ENF450 Crime Analysis
(3 credit hours)
Course Syllabus

Course Description

An introduction to the concept, applications, and methods of crime analysis as it is employed in municipal, county, state, and federal law enforcement and other criminal justice agencies. The course will include how to form a crime analysis unit which has effective relationships with patrol, criminal investigation, and other field operations units, and will focus on methods of how to collect, collate, analyze, and employ crime date to predict future criminal events, including when and where perpetrators will strike. Managerial and supervisory responsibilities in a crime analysis unit will also be discussed. The course is directed toward preparing students to obtain an entry-level crime analysis position in a law enforcement agency.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Recognize the main research that supports crime analysis.
2. Understand the basic concepts of crime analysis, intelligence analysis and investigative analysis.
3. Learn about how crime analysis supports the various functions within a police department.
4. Understand how various computer software programs can assist in conducting better crime analysis.
5. Learn about the issues surrounding a crime analysis unit. This will include central versus de-centralization and sworn versus non-sworn crime analysts.
6. Learn about regional sharing of information.
7. Learn about the role of the intelligence analyst in the distribution of information.

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Santos, R. B. (2017). *Crime Analysis with Crime Mapping* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-5063-3103-4

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24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

This course will feature three types of assessments, discussion forums, written assignments and a quiz. There is a final project, which students will work on throughout the term.

The goal of the assessments is to demonstrate student learning, as set forth by the Course Learning Objectives.

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Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	25	25	25	25	n/a	25	25	**150**
Discussion	n/a	n/a	n/a	n/a	n/a	25	n/a	**25**
Assignment	50	75	75	75	75	n/a	n/a	**350**
Assignment	n/a	n/a	75	n/a	n/a	n/a	n/a	**75**
Quiz	n/a	n/a	n/a	n/a	50	n/a	n/a	**50**
Final Project	n/a	n/a	n/a	50	50	50	200	**350**
Total	**75**	**100**	**175**	**150**	**175**	**100**	**225**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the Academic Bulletin for grade appeal information.

ENF450 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	☐ WED: Introduction (Forum)

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Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Tactical Crime Analysis Strategic Crime Analysis Administrative Crime Analysis Criminal Investigative Analysis	☐ WED: Discussion Initial Post ☐ SAT: Discussion Response ☐ SUN: Roles and Responsibilities Table ☐ SUN: Review of Final Project (ungraded)
Week 2: Research on crime analysis and crime prevention Policing strategies and their use of crime analysis Is there a clear connection between the use of crime analysis and crime prevention?	☐ WED: Discussion Initial Post ☐ SAT: Discussion Responses ☐ SUN: Evaluation Paper
Week 3: Stratified policing Using crime analysis for situational awareness & crime prevention The use of crime analysis by operational, management and	☐ WED: Discussion Initial Post ☐ SAT: Discussion Responses ☐ SUN: Stratified Policing Paper ☐ SUN: Situational Awareness Presentation

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Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
administrative personnel	
Week 4: Fusion centers Intelligence analysis	☐ WED: Discussion Initial Post ☐ SAT: Discussion Responses ☐ SUN: Intelligence Analysis Paper ☐ SUN: Final Project: Section I: Introduction
Week 5: Types of data Software programs used in crime analysis	☐ WED: Quiz ☐ SUN: Software Research Paper ☐ SUN: Final Project: Section II: Technology Needs
Week 6: Crime analysis units Personnel	☐ WED: Debate ☐ WED: Discussion Initial Post ☐ SAT: Debate Responses ☐ SAT: Discussion Responses ☐ SUN: Final Project: Section III: Staffing Requirements
Week 7: Reflection Final Project	☐ WED: Discussion Initial Post ☐ SAT: Discussion Responses ☐ SUN: Final Project: Presentation

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

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Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

    - Fully participate in all learning activities.

    - Complete assignments as described in rubrics or other instructions.

    - Submit all work on time and in the specified format (e.g. APA format for citations).

    - Utilize and incorporate instructor provided feedback to improve your work.

    - Ask questions so you can better understand course material or assignments.

    - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

    - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work, your instructor should:

    - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

    - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

- o provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's Meet the Team page.

Website (Google Doc): Online Graduate Academic Advisors

Website (Google Doc): Online Undergrad Academic Advisors

For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures page. Veterans and active military can seek assistance from TU's Veteran and Military Services Web Page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.