

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: MS-INSS & MS-CCJ: Course Cross-listings, Creations & Removals

College: Liberal Arts

Department: Criminal Justice

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

Reanne F. Alarid

10-2-2020

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

GRADUATE CURRICULUM CHANGE MEMO

Date: 10/3/2020
From: Misty Duke, Criminal Justice
Through: Leanne Alarid, Criminal Justice Department
Through: Denis O'Hearn, College of Liberal Arts
To: Aaron Velasco, Chair, Graduate Council

Proposal Title: MS-INSS & MS-CCJ: Course Cross-listings, Creations & Removals

In 2019, the Intelligence and National Security Studies (INSS) program became part of the Department of Criminal Justice. As a part of the merger, the goal of this proposal seeks commonalities between the MS-INSS program and the MS in Criminology and Criminal Justice (CCJ), and also to "clean-up" obsolete courses in both programs in 5 ways:

OBJECTIVE 1: Cross-list 3 current INSS courses with Master's in Criminology and Criminal Justice (CCJ) courses. This benefits the Department by increasing available courses to graduate students without creating additional workload for faculty.

OBJECTIVE 2: Create 2 new INSS courses that will also be cross-listed with the MS-CCJ program. These courses have been taught as "Special Topics" courses over many years and need their own number.

OBJECTIVE 3: REMOVE obsolete courses that are no longer taught, and remove courses that are no longer relevant to the revised direction of the INSS program on Open Source Intelligence and Intelligence Analysis.

OBJECTIVE 4: ADD 5 Elective INSS Courses that are already in the catalog/regularly offered as part of the Open Source Intelligence Graduate Certificate to the MS in INSS degree plan as free electives.

OBJECTIVE 5: REVISE the Electives in the MS-INSS degree plan to improve consistency across the thesis and non-thesis tracks.

A detailed rationale for each of these 5 objectives are provided below.

OBJECTIVE 1: Cross-list 3 current INSS courses with Master's in Criminology and Criminal Justice (CCJ) courses.

1a) INSS 5325 "Political Economy of Terrorism" is an elective course of interest to students in CCJ, so we propose adding this course to the elective list in the MS-CCJ degree plan.

1b) Two required courses in the MS- INSS program: INSS 5300, Research Methods in Intelligence and INSS 5361, Applied Statistics in Intelligence are currently offered once per year and serve one program. The MS in CCJ program requires one research methods course and one statistics course of its thesis-track students, but students currently must choose one of three methods courses and one of three statistics courses-- all from outside the department. Now that the INSS program merged into the Dept of Criminal Justice, both courses can be a part of both Master's degree programs.

To that end, we propose that INSS 5300 be retitled to: Research Methods in Intelligence and Criminal Justice, and the course description be modified so that the course is relevant to students from both programs, and addresses both security and criminal justice-related research. INSS 5300 is proposed to be cross-listed with a newly created course: CRIJ 5302: Research Methods in Intelligence and Criminal Justice. INSS 5300 and CRIJ 5302 will have the exact same course title and course description.

1c) We propose that INSS 5361 "Applied Statistics in Intelligence" be retitled to "Statistical Analysis in Intelligence and Criminal Justice" and the course description be modified so that the course is relevant to students in both programs, and addresses statistical analyses in both security and criminal justice research. INSS 5361 is proposed to be cross-listed with a newly created course: CRIJ 5361: Statistical Analysis in Intelligence and Criminal Justice." Both INSS 5361 and CRIJ 5361 will have the exact same course title and course description.

These changes will allow the Methods and the Statistics class to serve two programs instead of just one, and ensure that MS-CCJ students are receiving consistent instruction in these areas. Relatedly, the degree plan for the MS in Criminology and Criminal Justice will change to require its students pursuing the thesis-track option to take CRIJ 5302 (Methods) and CRIJ 5361 (Statistics) instead of choosing from a list outside the department.

Please see these changes in the MS in INSS degree plan (Appendix A), the MS in CRIJ degree plan (Appendix B), the Course Add forms for CRIJ 5302 and CRIJ 5361 (Appendices C and D), the Course Change forms for INSS 5300 and INSS 5361 (Appendices E and F), and the sample syllabi for the new cross-listed courses (Appendices G and H).

OBJECTIVE 2: Create 2 new courses that will be cross-listed so that they serve two Master's programs (the MS in INSS and MS in CCJ), and the Graduate Certificate in INSS. These established courses have been regularly taught as "Special Topics" courses over the years and it is time that they have their own course number.

2a) The first course entitled, "Intelligence Interviewing and Interrogation" has been taught five times within the past seven years as a "Special Topics" INSS 5380 course. Given the relevance to both programs, faculty expertise, and student interest in this course, we are requesting to add this course as CRIJ/ INSS 5323 "Investigative Interviewing and Interrogation." The course titles and descriptions will be the same to accommodate interviewing and interrogation in criminal justice and intelligence contexts. See the MS in INSS degree plan (Appendix A), the MS in CCJ degree plan (Appendix B), the Graduate

Certificate in INSS degree plan (Appendix I), the Course Add forms for INSS 5323 and CRIJ 5323 (Appendices J and K) and sample syllabus (Appendix L).

2b) The second course "Cognitive Bias in Intelligence Analysis" has been taught three times in the last 4 years--also as a "Special Topics" INSS 5380 course. Given the relevance to both programs, faculty expertise, and student interest in this course, we are requesting to add this new course as CRIJ/ INSS 5328: "Decision Making for Intelligence and Criminal Justice Professionals." This course description and content will be modified to address decisionmaking errors and best practices within intelligence and criminal justice. See the MS in INSS degree plan (Appendix A), the MS in CCJ degree plan (Appendix B), the Graduate Certificate in INSS degree plan (Appendix I), the Course Add forms for INSS 5328 and CRIJ 5328 (Appendices M and N) and sample syllabus (Appendix O).

OBJECTIVE 3: REMOVE obsolete courses that are no longer taught, and remove courses that are no longer relevant to the revised direction of the INSS program on Open Source Intelligence and Intelligence Analysis.

3a) The MS in INSS and Graduate Certificate in INSS currently include 3 elective courses that had been cross-listed with courses taught by faculty in the Master's of Public Administration (MPA) program. No INSS faculty have ever taught these courses, and the courses themselves are no longer relevant to the revised direction of the INSS program on Open Source Intelligence and Intelligence Analysis. The 3 course numbers and names proposed to be removed from both the MS-INSS degree plan and the INSS graduate certificate program are:

INSS 5342 Risk Analysis
INSS 5344 Emergency Management
INSS 5346 Public Health and Homeland Security

3b) We are proposing to delete INSS 5347 "Critical Infrastructure Protection" from the MS-INSS degree plan and the INSS graduate certificate program. The Bachelor of Arts in Security Studies (BASS) program already requires the exact same course and title INSS 4347 "Critical Infrastructure Protection" via an online course at the undergraduate level. This course is better designed for undergraduates, and will be repetitive for students who graduate from the BASS program and want to pursue their Master's degree in INSS.

3c) Remove 2 PAD classes from the MS-INSS degree plan and the Graduate Certificate in INSS. The classes are entitled: PAD 5350 "Organization Theory & Behavior" and PAD 5340 "Proseminar in Homeland Security." Neither class has been offered in many years, and PAD 5350 lacks relevance to the revised goals and focus of the INSS program.

3d) COMM 5335 "Seminar in Intercul/Internat'l Comm" was deactivated/deleted by the Communications Department and is no longer offered. The course needs to be deleted from the INSS degree plan and the Graduate Certificate in INSS.

See the MS in INSS degree plan (Appendix A) and the Graduate Certificate in INSS degree plan (Appendix I).

3e). This particular item ONLY applies to the MS-CCJ degree plan. The following 5 elective courses in the MS-CCJ degree plan were deactivated/deleted by other programs and departments and are no longer offered. As a result, we propose to delete them from the MS-CCJ degree plan (See Appendix B):

INSS 5302

INSS 5344

PHIL 5301

PSYC 5342

PSYC 5344

OBJECTIVE 4: ADD 5 Elective INSS Courses that are already in the catalog/regularly offered as part of the Open Source Intelligence Graduate Certificate to the MS in INSS degree plan as free electives. These courses are:

INSS 5309 Technical Intelligence

INSS 5311 Intelligence and Information

INSS 5312 Commercial Imagery

INSS 5313 Social Media Intelligence

INSS 5355 Geospatial Intelligence

When these 5 courses were approved years ago for the Open Source certificate, the INSS program intended to include them in the INSS degree plan (but for some reason did not request this specifically). Students pursuing a degree in MS-INSS are already taking these 5 courses, as they are in the catalog with course descriptions. However, MS-INSS students routinely receive a course substitution from their graduate advisor, when the intent all along was to also make those 5 classes a part of the degree plan. With the changes in financial aid requirements, we want to be sure that students taking these 5 courses qualify to have these courses covered, so they need to be added in the MS-INSS degree plan.

OBJECTIVE 5: REVISE the Electives in the MS-INSS degree plan to improve consistency across the thesis and non-thesis tracks:

All MS-INSS students have 15 required hours and 18 hours of free electives. In addition, each student must choose between a Thesis track and a Non-thesis track. The thesis track requires students to complete a thesis for 6 hours. The Non-thesis track requires students to enroll in INSS 5390 Capstone for 3 hours and then to choose an additional elective for 3 hours. This second "track-specific" elective list for the Non-thesis option has nearly the exact same list of electives as the "free elective" list for all students, but it is unclear why some of the classes were excluded from the non-thesis track when the intent was for them to be the same. The 2 elective lists are incredibly confusing for non-thesis track students.

To remedy this problem, we are proposing one elective list, and the non-thesis track would simply choose the additional 3 credit class from the free elective list for all MS-INSS students. See the MS in INSS degree plan (Appendix A).

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

(Appendix C) This course will be recommended as the preferred research methods course available to thesis-track MS in CCJ students and will be cross-listed with an existing INSS course, INSS 5300 Research Methods in Intelligence and Criminal Justice.

All fields below are required

Subject Prefix and # CRIJ 5302

Title (29 characters or fewer): Research Methods Intel & CJ

Dept. Administrative Code : 0740

[CIP Code](#) 43.0104.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course provides students with the opportunity to develop qualitative and quantitative research skills necessary to undertake intelligence and criminal justice work. The course demonstrates how intelligence and criminal justice data are validated, collected, systematically organized and processed.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):
INSS 5300

Restrictions:	
Classification	Graduate Student
Major	CRIJ or INSS

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

(Appendix D) This course will be recommended as the preferred statistics methods course available to thesis-track MS in CCJ students and will be cross-listed with an existing INSS course, INSS 5361 Statistical Analysis in Intelligence and Criminal Justice.

All fields below are required

Subject Prefix and # CRIJ 5361

Title (29 characters or fewer): Statistics in Intel & CJ

Dept. Administrative Code : 740

[CIP Code](#) 43.0104.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course provides the basic elements of statistical analytic techniques for intelligence and criminal justice research, allowing students to formulate and test hypotheses related to quantitative research in these fields. Students will learn to conduct analyses using statistical software, such as Excel and SPSS.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
CRIJ 5302		N
INSS 2304 or STAT 2480, or equivalent		Y

Corequisite Course(s):

Equivalent Course(s):
INSS 5361

Restrictions:	
Classification	Graduate Student
Major	CCJ

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

(Appendix J) This course has been taught five times as Special Topics in Intelligence (INSS 5380) course and we would like for it to become a permanent elective course in the catalog with its own course number and title, to be cross-listed between INSS and CRIJ programs.

All fields below are required

Subject Prefix and # CRIJ 5323

Title (29 characters or fewer): Invest Interview & Interrogat

Dept. Administrative Code : 740

[CIP Code](#) 43 .0401 .00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will survey a range of investigative interview types, including interviews with witnesses, screening interviews, police interrogations of suspects, intelligence interviews, and elicitation methods. Attention will be given to the empirical effectiveness of various interviewing strategies. Students will also learn about the controversy surrounding the effectiveness and ethics of enhanced interrogation methods. Students will learn through lecture and application of interview methods in interactive exercises.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	Graduate Student
Major	CRIJ or INSS

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COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

(Appendix N) This course has been taught three times as Special Topics in Intelligence (INSS 5380) course and we would like for it to become a permanent free elective course in the catalog with its own course number and title to be cross-listed with a course on the MS in CCJ degree plan.

All fields below are required

Subject Prefix and # CRIJ 5328

Title (29 characters or fewer): Decision Making Intel & CJ

Dept. Administrative Code : 740

[CIP Code](#) 43 .0401 .00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will address the effective practice of decision-making in intelligence and criminal justice fields. Students will learn how to overcome biases and errors in perception and decision. The course will incorporate findings from decision science and psychology to address specific decision problems. Learning will take place through a combination of lecture and interactive exercises designed to allow students to fully understand their own thinking errors and how evidence-based tactics can improve decision-making.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):
INSS 5328

Restrictions:	
Classification	Graduate student
Major	CRIJ or INSS

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COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

(Appendix K) This course has been taught five times as Special Topics in Intelligence (INSS 5380) course and we would like for it to become a permanent free elective course in the catalog with its own course number and title, to be cross-listed between INSS and CRIJ programs.

All fields below are required

Subject Prefix and # INSS 5323

Title (29 characters or fewer): Invest Interview & Interrogat

Dept. Administrative Code : 740

[CIP Code](#) 43 .0401 .00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will survey a range of investigative interview types, including interviews with witnesses, screening interviews, police interrogations of suspects, intelligence interviews, and elicitation methods. Attention will be given to the empirical effectiveness of various interviewing strategies. Students will also learn about the controversy surrounding the effectiveness and ethics of enhanced interrogation methods. Students will learn through lecture and application of interview methods in interactive exercises.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	Graduate Student
Major	CRIJ or INSS

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COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

(Appendix M) This course has been taught three times as Special Topics in Intelligence (INSS 5380) course and we would like for it to become a permanent free elective course in the catalog with its own course number and title to be cross-listed with a course on the MS in CCJ degree plan.

All fields below are required

Subject Prefix and # INSS 5328

Title (29 characters or fewer): Decision Making Intel & CJ

Dept. Administrative Code : 740

[CIP Code](#) 43 .0401 .00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will address the effective practice of decision-making in intelligence and criminal justice fields. Students will learn how to overcome biases and errors in perception and decision. The course will incorporate findings from decision science and psychology to address specific decision problems. Learning will take place through a combination of lecture and interactive exercises designed to allow students to fully understand their own thinking errors and how evidence-based tactics can improve decision-making.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):
CRIJ 5328

Restrictions:	
Classification	Graduate student
Major	CRIJ or INSS

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COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for changing the course:

(Appendix E) The title and description of this course is being changed to make it applicable for both INSS and CJ Master's students. Currently, this course is specifically designed for INSS students.

All fields below are required

Subject Prefix and number INSS 5300

Course Title Research Methods in Intelligence

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Course Title	Research Methods in Intelligence	Research Methods in Intelligence and Criminal Justice
Course Description	This introductory graduate course provides students with the opportunity to develop the qualitative and quantitative research skills necessary to undertake intelligence work. Special attention will be given to the distinct differences between intelligence research and social and behavioral science research. The course demonstrates critically how intelligence data is validated, systematically organized, and processed for a profession that has operational and information security requirements at its core.	This course provides students with the opportunity to develop qualitative and quantitative research skills necessary to undertake intelligence and criminal justice work. The course demonstrates how intelligence and criminal justice data are validated, collected, systematically organized and processed.

These changes will be reflected in Banner, Goldmine, and the catalog

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for changing the course:

(Appendix F) The title and description of this course is being changed to make it applicable for both INSS and CJ Master's students. Currently, this course is specifically designed for INSS students.

All fields below are required

Subject Prefix and number INSS 5361

Course Title Applied Statistics in Intellig.

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Course Title	Applied Statistics in Intellig.	Statistics in Intelligence & CJ
Course Description	This course provides the basic elements of statistics and analytical techniques for intelligence and national security stemming from applications within these fields. This empirical approach will allow students to formulate and demonstrate conceptual understanding of problems in areas such as terrorism, biosecurity, homeland security, and defense via statistics. Practical assignments in text form will be supported by computer tasks to master basic software such as Excel and SPSS.	This course provides the basic elements of statistical analytic techniques for intelligence and criminal justice research, allowing students to formulate and test hypotheses related to quantitative research in these fields. Students will learn to conduct analyses using statistical software, such as Excel and SPSS.

These changes will be reflected in Banner, Goldmine, and the catalog

RESEARCH METHODS IN INTELLIGENCE AND CRIMINAL JUSTICE
CRIJ 5302, CRN #XXXXZ
THE UNIVERSITY OF TEXAS AT EL PASO
TERM, YEAR
ROOM, BUILDING
DAYS, TIMES

- I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours by appointment, Kelly Hall, Room 213A
mcduke@utep.edu

II. **TEXTBOOK**

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage.

Remler, D. K., & Van Ryzin, G. G. (2015). *Research methods in practice: Strategies for description and causation, 2nd edition*. Los Angeles, CA: Sage.

Additional readings will be posted on Blackboard.

III. **COURSE OBJECTIVES**

Upon satisfactory completion of this course, the student will be able to:

- A. Understand qualitative, quantitative, and mixed methods research design.
- B. Apply general scientific methodology to the practice of intelligence analysis.
- C. Understand basic statistical concepts, such as descriptive statistics and probability.
- D. Learn and practice acceptable skills for writing research reports and presenting research findings.
- E. Understand ethical issues related to analytic research.

IV. **COURSE CATALOG DESCRIPTION**

This course provides students with the opportunity to develop qualitative and quantitative research skills necessary to undertake intelligence and criminal justice work. The course demonstrates how intelligence and criminal justice data are validated, collected, systematically organized and processed.

V. COURSE REQUIREMENTS**A. Exams (40%)**

There will be two exams comprised of fill-in-the-blank, short answer, and essay questions. If you must miss the exams for any reason, you must see me prior to the exams to discuss alternate arrangements. Arriving late for an exam may result in forfeiture of the opportunity to take the exam and a grade of zero. Information covered on the exam will be taken from the book and class discussions. All the information in the book will not be covered in the lectures. You are responsible for reading and knowing the assigned book material. Additionally, all the information covered in lectures will not be in the book. You are responsible for coming to class regularly. If you miss a class, you are responsible for obtaining notes from a classmate. The scores on the exam will be adjusted so that the average score is 80% of the maximum possible points.

B. Critiques (30%)

You will be required to read several research papers throughout the semester. These papers will illustrate various aspects of research methodology discussed in readings and lectures. You will be required to complete a critique for each paper, which will include questions about the content of the paper and your assessment of the content. You may be asked to critique a specific section of the paper, or the entire paper. Failure to turn in the critique on time will result in a 2% deduction from your grade for every day that it is late. See grading rubrics and due dates for critiques under the "Critiques" link.

C. Research proposal (20%) and presentation (10%)

You will be required to write a proposal for a quantitative, qualitative, or mixed methods research study using open source data on a topic related to intelligence, national security, and/or criminal justice. You will work in groups of 3 or 4 on this project. Your proposal will need to include all the elements of a research paper discussed in class materials. Additionally, you will be required to your proposal to the class, supplemented with Power Point slides. You will receive feedback from the class and the instructor on your presentation and then you will be expected to incorporate this feedback into your final, written proposal. Please see the grading rubric posted on the "Research Proposal" link on Blackboard, which specifies exactly what is expected from you regarding the written proposal and presentation.

VI. GRADING SCALE AT THE END

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = below 60%

NOTE: Final grades are a weighted average of assignment and exam grades. Final grades are not curved.

VII. TECHNOLOGICAL PROBLEMS/QUESTIONS

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915.747.4357 or toll free: 1-877-382-0491

<https://www.utep.edu/technologysupport/>

UTEP Library, Room 300

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for being up-to-date on all class information that is posted on Blackboard. Although I will try to provide you with reminders for exams, you are ultimately responsible for submitting all assignments and exams on time. Note that, as with any online program, Blackboard may experience unexpected technical difficulties from time to time. For this reason, I strongly suggest that you do not wait until the last minute to submit assignments. Technical difficulties are no excuse for late submissions.

CHECK YOUR TECHNOLOGY

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- D. Verify that you have the most updated version of "Java" <http://java.com>.

- E. All word documents should be saved with a “docx” extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

VIII. ACADEMIC DISHONESTY

The critiques, individual assignments, and exams are not collaborative assignments. If you are suspected of cheating or of collaborating with other students on these assignments, I will follow the University’s policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution. If you are suspected of plagiarism, I will follow the University’s policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution.

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email.

XII. CLASS CALENDAR*

Week 1: 8/25

Introduction to Research Methods and Epistemology

Remler, Chapter 1

Creswell, Chapter 1

Week 2: 9/1

Theory, Research Questions, and Hypothesis Testing

Remler, Chapter 2

Creswell, Chapters 3 and 7

Week 3: 9/8

Qualitative Research

Remler, Chapter 3

Zohar, E. (2013). Intelligence analysis as a manifestation of a grounded theory. *International Journal of Intelligence and Counterintelligence*, 26, 130-160.

Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74, 1-7.

Sandelowski, M. (1998). Writing a good read: Strategies for re-presenting qualitative data. *Research in Nursing and Health*, 21, 375-382.

Due 9/13: Critique #1

Week 4: 9/15

Measurement and Sampling

Remler, Chapters 4 and 5

Chase, E. (2013). Defining terrorism: A strategic imperative. *Small Wars Journal*, 1-6. Retrieved from: <http://smallwarsjournal.com/jrnl/art/defining-terrorism-a-strategic-imperative>.

Week 5: 9/22

Secondary Data and Data Collection

Remler, Chapters 6 and 7

Week 6: 9/29

Interpreting Quantitative Data

Remler, Chapters 8 and 9

Week 7: 10/6

Understanding Causation

Remler, Chapter 11

Due 10/11: Critique #2

Week 8: 10/13

Exam 1

Due: Research Question

Week 9: 10/20

Observational Studies

Remler, Chapter 12

Dolnik, A. (2011). Conducting field research on terrorism: A brief primer. *Perspectives on Terrorism*, 5, 3-35.

Due 10/25: Critique #3

Week 10: 10/27

Randomized Experiments/Natural and Quasi Experiments

Remler, Chapters 14 and 15

McDermott, R. (2011). Experimental intelligence. *Intelligence and National Security*, 26, 82-98.

10/30 Course Drop Deadline

Due 11/1: Critique #4

Week 11: 11/3

Mixed-Methods Research

Cresswell, Chapter 10

Due 11/8: Research Design

Due 11/8: Critique #5

Week 12: 11/10

The Policy, Production, and Ethics of Research

Remler, Chapter 16

Due 11/15: Literature Review

Week 13: 11/17

Presenting Research Findings: Literature Review, Writing an Introduction, and Writing about Research Methods

Remler, Chapter 17

Cresswell, Chapters 5 and 6

Due 11/22: Method of Data Analysis

Week 14: 11/24

Presenting Research Findings: Writing about Conclusions and Oral Presentations

Cresswell, Chapter 4

Bem, D.J. (2003). Writing an empirical journal article. In J.M Darley, M.P. Zanna, & H.L. Roediger III (Eds) *The Complete Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition*. Washington, DC: American Psychological Association.

INSS Writing Guide

Week 15: 12/1

Research Proposal Presentations

Due: Research Proposal Presentation

Week 16: 12/8

Due 12/8: Research Proposal Paper

Due 12/8: Exam 2

*Calendar subject to change

STATISTICAL ANALYSIS IN INTELLIGENCE AND CRIMINAL JUSTICE
CRIJ 5361, CRN #XXXXX
DAY, TIME
BUILDING, ROOM
THE UNIVERSITY OF TEXAS AT EL PASO
SEMESTER, YEAR

- I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours by appointment, Kelly Hall, Room 213A
mcduke@utep.edu

II. **TEXTBOOK**

Weiss, N.A. (2011). *Introductory Statistics (10th edition)*. Pearson. ISBN: 978-0-321-98917-8

Additional readings must be downloaded by students from the University library.

It is **extremely** important that assigned chapters be read prior to each class period. The lectures are meant to supplement and clarify the readings, not as a substitute for the readings. You are very unlikely to do well in this course if you do not read the assigned material.

III. **COURSE OBJECTIVES**

Upon satisfactory completion of this course, the student will be able to:

- A. Understand the statistical concepts and methods necessary for quantitative analysis of intelligence problems.
- B. Analyze data by graphs, charts, and inferential statistical tests.
- C. Acquire computing skills with SPSS.
- D. Apply quantitative reasoning to decision-making regarding intelligence and national security.

IV. **COURSE CATALOG DESCRIPTION**

This course provides the basic elements of statistical analytic techniques for intelligence and criminal justice research, allowing students to formulate and test hypotheses related to quantitative research in these fields. Students will learn to conduct analyses using statistical software, such as Excel and SPSS.

V. COURSE REQUIREMENTS**A. Homework assignments (15%)**

There will be one homework assignment per week. The homework assignments are intended to consolidate your knowledge of the content covered during the course. You will be required to demonstrate your ability to perform calculations, as well as your conceptual grasp of the statistical concepts discussed. The assignments will be posted on Blackboard and answers must be uploaded to Blackboard prior to the following class period. Some assignments will require the use of SPSS. This software is available remotely through My Apps or in computer labs throughout campus. You must show all of your work when performing calculations for homework questions and follow the homework instructions posted on Blackboard.

B. Critique of results section (20%)

You will be presented with a paper that describes quantitative research conducted in the field of intelligence or national security. You will be asked to critique the section of the paper that describes the results of the statistical analyses conducted as part of the research. As part of this critique, you will be required to describe the analyses conducted, the clarity of the author's description of the analyses, and the appropriateness of the analyses in addressing the hypotheses of the study. The paper must be turned in via Blackboard. Click on "Assignments", then click on "Critique" to submit the paper.

C. Exams (40%)

There will be a mid-term and a final exam. The exams will include questions requiring you to perform calculations, interpret data from graphs or charts, interpret descriptive statistics and the results of statistical tests, and demonstrate your conceptual understanding of statistical concepts. You will NOT be required to memorize formulas. The final exam will not be cumulative. If you must miss the exams for any reason, you must see me prior to the exams to discuss alternate arrangements. Arriving late for an exam may result in forfeiture of the opportunity to take the exam and a grade of zero. Information covered on the exam will be taken from the book and class discussions. All of the information in the book will not be covered in the class. You are responsible for reading and knowing the assigned book material. Additionally, all of the information covered in class will not be in the book. You are responsible for coming to class regularly. If you miss a class, you are responsible for obtaining notes from a classmate. The scores on the exams will be adjusted so that the average score is 80% of the maximum possible points. If you do not put your name on the exams, you may receive a grade of zero.

D. Data analysis paper (25%)

You will be required to analyze and interpret a set of data and write a 3-5 page paper about the results. As part of this assignment, you will be required to generate two hypotheses and

analyze the data in a manner that allows for those hypotheses to be tested. This project will be completed in small groups. This paper will be due the date of the final exam. The paper must be turned in via Blackboard. Click on "Assignments", then click on "Data analysis" to submit the paper.

Note: You are expected to attend all class meetings. Please discuss with me any issues that make come up that require you to miss one or more classes.

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Class calendar

	Chapters 1-2
	Chapter 3 Due: Homework #1
	Chapter 4 and 5 Due: Homework #2
	Chapter 6 Due: Homework #3
	Chapter 7 Due: Homework #4
	Chapter 8/Review for Exam 1 Due: Homework #5
	Exam 1 Due: Homework #6
	Chapter 9 Due: Homework #7
	Chapter 10 Due: Homework #8
	Chapter 13 Due: Homework #9
	Chapter 14 Due: Homework #10 Due: Critique (before midnight)

	Chapter 15 Due: Homework #11
	Module A Due: Homework #12
	Module B Due: Homework #13
	Review for Exam 2
	Exam 2 7:00-9:45 Due: Data Analysis Paper (before midnight) Due: Homework #15

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INVESTIGATIVE INTERVIEWING AND INTERROGATIONS
CRIJ/INSS 5323, SECTION #XXXXX
DAY AND TIME
BUILDING, ROOM
THE UNIVERSITY OF TEXAS AT EL PASO
SEMESTER, YEAR

- I. Misty Duke, PhD
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Office hours by appointment, Kelly Hall, Room 213A
mcduke@utep.edu

II. **TEXTBOOK**

Intelligence Science Board. (2009). *Intelligence Interviewing: Teaching Papers and Case Studies*. (Kindle version available from Amazon for \$2.99)

Intelligence Science Board. (2006). *Educing Information. Interrogation: Science and art. Foundations for the future*. Washington, DC: National Defense Intelligence College Press. (PDF available on Blackboard)

Additional readings will be available on Blackboard.

III. **COURSE OBJECTIVES**

Upon satisfactory completion of this course, the student will be able to:

- A. Understand the relevance of human intelligence to the intelligence community.
- B. Recognize how social science research informs the practice of intelligence interviewing and interrogating.
- C. Critically evaluate the Army Field Manual approaches and the government's past use of enhanced interrogation techniques.
- D. Know the components contributing to successful intelligence interviewing and identify those components in case studies of interrogations.

IV. **COURSE CATALOG DESCRIPTION**

This course will survey a range of investigative interview types, including interviews with witnesses, screening interviews, police interrogations of suspects, intelligence interviews, and elicitation methods. Attention will be given to the empirical effectiveness of various interviewing strategies. Students will also learn about the controversy surrounding the effectiveness and ethics of enhanced interrogation methods. Students will learn through lecture and application of interview methods in interactive exercises.

V. COURSE REQUIREMENTS**A. Take-home mid-term (40%)**

The mid-term will be comprised of several essays to be completed on your own time and will be made available on Blackboard. You will have one week to complete the mid-term; for every day that it is late, 5 points will be deducted from your grade. The mid-term will include questions regarding the topics discussed in class and the readings related to those topics. You are not required to do any additional research in order to answer the questions, but you may do so if you think it is necessary. Any literature you use in answering questions (whether assigned reading or additional research) will need to be cited in your answers. **Avoid using quotes from the lecture or readings in your answers to mid-term questions.** You must submit the mid-term answers on Blackboard. The scores on the exam will be adjusted so that the average score is 75% of the maximum possible points.

B. Term paper (40%)

You will have two options for completing the term paper. The first option requires you to find relevant research regarding a person who might be interrogated by either an American human intelligence collector or an American police officer. You may choose from present or past terrorists (i.e., from al Qaeda, Palestine Liberation Front, Hamas, Hezbollah), prisoners of war (i.e., from the Vietnam or Korean wars or from World War II), or suspects in criminal cases. You will then need to develop an interrogation plan for this individual. The plan must include consideration of each of the topics pertaining to interrogation that we have discussed in class.

The second option requires you to find a case study (not one that we have reviewed or in class or one included in the readings) on an intelligence or police interrogation. The case study should be comprehensive in its description of the interrogation. You will need to critique the interrogation with reference to the topics we have discussed in class. You can find the grading rubric with specific requirements for each paper listed under the Term Paper link on Blackboard. For every day that the paper is late, 5 points will be deducted from your grade. **Avoid using quotes from the lecture or readings in your term papers.**

C. Class participation (10%)

Because this is a seminar course, most of your learning will take place through class discussion. As such, your participation in this discussion is vital for all students to obtain meaningful new knowledge and critical thinking skills from this class. You are expected to attend all class meetings. Please discuss with me any issues that make come up that require you to miss one or more classes. Your attendance will count toward your participation grade. Furthermore, your willingness to participate in classroom discussions and exercises and in response to discussion questions will contribute to your participation grade.

D. Presentation (10%)

Graduate students are expected to provide a 10-minute presentation on one of the class readings. You will clearly summarize and explain the content of the article/chapter via Power Point slides or Presi. This presentation will demonstrate your thorough comprehension of the material presented in the article/chapter. The presentation should also demonstrate creative insights into the reading/topic and present the material in an interesting manner. You should also be prepared to answer questions from me or the other students. Graduate students should also prepare a discussion question related to the reading/topic and facilitate a brief class discussion. The slides must be submitted to Blackboard by noon on the day of the presentation.

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- B. Dropping a course after the official census date, but before the "course drop date" will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6-drop limit.
- C. If the course is dropped after the "course drop date" or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- D. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

XI. STUDENT CONDUCT

You must be respectful of other students and of all opinions. All communication should be free of vulgar, offensive, and/or discriminatory language. While it is appropriate to share your opinion on particular issues, your opinion should be presented as such (not as a fact) and should be supported by valid, factual arguments. You may also provide constructive criticism of other opinions. Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the veracity of the facts not the person.

Cell phones should not be used in class without the permission of the instructor. Students should attend to the instructor during class lectures. Students who are disruptive to the class will be asked to leave. Students who wish to record lectures must obtain the instructor's

permission. Laptops are allowed during class for taking notes or to aid in classroom exercises. Students who use laptops for other purposes will be asked to put them away.

Students should ensure that all emailed communication is written using appropriate etiquette. Please use a salutation (for example, “Dear Dr. Duke”, or “Hello Dr. Duke”), a clear and thorough communication of your question or concern, and a closing (for example, “Thanks, Bill Martinez” or “Sincerely, Angel Gomez”). Make sure to proofread your emails for grammar, spelling, and clear meaning. Also, please be sure to indicate the course title or number in your email.

	Introduction to Intelligence Interviewing and Interrogation
Reading	<p>Pearce, M.W. (2009). The evolution of defense HUMINT through post-conflict Iraq. US Army War College: Carlisle Barracks, PA. Retrieved from: www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA497791</p> <p>Brandon, S. E. (2014). Toward a science of interrogation. <i>Applied Cognitive Psychology, 28</i>, 945-946.</p> <p>Fallon, M. (2014). Collaboration between practice and science will enhance interrogations. <i>Applied Cognitive Psychology, 28</i>, 949-950.</p> <p>Executive Order 13491</p>
	Screening Interviews
Reading	<p>Department of the Army (2006) Chapter 6: Screening. In <i>Army Field Manual FM2-22.3: Human Collector Operations</i>. Headquarters, Department of the Army.</p> <p>Horgan, A. J. (2012). Examination of investigative interviewing techniques for use in secondary screening for malintent. <i>Dissertation Abstracts International : Section B: The Sciences and Engineering, 27 (8-B)</i>, 4985.</p>
	Debriefing Interviews/The Role of Memory
Reading	<p>Loftus, E. (2011). Intelligence gathering post-9/11. <i>American Psychologist, 66</i>, 532-541.</p> <p>Loftus, E. (2003). Make-believe memories. <i>American Psychologist, 58</i>, 867-873.</p> <p>Johnson, M. (2006). Memory and reality. <i>American Psychologist, 61</i>, 760-771.</p> <p>Leins, D. A., Fisher, R. P., Pludwinski, L., Rivard, J., & Robertson, B. (2014). Interview protocols to facilitate human intelligence sources' recollections of meetings. <i>Applied Cognitive Psychology, 28</i>, 926-935.</p>
	The Role of Rapport-building
Reading	<p>Vallano, J. P., & Schreiber Compo, N. (2015). Rapport-building with cooperative witnesses and criminal suspects: A theoretical and empirical review. <i>Psychology, Public Policy, and the Law, 21</i>, 85-99.</p>
	Elicitation
Reading	<p>Federal Bureau of Investigation. <i>Elicitation Techniques</i>. Retrieved from: https://www.fbi.gov/file-repository/elicitacion-brochure.pdf/view</p>

	<p>Intelligence Science Board. (2009). <i>Intelligence Interviewing: Teaching Papers and Case Studies</i>. Pages 49-58.</p> <p>Toliver, R. F. (1997). <i>The Interrogator: The Story of Hanns Joachim Scharff, Master Interrogator of the Luftwaffe</i>. Atglen, PA: Schiffer Military History. Pages 81-113.</p> <p>Granhag, P. A., Kleinman, S. M., & Oleszkiewicz, S. (2016). The Scharff Technique: On How to Effectively Elicit Intelligence from Human Sources. <i>Journal of Intelligence and Counterintelligence</i>, 29, 132-150.</p>
	Enhanced Interrogation
Reading	<p>Tenet, G. J., Goss, P. J., Hayden, M. J., McLaughlin, J. E., Calland, A. M., & Kappes, S. R. (2014). Ex-CIA directors: Interrogations saved lives. <i>New York Times</i>. Retrieved from http://www.wsj.com/articles/cia-interrogations-saved-lives-1418142644</p> <p>Steve Kleinman's testimony before the Senate Judiciary Committee, November 8, 2007. Retrieved from: http://judiciary.house.gov/hearings/pdf/Kleinman071108.pdf</p> <p>Duke, M. C., & Van Puyvelde, D. (2017). What science can teach us about enhanced interrogation. <i>International Journal of Intelligence and Counterintelligence</i>, 30, 310-339.</p>
	Law Enforcement Interrogations and False Confessions Mid-term distributed
Reading	<p>Neuman, A., & Salinas-Serrano, D. (2006). Custodial interrogations: What we know, what we do, and what we can learn from law enforcement experiences. In Intelligence Science Board (Ed.) <i>Educating Information. Interrogation: Science and art. Foundations for the future</i>. Washington, DC: National Defense Intelligence College Press.</p>
	The Role of Social Influence Mid-term due
Reading	<p>Chapter 1: Weapons of Influence. Cialdini (2009) <i>Influence: 5th Edition</i>. Boston: Pearson.</p> <p>Pages 9-28. Intelligence Science Board. (2009). <i>Intelligence Interviewing: Teaching Papers and Case Studies</i>.</p> <p>Kleinman, S. M. (2006). KUBARK counterintelligence interrogation review: Observations from an interrogator. In Intelligence Science Board (Ed.) <i>Educating</i></p>

	<i>Information. Interrogation: Science and art. Foundations for the future.</i> Washington, DC: National Defense Intelligence College Press.
	No class-Spring Break
	The Army Field Manual-HUMINT Approaches
Reading	Department of the Army. Department of the Army (2006) Chapter 8: Approach techniques and termination strategies. In <i>Army Field Manual FM2-22.3: Human Collector Operations</i> . Lankford, A. (2010). Assessing the Obama standards for interrogations: An analysis of Army Field Manual 2-22.3. <i>Studies in Conflict and Terrorism</i> , 33, 20-35.
	Detection of Deception Course drop deadline
Reading	Vrij, A., Granhag, P., Porter, S. (2010). Pitfalls and opportunities in nonverbal and verbal lie detection. <i>Psychological Science in the Public Interest</i> , 11, 89-121. Heckman, K. E., & Happel, M. D. (2006). Mechanical detection of deception: A short review. In Intelligence Science Board (Ed.) <i>Educing Information. Interrogation: Science and art. Foundations for the future.</i> Washington, DC: National Defense Intelligence College Press.
	The Role of Power
Reading	Pages 29-46 and Pages 73-81. Intelligence Science Board. (2009). <i>Intelligence Interviewing: Teaching Papers and Case Studies</i> . Rowe, M. P. (2006). Negotiation theory and educing information: Practical concepts and tools. In Intelligence Science Board (Ed.) <i>Educing Information. Interrogation: Science and art. Foundations for the future.</i> Washington, DC: National Defense Intelligence College Press.
	Evidence-based Interviewing and Interrogation
Reading	Swanner, J.K., Meissner, C.A., Atkinson, D.J., & Dianiska, R.E. (2016). Developing diagnostic, evidence-based approaches to interrogation. <i>Journal of Applied Research in Memory and Cognition</i> , 5, 295-301.

	The Role of Interpreters and Cultural Context
Reading	<p>Kleinman, S. M. (2006). Barriers to success: Critical challenges in developing a new educating information paradigm. In Intelligence Science Board (Ed.) <i>Educating Information. Interrogation: Science and art. Foundations for the future</i>. Washington, DC: National Defense Intelligence College Press. pp. 236-247.</p> <p>Department of the Army. Department of the Army (2006) Chapter 11: HUMINT collection with an interpreter. In <i>Army Field Manual FM2-22.3: Human Collector Operations</i>.</p> <p>Russano, M. B., Narchet, F. M., & Kleinman, S. (2014). Analysts, interpreters, and intelligence interrogations: Perceptions and insights. <i>Applied Cognitive Psychology, 28</i>, 829-846.</p>
	Case Studies
Reading	<p>Case studies (pages 93-200) from Intelligence Science Board. (2009). <i>Intelligence Interviewing: Teaching Papers and Case Studies</i>.</p> <p>Shoemaker, D. P. (2008). Unveiling Charlie: US interrogators' creative successes against insurgents. In National Defense College (Ed.) <i>Interrogation: World War II, Vietnam, and Iraq</i>. Washington, DC: National Defense Intelligence College Press.</p>
5/7	No class-free week Term paper due by midnight (graduate students only)
5/14	Final exam due by midnight (undergraduates only)

* This calendar is subject to change.

DECISION-MAKING FOR INTELLIGENCE AND CRIMINAL JUSTICE PROFESSIONALS
INSS 5328, CRN #XXXXX
THE UNIVERSITY OF TEXAS AT EL PASO
SEMESTER, YEAR

I. Misty Duke, PhD
Office phone: 915-747-8573
Office hours Mondays 9:00 – 2:00, Kelly Hall, Room 218
mcduke@utep.edu

II. TEXTBOOK

Fischhoff, B., & Chauvin, C. (Eds.) *Intelligence analysis: Behavioral and social scientific foundations*. Washington DC: The National Academies Press. ISBN: 978-0-309-17698-9. Available at <http://www.nap.edu/catalog/13062/intelligence-analysis-behavioral-and-social-scientific-foundations>

Heuer, Jr., R. J. (1999) *Psychology of intelligence analysis*. Washington, DC: Center for the Study of Intelligence, Central Intelligence Agency. Available at <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Roycroft, M., & Roach, J. (2019). *Decision making in police enquiries and critical incidents*. UK: Palgrave Macmillan.

Additional readings will be posted on Blackboard.

III. COURSE OBJECTIVES

Upon satisfactory completion of this course, the student will be able to:

- A. Understand the cognitive processes underlying intelligence analysis and criminal investigations.
- B. Recognize biases in evaluation of evidence, inference, and attribution.
- C. Understand how structured analytic techniques, mental modeling, and methods from social science can reduce cognitive biases in analysis.
- D. Apply evidence-based practices to improve critical thinking skills.

III. COURSE CATALOG DESCRIPTION

This course will address the effective practice of decision-making in intelligence and criminal justice fields. Students will learn how to overcome biases and errors in perception and decision. The course will incorporate findings from decision science and psychology to address

specific decision problems. Learning will take place through a combination of lecture and interactive exercises designed to allow students to fully understand their own thinking errors and how evidence-based tactics can improve decision-making.

IV. COURSE REQUIREMENTS

A. Exams (50% of your grade)

There will be two exams comprised of fill-in-the-blank, short answer, and essay questions. Exam 2 will not be cumulative. If you must miss an exam for any reason, you must see me prior to the exam to discuss alternate arrangements. If you cannot take the exam on the scheduled date for a foreseeable reason, you must contact me well before the exam. If you miss an exam due to an emergency on the day of the exam, you must contact me as soon as possible. I may require documentation supporting your excuse for missing the exam to determine whether or not you will be given a makeup exam. Arriving late for an exam may result in forfeiture of the opportunity to take the exam and a grade of zero. Information covered on the exam will be taken from the readings and class discussions. All of the information in the readings will not be covered in the class. You are responsible for reading and knowing the assigned material. Additionally, all of the information covered in class will not be in the readings. You are responsible for coming to class regularly. If you miss a class, you are responsible for obtaining notes from a classmate. The scores on the exam will be adjusted so that the average score is 75% of the maximum possible points. If you do not put your name on the exam, you may receive a grade of zero.

B. Paper (15% of your grade)

You will be required to apply one of the practices discussed in class to address an intelligence- or criminal justice-related problem. The paper must be 3-5 pages in length and describe why the practice was chosen and how it would lead to optimal decision-making.

C. Class participation and attendance (15% of your grade)

This class will involve a combination of lecture, experiential activities, and discussion. Your participation in these discussions and activities is vital in order for all students to obtain meaningful new knowledge and critical thinking skills from this class. You are expected to attend all class meetings. Please discuss with me any issues that make come up that require you to miss one or more classes. Additionally, you are expected to have read all of the material for each class period prior to coming to class so that you may fully engage in discussion about that material. I will periodically question students about the reading material to ensure understanding. When it is clear that students have not read the material, class participation grades will be diminished.

D. Thought papers (10% of your grade)

You are expected to complete a thought paper after each class. These papers be at least 200 words but no longer than 400 words and will describe your thoughts about each class, including ideas related to the reading material or class lecture and impressions related to experiential exercises. I am not interested in a simple reiteration of the lecture, readings, or discussion, but original and interesting ideas or thoughts that you have about the material. These papers must be submitted via Blackboard by Sunday at noon following each class period.

E. Presentation (10% of your grade)

You are expected to provide a 15-minute presentation on one of the class readings. You will clearly summarize and explain the content of the article/chapter via Power Point slides or Presi in a creative manner. This presentation will demonstrate your thorough comprehension of the material presented in the article/chapter. You should also be prepared to answer questions from me or the other students. The slides must be submitted to Blackboard by noon on the day or the presentation.

IV. GRADING SCALE AT THE END

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = below 60%

NOTE: Final grades are a weighted average of assignment and exam grades. Final grades are not curved.

VII. TECHNOLOGICAL PROBLEMS/QUESTIONS

For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard.

Professors are not technical support staff.

Phone: E-mail: Website: In Person:

915.747.4357 or toll free: 1-877-382-0491

<https://www.utep.edu/technologysupport/>

UTEP Library, Room 300

Please regularly refer to Blackboard for links, documents, announcements, and calendar changes. You are responsible for being up-to-date on all class information that is posted on Blackboard.

CHECK YOUR TECHNOLOGY

- A. Computer with a reliable internet connection. Mobile devices are not reliable to access exams and use the discussion board.
- B. Blackboard (BB) Learning Management System. The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest" (the guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
- C. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks) Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. Be sure to "Allow pop-ups" for Blackboard Clear your browser cache
- D. Verify that you have the most updated version of "Java" <http://java.com>.
- E. All word documents should be saved with a "docx" extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player

VIII. ACADEMIC DISHONESTY

The papers and presentations are not collaborative assignments. If you are suspected of cheating on the final exam or of collaborating with other students on the papers and/or presentation, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution. If you are suspected of plagiarism, I will follow the University's policy regarding student dishonesty, which may result in a grade of zero and referral to the Office of Student Conduct and Conflict Resolution.

Academic dishonesty or cheating is simply unethical and not acceptable under any circumstances. Plagiarism is a form of cheating that involves "stealing" the words and thoughts of others. It is a very serious academic violation and cannot be tolerated. The most common form of plagiarism is using information or original wording in a paper or other assignment without giving credit to the source of that information or wording. Plagiarism also includes the direct copying of a source verbatim (word for word) and incorporating that copied material into the student's paper or assignment without first paraphrasing with proper referencing or placing the copied text into a direct quotation, again with appropriate footnotes or citations. You must use their own words when not using direct quotes sparingly and appropriately to provide examples, evidence, or illustrate specific points. You cannot simply "cut and paste" wording or text from source material to artificially "construct" their papers, essays, and other assignments.

This practice is also considered plagiarism, even if references are done properly.

Likewise, you must not submit work under your name that you did not do yourself. You also may not submit work for this course that you produced for another course. If you are found to be cheating in any capacity including plagiarism and collusion, you will be subject to disciplinary action, per UTEP catalog policy. Cases of academic dishonesty will be sent to the Office of Student Conduct and Conflict Resolution for adjudication and possible sanctions. Possible penalties for academic dishonesty include a zero for the assignment, a failing grade for the course, suspension, and even expulsion from the university. You are responsible for understanding their specific obligations to maintain academic integrity at all times. Please refer to the following link for further information on UTEP's policies on plagiarism and academic dishonesty: <http://sa.utep.edu/osccr/academic-integrity/>

IX. STUDENTS WITH SPECIAL NEEDS

If students have a disability that requires an accommodation, they may contact Center for Accommodations and Support Services at 747-5148.

X. UTEP COURSE DROP POLICY

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

- A. Students who drop a course before the "official census date," the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- B. Dropping a course after the official census date, but before the "course drop date" will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6-drop limit.
- C. If the course is dropped after the "course drop date" or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- D. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

XI. STUDENT CONDUCT

Because seminar classes involve extensive discussion and debate, it is especially important that all students attend to the appropriateness of their comments. You must be respectful of other students and of all opinions. All communication should be free of vulgar, offensive, and/or discriminatory language. While it is appropriate to share your opinion on particular issues, your opinion should be presented as such (not as a fact) and should be supported by valid, factual arguments. You may also provide constructive criticism of other opinions. Constructive criticism is provided respectfully and professionally, criticizing the merit of the arguments or the veracity of the facts not the person.

Cell phones should not be used in class without the permission of the instructor. Students should attend to the instructor during class lectures. Students who are disruptive to the class will be asked to leave. Students who wish to record lectures must obtain the instructor's permission. Laptops are allowed during class for taking notes or to aid in classroom exercises. Students who use laptops for other purposes will be asked to put them away.

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Class calendar*

	Introduction to Cognitive Bias
Reading	Heuer: Forward, Introduction, Chapter 1 Roycroft and Roach: Chapter 1
	Falsification, Hypothesis Testing, and Confirmation Bias
	Heuer: Chapter 6 and pages 43-49 Roycroft and Roach: Chapter 8
	Errors in Memory
Reading	Heuer: Chapter 2
	Dual-Process Models of Thinking
Reading	Heuer: Chapters 3 and 5 Roycroft and Roach: Chapter 2
	Heuristics and Biases Program
Reading	Heuer: Chapters 12 and 10 and pages 140-146 Roycroft and Roach: Chapter 4
	Hindsight Bias
Reading	Heuer: Chapter 13
	Bayesian Methods for Decisions Under Uncertainty
Reading	Schweitzer, N. (1996) Bayesian analysis for intelligence: Some focus on the Middle East. <i>Central Intelligence Agency Center for the Study of Intelligence Studies Archives Indexes</i> , 20(2). Available at https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol20no2/html/v20i2a03p_0001.htm Wheaton, K. J., Lee, J., & Deshmukh, H. (2009). Teaching Bayesian statistics to intelligence analysts: Lessons learned. <i>Journal of Strategic Security</i> , 2(1), 39-58.

	Exam 1
	Logical Reasoning
Reading	Marrin, S. (2007). Intelligence analysis: Structured methods or intuition? <i>American Intelligence Journal</i> , 25(1), 7-16.
	Causal Reasoning
	Heuer: Chapter 11 Heuer & Pherson: Chapter 8.0
	Group Decision-making Signal Detection
Reading	Fischhoff & Chauvin: Chapters 4 and 8
	Attribution biases
Reading	Fischhoff & Chauvin: Chapter 9
	Group Biases Game Theory
Reading	Fischhoff & Chauvin: Chapter 3
	Exam 2 7:00-9:45
Due	Turn in Paper by midnight

* This calendar is subject to change.

Graduate Certificate in Intelligence and National Security Studies

Return to: [Degree Programs](#)
Department of Criminal Justice
Chair: Dr. Leanne Alarid

Graduate Director and Program Advisor:

[Misty Duke](#)
meduke@utep.edu
(915) 747-8573
[Diana Bolsinger](#)
dibolsinger@utep.edu

Education: Ph.D. The University of Texas at ~~El Paso~~ [Austin](#)

This certificate program is designed to familiarize students with issues in national security law, intelligence and security needs, problems of security risk confronted by private and governmental organizations, and how governments and other organization communicate with each other and work jointly on security matters. Inter-jurisdictional and inter-governmental aspects of security issues concerning infrastructure, travel and transport, immigration, and other similar matters are emphasized. The program is valuable for students interested in understanding the complex world of security bureaucracy, intelligence, and organizational cooperation in security matters, and for those students seeking careers in governmental and private agencies employing security technology, methodology, and services. Students are required to complete fifteen hours of required courses. Any UTEP graduate student in good academic standing is eligible for enrollment in the Graduate Certificate in Intelligence and National Security Studies.

Certificate Admission Requirements

The Graduate Certificate in Intelligence and National Security is designed for working and mid-career professionals who already hold a baccalaureate or graduate degree and are interested in further professional education. Applicants must complete the graduate school application and provide an official transcript. Students can be classified as non-degree-seeking students or have the certificate program incorporated into the degree requirements appropriate to their department and after meeting all program requirements for admission. Students who complete the Graduate Certificate in Intelligence and National Security and decide to pursue a graduate degree at a later date can apply to the appropriate graduate program and request that the units become part of their program upon admission.

Academic Standards

Appendix I

Students must maintain a cumulative GPA of 2.5 or better in order to earn a Graduate Certificate. Students must also earn a "B" grade or better in [INSS 5302](#) and in their capstone course to be awarded the certificate. Students will only be given one opportunity to retake a failed course ("C" grade or lower). Students with a cumulative GPA below 2.5 will be placed on academic probation. Students will only have one semester to return to "good" standing with a GPA of 2.5 or better. Those students failing to return to good academic standing after one semester may be dismissed.

Degree Plan

Required Credits: 15

Code	Title	Hours
Intel Natl Security Studies (All courses require a grade of C or better)		
Required Courses:		
INSS 5304	Intel & Natl Sec Pol & Proc	3
Free Electives:		
Select four courses from the following:		12
COMM 5335	Sem./Intercul/Internat'l Comm.	
INSS 5301	Histl Devlpmt of Intel Commtly	
INSS 5303	Legal Issues/Intel & Nat Sec	
INSS 5307	Open Source Intel Analysis	
INSS 5308	Propaganda and Influence Ops	
INSS 5310	Intel & Counterterrorism	
INSS 5311	Intelligence and Information	
INSS 5312	Commercial Imagery	
INSS 5313	Social Media Intelligence	
INSS 5315	Intel & Counterproliferation	
INSS 5320	Counterintel & Security	
INSS 5323	Invest Interview & Interrogat	

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Appendix I

Code	Title	Hours
INSS 5325	Political Economy of Terrorism	
INSS 5328	Decision Making for Intelligence & Criminal Justice Professionals	
INSS 5335	Transnational Criminal Orgs	
INSS 5340	Pro-Seminar Homeland Security	
INSS 5342	Risk Analysis	
INSS 5343	Crime & Border Security	
INSS 5344	Emergency Management	
INSS 5346	Public Hlth & Homeland Securit	
INSS 5347	Critical Infrastructure Prten	
INSS 5351	Professional Skills	
INSS 5355	Geospatial Intelligence	
INSS 5366	Security Studies Internship	
INSS 5380	Selected Problems in Intel	
PAD 5341	Legal Issues Homeland Security	
PAD 5350	Organization Theory & Behavior	
PAD 5363	Intergovernmental Relations	
POLS 5330	Seminar-International Politics	
POLS 5332	Sem-Foreign Policy Dec Making	
POLS 5347	Sem in International Security	
POLS 5368	Seminar in Conflict Analysis	
Total Hours		15

Course List

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M.S. in Criminology and Criminal Justice

The Master of Science in Criminology and Criminal Justice is a 36-credit hour program. Courses are offered face-to-face in the evenings, online, or a hybrid combination of online and face-to-face approaches.

The educational objectives of the MS-CCJ are to prepare individuals to identify problems and develop solutions through applying criminological theories and policies to social issues that contribute to crime, and how to implement these solutions within justice-related agencies.

Degree Plan

Professional/Non-Thesis Track

Code	Title	Hours
Required Courses:		
CRIJ 5305	Proseminar in Criminology/CJ	3
CRIJ 5310	Adv Criminological Theory	3
CRIJ 5315	Sem Criminal Justice Policy	3
CRIJ 5300	Seminar-Crim Just Administrati	3
CRIJ 5350	Program Evaluation and EBPs	3
CRIJ 5390	Capstone in Criminology/CJ	3

Course List

Code	Title	Hours
Elective Courses		18
Select 18 hours from the list below (at least 9 hours must be CRIJ)		
CRIJ 5322	Sem Policing Law Enforcement	

Appendix B

Code	Title	Hours
CRIJ 5323	Investigative Interviewing & Interrogation	
CRIJ 5324	Seminar Courts and Sentencing	
CRIJ 5326	Correctional Policy and Mgmt	
CRIJ 5328	Decision Making for Intelligence & CJ Professionals	
CRIJ 5331	Communities and Crime	
CRIJ 5333	Immigration, Crime and CJ	
CRIJ 5335	Transnational Criminal Orgs	
CRIJ 5337	Drugs, Crime and CJ Policy	
CRIJ 5339	Race Ethnicity in CJ System	
CRIJ 5340	Seminar Selected Topics	
CRIJ 5341	Violence and Victimization	
CRIJ 5343	Crime and Border Security	
CRIJ 5360	Independent Study Crim CJ	
CRIJ 5385	Grad Study Abroad in CJ	
GEOL 5321	Introduction to GIST	
INSS 5302		
INSS 5303	Legal Issues/Intel & Nat Sec	
INSS/PAD 5340	Pro-Seminar Homeland Security	
INSS/PAD 5344	Emergency Management	
PAD 5354	Admin Law and Regulation	
PAD 5365	Pol Anal & Decision Making	
PHIL 5304		
PSYC 5342		

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Appendix B

Code	Title	Hours
PSYC 5344		

Course List

The Thesis track will prepare students who later aspire to enter a Ph.D. program by enhancing their theoretical knowledge, research, and statistical skills. In addition to the 9 hours of core courses for all students, the thesis track will require 6 credits in Research methods and Statistics, and 6 credits for the completion of the Thesis. The thesis will be supervised by a faculty committee within the Department of Criminal Justice. The remaining 12 credit must be CRIJ-designated, and the remaining 3 credits may be CRIJ electives or specific courses outside the department, designated in the list below

Thesis Track

Code	Title	Hours
7 Required Courses:		
CRIJ 5305	Proseminar in Criminology/CJ	3
CRIJ 5310	Adv Criminological Theory	3
CRIJ 5315	Sem Criminal Justice Policy	3
CRIJ 5397	Master's Thesis I	3
CRIJ 5399	Master's Thesis II	3
One Research Methods Course from the following:		3
COMM 5310	Quantative Research Methods	
CRIJ 53002	Research Methods in Intelligence Studies and Criminal Justice	3
PAD 5300	Intro to Research Methods	
SOCL 5320	Seminar in Research Methods	
One Statistics Course from the following:		3
PAD 5351	Applied Stats for Public Admin	
CRIJ 5361	Statistical Analysis for Intelligence and Criminal Justice	3
PSYC 4317	Advanced Statistics	

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Appendix B

Code	Title	Hours
SOCI 5312	Sem Advanced Measure/Inference	
CRIJ 5397	Master's Thesis I	
CRIJ 5399	Master's Thesis II	

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Commented [LFA1]: This is a duplication from the above 7 required classes in the thesis track

Course List

Code	Title	Hours
Elective Courses:		12

Select 12 hours from the list below (at least 9 must be CRIJ)

CRIJ 5322	Sem Policing Law Enforcement
CRIJ 5323	Investigative Interviewing & Interrogation
CRIJ 5324	Seminar Courts and Sentencing
CRIJ 5326	Correctional Policy and Mgmt
CRIJ 5328	Decision Making for Intelligence & CJ Professionals
CRIJ 5331	Communities and Crime
CRIJ 5333	Immigration, Crime and CJ
CRIJ 5335	Transnational Criminal Orgs
CRIJ 5337	Drugs, Crime and CJ Policy
CRIJ 5339	Race Ethnicity in CJ System
CRIJ 5340	Seminar Selected Topics
CRIJ 5341	Violence and Victimization
CRIJ 5343	Crime and Border Security
CRIJ 5360	Independent Study Crim CJ
CRIJ 5385	Grad Study Abroad in CJ

Appendix B

Code	Title	Hours
GEOL 5321	Introduction to GIST	
INSS 5302		
INSS 5303	Legal Issues/Intel & Nat Sec	
INSS 5325	Political Economy of Terrorism	
INSS/PAD 5340	Pro-Seminar Homeland Security	
INSS/PAD 5344	Emergency Management	
PAD 5354	Admin Law and Regulation	
PAD 5365	Pol Anal & Decision Making	
PHIL 5304		
PSYC 5342		
PSYC 5344		

Course List

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M.S. in Intelligence and National Security Studies

- [Overview](#)

- [Faculty and Staff](#)

Return to: [Degree Program](#)

The Master of Science in Intelligence and National Security Studies and the Graduate Certificate in Intelligence and National Security Studies (INSS) provide a highly-rigorous interdisciplinary graduate program intended for students seeking employment or career advancement in the United States Intelligence Community (IC). The INSS graduate program is also suitable for students interested in security-related jobs in the private sector such as applied research institutions (think tanks). The INSS graduate program is also ideal preparation for advanced graduate study at the doctoral level in international relations, political science, public administration, public policy, history, or other closely related fields. The INSS graduate curriculum focuses on specific intelligence and security competencies that are delivered across the spectrum of academic disciplines at The University of Texas at El Paso.

Degree Plan

Required Credits: 39

Code	Title	Hours
Required Courses:		
INSS 5300	Research Methods in Intelligence and Criminal Justice	3
INSS 5304	Intel & Natl Sec Pol & Proc	3
INSS 5305	Intro to Intelligence Analysis	3
INSS 5306	Contemporary Security Studies	3
INSS 5361	Applied Statistics sal Analysis in Intelligence and Criminal Justice	3
Free Electives:		

Appendix A

Code	Title	Hours
Select six courses from the following:		18
COMM 5335		
INSS 5301	Histl Devlpmt of Intel Commtly	
INSS 5303	Legal Issues/Intel & Nat Sec	
INSS 5307	Open Source Intel Analysis	
INSS 5308	Propaganda and Influence Ops	
INSS 5309	Technical Intelligence	
INSS 5310	Intel & Counterterrorism	
INSS 5311	Intelligence and Information	
INSS 5312	Commercial Imagery	
INSS 5313	Social Media Intelligence	
INSS 5315	Intel & Counterproliferation	
INSS 5320	Counterintel & Security	
INSS 5323	Investigative Interviewing & Interrogation	
INSS 5325	Political Economy of Terrorism	
INSS 5328	Decision Making for Intelligence & Criminal Justice Professionals	
INSS 5335	Transnational Criminal Orgs	
INSS 5340	Pro-Seminar Homeland Security	
INSS 5342	Risk Analysis	
INSS 5343	Crime & Border Security	
INSS 5344	Emergency Management	
INSS 5346	Public Hlth & Homeland Securit	

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Appendix A

Code	Title	Hours
INSS 5347	Critical Infrastructure Prten	
INSS 5351	Professional Skills	
INSS 5355	Geospatial Intelligence	
INSS 5366	Security Studies Internship	
INSS 5380	Selected Problems in Intel	
PAD 5350	Organization Theory & Behavior	
PAD 5363	Intergovernmental Relations	
POLS 5330	Seminar-International Politics	
POLS 5332	Sem-Foreign Policy Dec Making	
POLS 5347	Sem in International Security	
POLS 5368	Seminar in Conflict Analysis	
Thesis/Project Option:		
Select one of the options		6
Total Hours		39

Course List

Thesis Option

Code	Title	Hours
INSS 5398 & INSS 5399	Thesis and Thesis	6
Total Hours		6

Course List

Non Thesis Option

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Appendix A

Code	Title	Hours
INSS 5390	Capstone	3
Select one additional free elective from the list above following:		3
COMM 5335		
INSS 5301	Histl Devlpmt of Intel Commtty	
INSS 5303	Legal Issues/Intel & Nat Sec	
INSS 5307	Open Source Intel Analysis	
INSS 5308	Propaganda and Influence Ops	
INSS 5310	Intel & Counterterrorism	
INSS 5311	Intelligence and Information	
INSS 5312	Commercial Imagery	
INSS 5313	Social Media Intelligence	
INSS 5315	Intel & Counterproliferation	
INSS 5320	Counterintel & Security	
INSS 5323	Invest Interview & Interrogat	
INSS 5325	Political Economy of Terrorism	
INSS 5328	Decision for Intel & CJ Prof	
INSS 5335	Transnational Criminal Orgs	
INSS 5340	Pro Seminar Homeland Security	
INSS 5343	Crime & Border Security	
INSS 5351	Professional Skills	
INSS 5355	Geospatial Intelligence	
INSS 5366	Security Studies Internship	

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Appendix A

Code	Title	Hours
INSS 5380	Selected Problems in Intel	
PAD 5340	Pro-Seminar Homeland Security	
PAD 5342	Risk Analysis	
PAD 5343	Crime and Border Security	
PAD 5344	Emergency Management	
PAD 5346	Public Hlth & Hmland Security	
PAD 5347	Critical Infrastructure Protec	
PAD 5350	Organization Theory & Behavior	
PAD 5363	Intergovernmental Relations	
POLS 5330	Seminar International Politics	
POLS 5332	Sem Foreign Policy Dec Making	
POLS 5347	Sem in International Security	
POLS 5368	Seminar in Conflict Analysis	
Total Hours		6

Course List

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Commented [LFA3]: Instead of listing the same free electives a second time, it is much easier and cleaner to just refer the Non-thesis track students to take an additional free elective from the above list, which was the intent all along.