ENF520 The Intelligence Community
(3 credit hours)
Course Syllabus

Course Description

Provides an examination of the creation and continuing evolution of the US Intelligence Community (IC) in the post 9/11 era. The IC's missions, responsibilities and legal authorities will be explored. Students will hold an in-depth discussion on the IC's successes, failures, and purported controversies. An assignment using the entire intelligence cycle will be developed throughout the course; students will present their findings and develop follow on intelligence requirements based on evaluations from their peers.

Course Learning Outcomes

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

1. Evaluate the development of U.S. intelligence and analyze its basic roles, purpose, and functions.

2. Evaluate the analytic standards described in Intelligence Community Directive (ICD) 203 and examine techniques to improve logic and reasoning.

3. Examine the six steps of the intelligence cycle and the impacts of politicized intelligence.

4. Assess how globalization and technology have impacted the mission of all eighteen U.S. agencies within the Intelligence Community (IC).

Required Textbook(s) and Resources

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Acuff, J.M., Craft, L., Ferrero, C.J., Fitsanakis, J., Kilroy, R. J., Jr., Smith, J. (2021). Introduction to Intelligence: Institutions, Operations, and Analysis. 1st Ed. Washington, D.C.: CQ Press.

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online@tiffin.edu

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering 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. 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 plan your time and keep on track toward successful course completion, note the distinctive rhythm of 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

In this course you will experience the invaluable benefits of peer-to-peer learning through a weekly discussion forum where you will post your answer to the questions and then respond to the posts of two peers. Additionally, you will submit a short paper during weeks 1-6. Furthermore, in week 7, you will create a presentation based on your assessment of the "whole-of-nation" approach to a notional case study.

I think you'll find that the weekly discussion forums will challenge you to think beyond the proverbial box about the impacts of globalization and the convergence of technology on the national security enterprise. Moreover, within the context of the Masters of Science in Homeland Security Administration, this course will provide you with the requisite knowledge of the intelligence community - most likely as a consumer, but also as a contributor (as the saying goes: *every person is a sensor).*

To be successful in this class, you should review all the assignments, pay attention to the instructions (answer all of the sub-questions), read the rubrics, ask the professor questions, leverage the expertise of your peers, and most importantly … enjoy the journey!

Grading

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion Activity 1.1 (n/a) Activity 1.2 (40)	Discussions Activity 2.1 (40)	Discussions Activity 3.1 (40)	Discussions Activity 4.1 (40)	Discussions Activity 5.1 (40)	Discussions Activity 6.1 (40)	Discussions Activity 7.1 (40)	280
Assignment Activity 1.3 (100)	Assignment Activity 2.2 (100)	Assignment Activity 3.2 (100)	Assignment Activity 4.2 (100)	Assignment Activity 5.2 (100)	Assignment Activity 6.2 (100)		600
						Presentation Activity 7.2 (120)	120
140	140	140	140	140	140	160	1000

Grading Scale

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

Please see the Academic Bulletin for grade appeal information.

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Course Schedule and Weekly Checklist

Learning Activities (Due by 11:55 p.m. ET on day designated)

Start Here

☐ MON: Activity 1.1: Hello! Please Introduce Yourself - Initial Post

Week 1 – What is US Intelligence?

☐ WED: Activity 1.1: Hello! Please Introduce Yourself - Secondary Posts

☐ WED: Activity 1.2 Discussion: What is US Intelligence? – Initial Post

☐ SAT: Activity 1.2 Discussion: What is US Intelligence? – Secondary Posts

☐ SUN: Activity 1.3 Paper: Members of the IC: Roles & Functions

Week 2 – Intelligence Regulation & Governance

☐ WED: Activity 2.1 Discussion: IC Legislation out of Disruption: Pre-9/11 – Initial Post

☐ SAT: Activity 2.1 Discussion: IC Legislation out of Disruption: Pre-9/11 – Secondary Posts

☐ SUN: Activity 2.2 Paper: IC Legislation out of Disruption: Post-9/11

Week 3 – Reasoning & Analysis

☐ WED: Activity 3.1 Discussion: Critically Assessing Our Biases – Initial Post

☐ SAT: Activity 3.1 Discussion: Critically Assessing Our Biases – Secondary Posts

☐ SUN: Activity 3.2 Assignment: Intelligence Analysis & Techniques to Improve

Week 4 – The Intelligence Cycle

☐ WED: Activity 4.1 Discussion: Relationships between Intelligence and Politics – Initial Post

☐ SAT: Activity 4.1 Discussion: Relationships between Intelligence and Politics – Secondary Posts

☐ SUN: Activity 4.2 Assignment: The Cuban Missile Crisis

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Week 5 – "Whole-of-Nation" National Security

☐ WED: Activity 5.1 Discussion: Examining the Role of Fusion Centers – Initial Post

☐ SAT: Activity 5.1 Discussion: Examining the Role of Fusion Centers – Secondary Posts

☐ SUN: Activity 5.2 Assignment: Private Sector Engagement in National Security

Week 6 – Current Threats & Emerging Trends

☐ WED: Activity 6.1 Discussion: Debating the Greatest Threat to the US – Initial Post

☐ SAT: Activity 6.1 Discussion: Debating the Greatest Threat to the US – Secondary Posts

☐ SAT: Activity 6.2 Assignment: Assessing Threats of Emerging Technology

Week 7 – Impacts of Globalization and Technology

☐ WED: Activity 7.1 Discussion: Do Technological Benefits outweigh the Risks – Initial Post

☐ SAT: Activity 7.1 Discussion: Do Technological Benefits outweigh the Risks – Secondary Posts

☐ SUN: Activity 7.2 Final Project: Evaluating the Intelligence Community in Crisis

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. 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 are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

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:

o   Fully participate in all learning activities.

o   Complete assignments as described in rubrics or other instructions.

o   Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.

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

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

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

o   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 Instructors to:

●   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:

   o   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),

   o   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.

●   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.

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.