
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): NA
Maximum Class Size (online): 25

B.   Objectives of the Course:
- Implement intelligence gathering and other strategies pertinent to Homeland Security policy and practice.
- Recognize and critique the diverse security and intelligence gathering agencies in the federal government.
- Illustrate the military model of intelligence.
- Define and create a problem of intelligence.
- Test the intelligence problem in light of evidentiary analysis.
- Demonstrate specific techniques of intelligence practice including modeling, synthesis and analysis.
- Organize intelligence gathering in specific locations including individual and institutional settings.
- Define how function, process, and operational systems impact not only intelligence gathering but also the individuals conducting it.
- Select basic intelligence gathering techniques to correspond with specific problems in the war on terrorism.
- Explain various forms of thinking conducive to sound intelligence gathering including deduction, extrapolation, prediction and others.
- Evaluate the dependability of information and source material.
- Outline the difficulties inherent during the intelligence gathering process.
- Comprehend the rule and role of law in the intelligence process.
- Explain various pieces of legislation in terrorist contexts.
- Critique the 9/11 Commission Report and its impact on the intelligence function.
- Create alternatives to the status quo practices entrenched in the intelligence community.

C.   Catalog Description:
This course examines threats, vulnerabilities, objectives, strategy, instruments of national power, resources, and risks associated with ensuring homeland defense. Students will have the opportunity to fully address and create policy, and discuss organizational and substantive issues regarding Homeland Security intelligence support. An overview of diverse intelligence disciplines and how the Intelligence Community operates will be discussed. Course emphasis will be on issues affecting policy, oversight and intelligence support to Homeland Security and national decision-making.

D. Outline of the Course:
    1) The Intelligence Function
    2) U.S. National Security Intelligence
    3) Intelligence Collection
    4) Target Models & Intelligence Models
    5) Intelligence Practice: Prediction
    6) Intelligence Community: Organizational Analysis, System Analysis, & Military
        Intelligence
    7) U.S. Counterintelligence
    8) Improving Intelligence: Issues in Oversight, Ethics, and Reform

E. Teaching Methodology:
    1) Traditional Classroom Methodology: NA
    2) Online Methodology
    A variety of teaching methodologies will be used in this course. These methods include: lecture
    notes, podcasts, power point presentations, case studies, threaded discussions, chat room
    sessions, and guided reading assignments.
    Quality Matters™ Statement – The online course follows the standards of the Quality Matters™
    rubric.

F. Text
    1) Robert M. Clark, *Intelligence Analysis: A Target Centric-Approach, 4th Ed.*,
        (Congressional Quarterly Press, 2010) ISBN: 978-1450026127.
    2) Mark M. Lowenthal, *Intelligence: From Secrets to Policy, 6th Ed.,* (Congressional
        Quarterly Press, 2012) ISBN: 978-1483307787.
    3) *Bluebook: A Uniform System of Citation, 20th ed*., (Harvard Law Review, 2015) ISBN:
        978-0-692-40019-7.

G. Assessment Activities:
    1) Traditional Classroom Assessment: NA
    2) Online Assessment
    White Paper and WP Proposal: You must write a graduate level paper on a homeland security
    policy topic. The paper will include the following components: research of relevant academic,
    legal and professional material; and analysis of terrorism policy issues related to the topic.
    Detailed instructions will be provided.
    Discussion Boards: Each week students will be required to participate in threaded discussions on
    various topics. Online courses lend themselves to the creation of a learning community which is
    an informal learning environment where the emphasis is moved from teaching to learning. The
    discussions will reflect the intellectual reasoning of the students relating to the topics and
    questions raised by the instructor and each other. Engaging in an interactive discussion with
    multiple substantive responses is the key to a good grade in these discussions. There will be
    detailed instructions for each discussion.
    Weekly Assignments: There is an assignment in most units in the course. These assignments
    require research, analytical development, and well-written, organized presentation. These
    assignments are in the form of short one to two page papers, case studies, or exercises. These
    assignments require students to research the assigned topic, analyze the relevant aspects of the
    topic using the electronic resources available on the university's online library system, and
    develop a well-written, organized succinctly stated response/position. Assignment essays require
    the student to exhibit a thorough knowledge of the topic, evidence the students has read the

reading assignments, completed some additional research on the topic, and the ability to articulate an intellectually reasoned opinion.

25%   Discussion Board Posts
25%   Assignments
40%   White Paper (including Proposal)

H.   Accommodations for Students with Disabilities:

OSD
Revised June 2015

STUDENTS WITH DISABILITIES

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: http://www.calu.edu/osd

I.   Title IX Syllabus Addendum

California University of Pennsylvania
Reporting Obligations of Faculty Members under Title IX
of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.*

California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEEO, Office of Social Equity, South Hall 112, Burnett@calu.edu, 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse

Revised 01/26/2016

of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
  - Social Equity Home Page   www.calu.edu/SocialEquity
  - Social Equity Policies   www.calu.edu/SEpolicies
  - Social Equity Complaint Form   www.calu.edu/SEcomplaint
- **Counseling Center**, Carter Hall G53, 724-938-4056
- **End Violence Center**, Carter Hall G94, 724-938-5707
- **Student Affairs**, Natali Student Center 311, 724-938-4439
- **Wellness Center**, Carter Hall G53, 724-938-4232
- **Women's Center**, Natali Student Center 117, 724-938-5857
- **Threat Response Assessment and Intervention Team** (T.R.A.I.T.) & **Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
  - **EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial *1**. (*Identify the situation as an emergency and an officer will be dispatched immediately.)

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Please Note:
This syllabus attachment is also available in electronic format:
Go to: Microsoft Outlook
Open: Public Folders
Open: All Folders
Highlight: Faculty/Staff Resources
Open: Announcement – Academic Syllabus Attachment

J.   Supportive Instructional Materials, e.g. library materials, web sites, etc.
      Cal U Online Orientation

      If this is your first online course with Cal U you should visit the following web Site:
      http://www.calu.edu/current-students/online-student-resources/new-student-online-orientation/index.htm
      The university student handbook is available at:
      http://www.calu.edu/current-students/student-services/files/11-12_Handbook.pdf

      Netiquette

      All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. ""Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the

road" of cyberspace." The Netiquette Home Page http://www.albion.com/netiquette/ provides links to both summary and detailed information about Netiquette.

"The Core Rules of Netiquette" can be found at http://www.albion.com/netiquette/corerules.html Learn Netiquette basics by reading this concise overview of network etiquette excerpted from the book Netiquette by Virginia Shea. Shea's "Core Rules" are the classic introduction to the subject and are widely cited in cyberspace.
Library Services:

Online Library Services:

As a student taking a Web-based course, you have access to the print and electronic resources of the
Manderino Library. You may receive reference assistance, library instruction, document delivery, limited interlibrary loan, and access electronic course reserves. To learn more about resources and services, please go to the Library's Web page at: http://library.calu.edu/home . The electronic resources of the Cal U library are extensive. You are expected to use these resources to locate source material.

Distance Learning Library Support:

You may ask questions about distance education library support by contacting Bill Denny, a Distance Learning Librarian. He can be contacted at 724-938-4451, Monday –Friday, 8:00 AM to 4:00 PM, EST. Every attempt will be made to answer your questions within 48 hours but questions received over holidays and semester breaks will be answered upon his return. In addition, a librarian can be reached Monday – Thursday, until 9:00 PM, EST, Saturday, 9:00 AM to 5:00 PM, EST, and Sunday 1:00 PM to 9:00 PM, EST by calling the reference desk at 724-938-4094. http://library.calu.edu/distance-ed

Library FAQ's for Distance Learning Students

This library web site has information about the resources available online through the Cal U Library.
http://library.calu.edu/guidelist

D2L Technical Support
If you are having difficulties using any of the course tools, please contact Desire2Learn Technical Support at 1-877-325-7778 or Click Here to submit an issue via email. The D2L Help Desk is available 24 hours a day, 365 days a year.
System Maintenance: Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 1am - 7am Eastern Standard Time.
Additional Resources
The D2L Help Desk above is only for D2L related issues. Here are additional resources that you may utilize.