SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 43.0205, 43.0202, 43.0203
SEMESTER: Departmental Syllabus
COURSE NAME: Arson Intelligence
COURSE NUMBER: FRSC-0225
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
PHONE NUMBER: 913-334-1100
PREREQUISITE(S): None

REQUIRED TEXT(S):
Please see bookstore for current textbook(s) and other required material.

DESCRIPTION OF COURSE:
An introduction to the application of intelligence to the arson problem. Fire Service intelligence emphasizes the development of techniques for analysis and intelligence estimates or projections.

METHOD OF INSTRUCTION:
A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
1. Introduction to Arson Intelligence
   A. The historical focus on intelligence
      (1) Economic and social costs of arson
      (2) Changing nature of arson
      (3) White-collar crime and arson
      (4) Attitudes toward intelligence
   B. The need for intelligence in the fire service
C. The intelligence role in the fire science
   (1) Tactical intelligence
   (2) Strategic intelligence
   (3) Planning for intelligence

E. The structure of an intelligence unit

F. Intelligence and the director or chief

G. The role of the commander of the intelligence unit

2. Information Flow
A. General comments on information flow
B. Flow of information from non-intelligence public sector units
   (1) Information flow from non-intelligence units within the organization (fire)
   (2) Information flow from other agencies - police, fire, planning, codes, etc.
C. Information from sources other than fire agencies
D. Intelligence from police agencies
E. Intelligence unit investigators and information flow
F. Information collection planning

3. The Filing System
A. The purpose of the filing system
B. The filing system information requirements
   (1) Structuring the files
      (a) Indexing
      (b) Basic report filing
      (c) Questionable reports on alleged criminals or their associates
      (d) Sensitivity and reliability of information
C. File Room Procedures and Operations
   (1) File clerk functions
   (2) Forms
   (3) Mechanical filing aids
   (4) File room security
   (5) Filing system guidelines

4. Analysis and Reporting
A. The role of analysis
B. Duties of the intelligence analyst
   (1) Reading and indexing
   (2) Developing and maintaining information
      (c) Identifying information requirements
      (d) Performing research and analysis
      (e) Preparing intelligence reports
C. Techniques
   (1) What is analysis?
   (2) Example of analysis techniques
   (3) Pursuant civil violations
   (4) Using intelligence files
   (5) Use of the hypothesis
D. Preparing intelligence reports
   (1) Oral tactical response
   (2) Written tactical response
   (3) Strategic reports
   (4) Periodic reports

5. Staffing and Training the Intelligence Unit
   A. Staffing the intelligence unit
      (1) Director
      (2) Staff
      (3) Investigator
      (4) Determining the analytic discipline needed
      (5) Special staff personnel
   B. Training
      (1) Training for the non-intelligence officer
      (2) Training intelligence officers
      (3) Command level training
      (4) Understanding methodology and process
      (5) Training of the intelligence unit staff

6. Management of an Intelligence Unit
   A. The problems of management of intelligence units
      (1) Collection management
      (2) File management
      (3) Analysis management
   B. Supervision of the intelligence unit
   C. Evaluation of the intelligence unit

7. Computers and Intelligence

8. Security

9. Applications of Intelligence
   A. Computer models
   B. Intelligence techniques
   C. Analysis of specific cases using various intelligence techniques

10. Legal Consideration
11. Constraints
12. Ethics

EXPECTED LEARNER OUTCOMES:
1. The student will understand current topics and theories about intelligence functions.
2. The student will demonstrate the technical processes which can be used in evaluating information.
3. The student will explain the procedures, methods and processes required in making an intelligence analysis.
4. The student will construct an intelligence report.
5. The student will explain the legal aspects of intelligence operations and their impact on society.
6. The student will discuss staffing of an intelligence section.
7. The student will explain the management of an intelligence unit within the fire
COURSE COMPETENCIES:
1. Upon completion of the class the student will be able to discuss current topics and theories about intelligence functions.
2. Upon completion of the class the student will be able to demonstrate the technical processes which can be used in evaluating information.
3. Upon completion of the class the student will be able to explain the procedures, methods and processes required in making an intelligence analysis.
4. Upon completion of the class the student will be able to construct an intelligence report.
5. Upon completion of the class the student will be able to explain the legal aspects of intelligence operations and their impact on society.
6. Upon completion of the class the student will be able to discuss staffing of anti-intelligence section.
7. Upon completion of the class the student will be able to explain the management of an intelligence unit within the fire department.
8. Upon completion of the class the student will be able to understand the various theories of causes of crime.
9. Upon completion of the class the student will be able to construct arsonist profiles and activity predictions.
10. Upon completion of the class the student will be able to construct arsonist profiles and activity predictions.
11. The student will explain how to use primary data.
12. The student will explain how to use secondary data.
13. The student will explain how to use logic.
14. The student will explain how to use historical accounts.
15. The student will explain how to use overt investigative techniques.
16. The student will explain how to use covert investigative techniques.
17. The student will explain how to use prediction analysis.
18. The student will explain how to use regression analysis.
19. The student will outline how to develop an investigative theory.
20. The student will demonstrate how to use a computer for intelligence purposes.
21. The student will explain how to use interrogation techniques.
22. The student will explain how to use 20 questions in training in intelligence.
23. The student will outline how to conduct interviews.
24. The student will demonstrate how to construct an intelligence report.
25. The student will explain motives for arson.
26. The student will explain the chemistry of fire.
27. The student will outline the use of fire report forms.
28. The student will discuss the management of an intelligence team.
29. The student will discuss arson laws.
30. The student will outline intelligence report and analysis.
ASSESSMENT OF LEARNER OUTCOMES:
Assessment methods may include, but are not limited to, the following: Homework, Assignments, Quizzes, Class Participation, Chapter Tests, and Final Exam. The grading scale and the process for calculating the course grades are to be determined by the individual instructors. This information will be included in each instructor’s syllabus.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

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