TACTICAL COMMUNITY POLICING FOR HOMELAND SECURITY
eLEARN COURSE OVERVIEW & OUTLINE

Tactical Community Policing for Homeland Security (TCPHS) focuses on strengthening the capacity of law enforcement agencies to implement an all-crimes approach, based on community policing principles.

www.vcpionline.org

Tactical Community Policing for Homeland Security

Overview

Tactical Community Policing for Homeland Security (TCPHS) focuses on strengthening the capacity of law enforcement agencies to implement an all-crimes approach, based on community policing principles. The fundamental premise for this eLearn course is that terrorism and community policing are both philosophical approaches aimed at influencing civilian populations. Whereas terrorism seeks to inspire fear and coerce civilian populations into submission, community policing aims to preserve order, diminish fear, and build resilience. The contrasting qualities of the philosophies render community policing an ideal means to thwart terrorism. Based on this fundamental premise, TCPHS delivers specific training and practical guidance designed to encourage law enforcement practitioners to proactively implement community policing as a homeland security strategy. This course focuses on the systematic use of partnerships and problem-solving techniques, initiatives for building community resilience, grassroots intelligence gathering, and enforcement strategies that are likely to be effective means of interdicting terrorism.

TCPHS Online includes on-screen text, videos, and narration in a user-friendly eLearn environment that allows participants to start, stop, and resume the training based on their schedules, Although TCPHS Online requires a minimum of 2 hours of uninterrupted run-time, participants should expect to spend approximately 4 hours completing this dynamic and timely course.

This tuition-free online training is supported by the U.S. Department of Justice, COPS Office.

Scope

TCPHS Online is designed to encourage and enable law enforcement officers nationwide to integrate community policing into local, regional, and national homeland security efforts and initiatives.

Target Audience

Flexible, interactive, and relevant, this course is geared towards law enforcement practitioners and criminal justice professionals with experience instructing as well as implementing community policing initiatives.

This no-cost training is supported by the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS). An unlimited number of participants

from any given agency may participate in VCPI's eLearn programs.

Prerequisites/Requirements

Participants are required to be law enforcement practitioners or criminal justice professionals engaged in community policing and/or homeland security initiatives. Participants are required to have experience as general instructors and be able to demonstrate the ability to effectively instruct professional level curricula focusing on law enforcement and criminal justice topics.

Participants will need access to a computer with reliable internet access and speakers. The course utilizes technology-enhanced media that includes on-screen text, graphics, narration, and video segments in an interactive and user-friendly eLearn environment.

Course Length

TCPHS Online has been developed as an online training that will require an absolute minimum of 2 hours to complete. However, participants should expect to spend approximately 4 hours completing this course. The technology-enhanced design allows participants to start, stop, and resume the training based on the demands of their schedule.

Testing/Examination

The *TCPHS Online* course utilizes a standalone exam (post-test) based on the program's curriculum content. VCPI does not have a pass/fail requirement for eLearn participation. Upon submission of the exam, participants may print a transcript of the exam that includes marked questions and the participant's score.

The following questions are used by the VCPI eLearn center to generate the nine (9) question post-course exam.

1. In the process of intelligence gathering, the general public should never be relied upon as a source of information
    a. True
    b. False
2. "Intelligence" differs from "Information" in that it is:
    a. Analyzed (processed) data
    b. Raw and unprocessed
    c. Descriptive or suggestive
    d. None of the above

3. The SARA Model stands for:
    a. Scanning, Analysis, Response and Assessment
    b. Strategy, Assessment, Review, Action
    c. Scanning, Assessment, Reaction, Analysis
    d. Systemize, Analyze, Realize, Actualize
4. A terrorist organization differs from a traditional criminal organization in that:
    a. A terrorist organization is motivated solely by profit.
    b. A terrorist organization may pursue activities that appear irrational or have little regard for countermeasures.
    c. A terrorist organization's members fit predictable profiles of behavior.
    d. None of the above
5. When it comes to commonalities among terrorist recruits, which of the following statements is most accurate?
    a. There is no single, reliable pattern that identifies the likelihood of recruitment of a specific person.
    b. Profiling is the most effective means of identifying potential terrorist recruits.
    c. The likelihood of recruitment depends solely on an individual's outward characteristics.
    d. Terror groups do not consider organizational needs when recruiting individual members.
6. Which of the following is not a principle of effective counter terrorism?
    a. Follow the Rules – The laws, regulations, and policies that govern our profession.
    b. Focus on the Basics – Concentrate on first things first. Missteps in the little details (the basics of police work) can cause the larger counter-terrorism efforts to be ineffective.
    c. Trust No One – Counter terrorism is far too serious and demanding for partnerships. The best approach is to focus and go it alone.
    d. Be Vigilant – Counter terrorism is difficult and demanding. It requires a great deal of work and constant vigilance. If you want to be effective, you must be vigilant.
7. Which of the following are critical activities for effective surveillance?
    a. Properly identify the target
    b. Use whatever equipment is available
    c. Select proper disguise
    d. None of the above
8. The three factors that are indicative of surveillance are:

      a. Target, opportunity, desire

      b. Location, correlation, mistakes

      c. Location, motivation, execution

9. Which of the following do not facilitate cultural awareness?

      a. Recognizing what you don't know

      b. Having empathy

      c. Rejecting ambiguity

      d. Checking your assumptions

Course Reference List

ABC News (2006, January 6). Terrorist collect millions from coupon scheme. Retrieved from http://abcnews.go.com/GMA/story?id=126419&page=1

Allport, G. (1979). The nature of prejudice. (25th Anniversary Edition ed.). Basic Books.

Carter, D.L. U.S. Department of Justice, Office of Community Oriented Policing Services. (2004). Law enforcement intelligence: a guide for state, local, and tribal law enforcement agencies (e09042536). Washington, DC: COPS, Retrieved from http://www.cops.usdoj.gov/pdf/e09042536.pdf

Carter, D.L.,& Holden, R., (2002), Homeland security and local law enforcement: practical applications of intelligence and community policing." *Local government police management* (4th ed.) Washington, D.C.: International City Management.

Chapman, R., (2008). Community partnerships: a key ingredient in an effective homeland security approach. Community Policing Dispatch, 1(2), Retrieved from http://www.cops.usdoj.gov/html/dispatch/february_2008/security.html

Chapman, R, et al., (2002). Local law enforcement responds to terrorism: Lessons in prevention and preparedness. Cops innovations: a closer look. Retrieved from: http://www.cops.usdoj.gov/files/RIC/Publications/e02021441.pdf

Clapper, J. Director of National Intelligence, (2011). U.S. intelligence community worldwide threat assessment. Retrieved from http://www.dni.gov/testimonies/20110210_testimony_clapper.pdfHoffman, B., (2006). *Inside terrorism*, New York: Columbia University Press

Clayton, M. (2005, June 28). Is black-market baby formula financing terror?. USA Today, Retrieved from http://www.usatoday.com/news/nation/2005-06-28-baby-formula_x.htm

CNN.Com. (Producer). (2001). Timothy McVeigh: the path to death row. [Print Photo]. Retrieved from http://edition.cnn.com/TRANSCRIPTS/0106/09/pitn.00.html

Comfort, D. (2011). Counter Terrorism for Patrol. Training Course: Virginia Center for Policing Innovation.

Daly, J. (2011). Police ethics. Unpublished. Virginia Center for Policing Innovation.

Delattre, E. J. (2006). Character and cops: ethics in policing. (Fifth ed.). Washington, DC: The AEI Press.

Dewan, S. (2005, April 14). Bomber offers guilty pleas, and defiance. The New York Times, Retrieved from http://www.nytimes.com/2005/04/14/national/14rudolph.html?pagewanted=1&ref=ericrobertrudolph

Fonda, D.,et al. (2003, June 09). How luck ran out for a wanted fugitive. Time, Retrieved from http://www.time.com/time/magazine/article/0,9171,1004966-2,00.html

Ganor, B. (n.d.). Is one man's terrorist another man's freedom fighter. International Institute for Counter-Terrorism, Retrieved January 14,2008, from http://www.ict.org.il/ResearchPublications/tabid/64/Articlsid/432/currentpage/1/Default.aspx#Summary.

Goldstein, H., (1990) *Problem-oriented policing,* New York: McGraw-Hill

Higginbotham, C. E.(ed.) (2002). Achieving and maintaining high ethical standards: IACP's four universal ethics document. *Police Chief, 69*(10).

Hoffman, B., (2006). Inside terrorism, New York: Columbia University Press

Homeland Security Institute, (2006). Community policing within Muslim communities: an overview and annotated bibliography of open-source literature (HSI Pub RP06-99-01). Retrieved from Homeland Security Institute website: http://www.homelandsecurity.org/hsireports/Task_06-99_Community_Policing_within_Muslim_Communities.pdf

Jonsson, P. (2011, August 27). *Flash mob crimes: How good are police at tracking down culprits*. Retrieved from http://abcnews.go.com/US/flash-mob-crimes-good-police-tracking-culprits/story?id=14381079

Katz, I. (1991). Gordon Allport's the nature of prejudice. Political Psychology, 12(1), Retrieved from http://www.jstor.org/pss/3791349

Kelling, G.L, & Wilson, J.Q, (1982). Broken Windows. Atlantic Monthly, Retrieved February 22, 2008, from http://www.theatlantic.com/doc/198203/broken-windows.

Laycock, G., (2001), *"Research for police: Who needs it?" Trends and Issues in Crime and Criminal Justice, no. 211,* Australian Institute of Criminology, Canberra.

Los Angeles County Sheriff's Department. (n.d.). Muslim community affairs unit. Retrieved from L.A. County Sheriff's Department website: http://la-sheriff.org/sites/muslimoutreach_new/Top_Stories/MCA Overview Jan 2011 LoRes.pdf

Loyka, S.A., Faggiani, D.A., & Karchmer, C., (2005), Protecting your community from terrorism: Strategies for local law enforcement, *Volume 4: The Production and Sharing of Intelligence. Police Executive Research Forum*, U.S. Department of Justice Office of Community Oriented Policing, Washington, DC. Retrieved from: http://www.policeforum.org/library/terrorism/wp4.pdf

Milne, S. (2001, October, 25). Terror and tyranny: What powerful states call terrorism may be an inevitable response to injustice. Guardian.co.uk, Retrieved January 13, 2008, from http://www.guardian.co.uk/world/2001/oct/25/afghanistan.terrorism9.

Mueller, III, R. S. U.S. Senate, Senate Committee on Intelligence of the United States Senate. (2005). Congressional testimony of Robert S. Mueller, III, Director Federal Bureau of Investigation February 16, 2005. Retrieved from http://www2.fbi.gov/congress/congress05/mueller021605.htm

National Commission on Terrorist Attacks upon the United States. (2004). The 9/11 Commission Report. Washington, DC: U.S. Government Printing Office.

New York City Police Department and the New York Nightlife Association, (2011). Best practices for nightlife establishments, 2nd edition. New York, NY: Retrieved from http://www.nyc.gov/html/nypd/downloads/pdf/crime_prevention/Best-Practices-Nightlife-2d-Ed-2011.pdf

O'Connell, L. (2011). Integrating community policing & homeland security: A different kind of broken window. VCPI Update, 9(3), 1-2. Retrieved from http://www.vcpionline.org/pdfs/Update_Winter11.pdf#Page=1

O'Connell, L. (2011). Tactical networking. Unpublished. Virginia Center for Policing Innovation.

Olson, D. T. (2007). Financing terrorism. FBI Law Enforcement Bulletin, 76(2), 1-5. Retrieved from http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/2007-pdfs/feb07leb.pdf

Peak, K. J., & Glensor, R. W. (2002). *Community policing and problem solving*. New Jersey: Prentice Hall.

Perri, F. S. (2010, July). The fraud-terror link. Fraud Magazine, Retrieved from http://www.all-about-forensic-science.com/support-files/fraud-terror-link.pdf

Peterson, M. U.S. Department of Justice, Office of Justice Programs. (2005). Intelligence-led policing: the new intelligence architecture (NCJ 210681). Washington, DC: BJA, Retrieved from http://www.ncjrs.gov/pdffiles1/bja/210681.pdf

Police Executive Research Forum, (2004). Protecting your community from terrorism: the strategies for local law enforcement series - vol.2: working with diverse communities (ISBN 1-878734-80-6). Retrieved from Police Executive Research Forum website: http://www.cops.usdoj.gov/files/ric/Publications/protect_comm_terror_v2.pdf

Presecky, W. (2007, November 02). New tools for crime fighters in Kane: High-tech analyses predict patterns of criminal activity. Chicago Tribune, Retrieved from http://articles.chicagotribune.com/2007-11-02/news/0711011239_1_crime-analysis-crime-fighters-police-departments

Purpura, P.P., (2007), *Terrorism and homeland security: An introduction with applications,* Oxford, United Kingdom: Elsevier Book Aid International

Quappe, S., & Cantatore, G. (n.d.). *What is cultural awareness*. Retrieved from www.culturosity.com/articles/whatisculturalawareness.htm

Ramirez, D. A., Cohen O'Connell, S., & Zafar, R. (2004). Developing partnerships between law enforcement and American Muslim, Arab, and Sikh communities: A

promising practices guide . (Master's thesis, Northeastern University)Retrieved from http://www.northeastern.edu/law/pdfs/academics/pfp-exec-sum-dnld-ver.pdf

Ratcliffe, JH. (2008) Intelligence-led policing. Cullompton, Devon: Willan Publishing.

Robbins, S.P. (2003). *Organizational Behavior*. Tenth Edition, Upper Saddle River, New Jersey: Prentice Hall, pp. 220-222.

Sauter, M.A., & Carafano, J.J. (2005). Homeland security: A complete guide to understanding, preventing, and surviving terrorism. New York: McGraw-Hill.

Scheider, M. (2008). Community policing nugget: the purpose of partnerships. Community Policing Dispatch, 1(2), Retrieved from http://www.cops.usdoj.gov/html/dispatch/february_2008/nugget.html

Scheider, M.C., & Chapman, R. (2003). Community policing and terrorism. Journal of Homeland Security, Retrieved February 12, 2008, from http://www.homelandsecurity.org/newjournal/articles/scheider-chapman.html.

Shariat, S., Mallonee, S., & Stidham, S. Oklahoma State Department of Health, Injury Prevention Service. (1998). Oklahoma city bombing injuries. Oklahoma City, OK: Retrieved from http://www.ok.gov/health/documents/OKC_Bombing.pdf

Sherman, L. W., et al, (1998), *"Preventing Crime: What works, what doesn't, what's promising",* National Institute of Justice, Washington, DC.

Southern Poverty Law Center. (Producer) (2010). Sovereign Citizens' and Law Enforcement: Understanding the Threat.

Temple-Raston, D. (Journalist/Contributor) (2008). FBI surveillance team reveals tricks of the trade [Radio series episode]. In *Weekend Edition Saturday*. National Public Radio. Retrieved from http://www.npr.org/templates/story/story.php?storyId=9220768

The American Heritage Dictionary: Second College Edition, Houghlin Mifflin Company. Boston, Massachusetts, 1982, p. 467.

Trojanowicz, R., Kappeler, V., & Gaines, L., (2002), *Community policing: A contemporary perspective (3rd ed.),* Cincinnati, OH: Anderson Publishing Co.

U.S. Department of Homeland Security. (Producer) (2010). *No reservations: suspicious behavior in hotels* [Theater]. Available from http://www.dhs.gov/files/programs/gc_1259859901230.shtm

U.S. Department of Homeland Security, (2006). *Surveillance detection training for commercial infrastructure operators and security staff*. Retrieved from http://www.fbiic.gov/public/2009/jan/SD_CI_Syllabus.pdf

 U.S. Department of Justice, Office of Community Oriented Policing Services. (nd). Community policing defined (e030917193) Retrieved from http://www.cops.usdoj.gov/files/RIC/Publications/e030917193-CP-Defined.pdf

U.S. Department of Justice, Office of Community Oriented Policing Services. (2011). Partnering with American Muslim communities to fight crime. Community Policing Dispatch, 4(11), Retrieved from http://cops.usdoj.gov/html/dispatch/11-2011/partnering-with-american-muslims.asp

U.S. Department of State, Office of Electronic Information. (2001). Patterns of global terrorism. Washington, DC: Bureau of Public Affairs

U.S. Federal Bureau of Investigation. (n.d.). Terrorism. Retrieved from http://www.fbi.gov/about-us/investigate/terrorismWhite, J., (2009), Terrorism and homeland security: Sixth edition, Belmont, CA: Wadsworth

Wojcicki, A. (2008). What if broken windows were caused by suicide bombers?. VCPI Update, 9(3), 7-8. Retrieved from http://www.vcpionline.org/pdfs/Update_Summer08.pdf

Wojcicki, A. P. (2009). Defining terrorism. Unpublished, Wilder School of Government, Virginia Commonwealth University, Richmond, Virginia.

Wolgang, B. (2011). Police to use social media to thwart flash mobs. *The Washington Times*, Retrieved from http://www.washingtontimes.com/news/2011/aug/17/police-to-use-social-media-as-way-to-head-off-flas/?page=all

Course Design Matrix

Course Modules

Module 1 – Intelligence Gathering
Module 2 – Practical Problem Solving Strategies
Module 3 – Proactive Prevention, Intervention, and Interdiction Strategies

Module 1 – Intelligence Gathering

Module 1 provides a critical review of basic concepts associated with establishing a collective intelligence program. Intelligence-led policing is a relatively new concept that has been associated with the need for law enforcement agencies to more effectively launch crime prevention and investigative efforts. More distinctly, it allows agencies to specifically address criminal activity in a more prudent manner with respect to declining budgets and loss of personnel.

Tactical Community Policing for Homeland Security (TCPHS)

Introduction

"In the purest sense, [the term] 'intelligence information' is an inaccuracy since information is raw data and intelligence is the output of the analytic process."

David Carter
Criminal Justice Professor, Michigan State University

This module provides a critical review of basic concepts associated with establishing a collective intelligence program. Intelligence-led policing is a concept that has been associated with the need for law enforcement agencies to more effectively launch crime prevention and investigative efforts.

Figure 1. Each module begins with an introduction to the topic.

Topic Outline:

I.   Intelligence Gathering
   a.   Introduction
   b.   Information vs. Intelligence
   c.   Ground Rules of Intelligence
   d.   Ground Rules of Intelligence Explored (Video)
   e.   The Essential Role of Intelligence
   f.   Essentials of Law Enforcement Intelligence
   g.   The Processing of Intelligence (Video)
   h.   The Intelligence Cycle
   i.   The Intelligence Cycle Explained (Video)
   j.   Intelligence Designations
   k.   Intelligence Categories (Video)
   l.   Establishing Relationships with Intelligence Sources (Video)
   m.   Groups of Sources
   n.   Motivation & Ground Rules for Relationships
   o.   Tactical Networking
   p.   Tactical Networking: Step by Step
   q.   Intelligence-Led Policing
         i.   Defining Intelligence-Led Policing (ILP)
   r.   ILP Concentrations
   s.   ILP Information Sources
   t.   Strategic Intelligence in Community Policing (Video)
   u.   Role of ILP in Community Policing
   v.   Learning Points: Intelligence-Led Policing

Module 2 – Identifying the Threat and Practical Problem-Solving Strategies

Module 2 provides a critical review of the modern origins and complexities of terrorism and terrorist groups with a focus on understanding ideologies, motivations, perspectives, behavioral indicators, thinking processes, recruitment, targeting activities, and modes and methods of attack. Emphasizing community policing as a foundation for counter-terrorism strategies, this module also details various fundamental principles and best practices associated with effective counter-terrorism efforts at the local level.
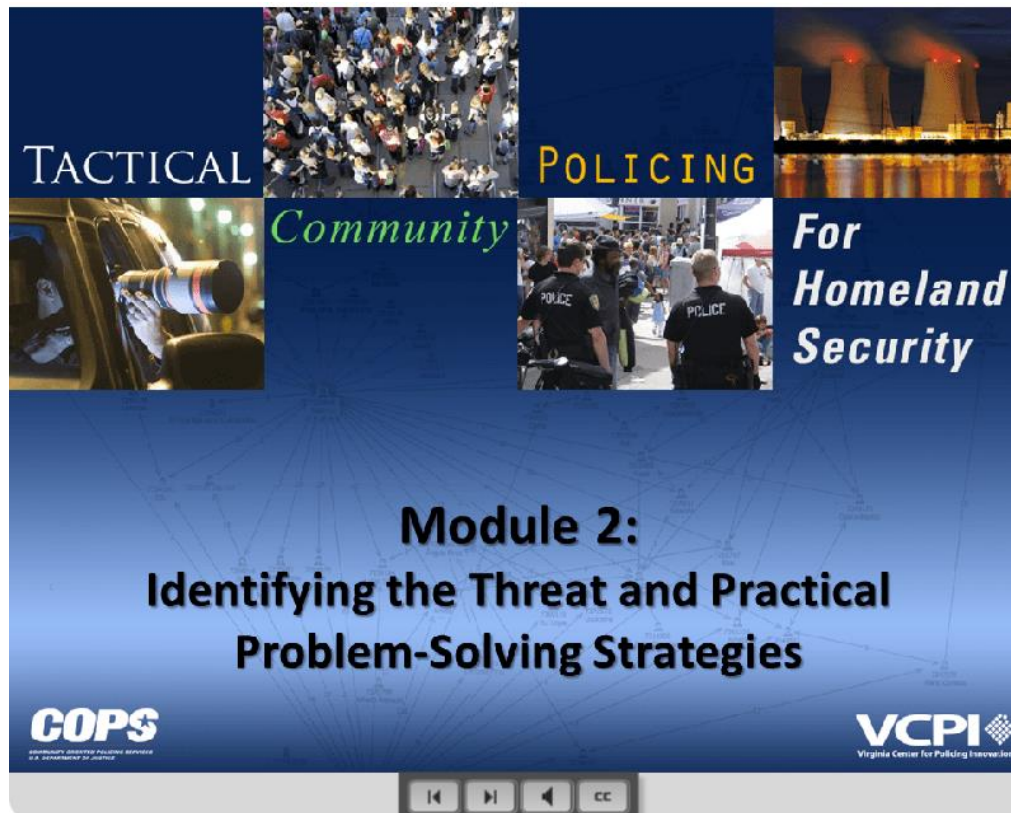
Figure 2. TCPHS Online participants navigate through the course with an easy-to-use interface.

<u>Topic Outline</u>:

    II. Identifying the Threat and Practical Problem-Solving Strategies
          a. Introduction
          b. Understanding the Terrorist Threat
          c. The Complexities of Modern Terrorism
          d. Key Elements of Terrorism
          e. Contrasting Behavioral Motivations
                i. Traditional Criminal
               ii. Terrorist
          f. The Use of Typology
                i. Simple Typology
               ii. Complex Typology
          g. Assessing Terrorist Threats
                i. Fundamental Challenges for Law Enforcement
               ii. Effective Strategies
          h. Terrorism and Community Policing
          i. Domestic Terror Groups (Video)
          j. Ideological Spectrum
          k. Prejudice Defined

   l. Hate groups Defined (Video)
   m. Terror Group Activity
      i. Recruitment Locations
      ii. Recruitment Targets
   n. Behavioral Indicators Overview
   o. Behavioral Indicators Checklist
   p. Use of Behavioral Indicators
      i. Behavioral Indicator Guidelines
   q. Terror Group Characteristics
   r. Terror Cells: Form Follows Function
   s. Detecting Terror Group Activities
   t. Terrorist Targeting Activities
   u. Target Selection
   v. Specific Target Characteristics
   w. Attack Modes and Methods
      i. Modes of Attack
   x. Counter Terrorism: Rules to Play By
   y. Rules of Counter Terrorism
   z. Basic Concepts – Thinking Processes
   aa. Critical vs. Passionate Thinking
   bb. Basic Concepts – The Crime Prevention Triangle
   cc. Vigilance
   dd. Proactive Prevention

Module 3 – Proactive Prevention, Intervention, and Interdiction Strategies

Module 3 focuses on proactive prevention, intervention, and interdiction strategies geared towards homeland security initiatives. The module introduces the concept of an "all-crimes" approach as a proactive means of targeting crimes that are associated with indirect support and financing of terrorist activities.

The module also examines strategies such as the use of surveillance, counter surveillance, pre-crime indicators and surveillance detection as practical tools for detecting and interdicting terrorism at the community level.

Finally this module discusses the value of community participation in the execution of effective homeland security measures.

Figure 3. Interviews with various law enforcement professionals give insight on each of the elements found in the TCPHS online course.

Topic Outline:

   III. Proactive Prevention, Intervention, and Interdiction Strategies
        a. Introduction
        b. Targeting Criminal Behavior: The All-Crimes Approach
        c. Traditional Crimes Overview
              i. Illicit Drugs
              ii. Financial Fraud
              iii. Benefit Fraud
              iv. Additional Crimes
        d. Non-Traditional Crimes Overview
        e. Surveillance and Counter Surveillance
        f. Surveillance Defined
              i. Passive Surveillance
              ii. Operational Surveillance
        g. Surveillance Techniques
        h. Requirements
        i. Critical Activities
        j. Critical Errors (Video)
        k. Defining Counter Surveillance

l. Principles of Surveillance Detection

m. Common Sense Tips

n. A Values-Based Approach to Homeland Security

o. Cultural Awareness – Practical Steps

     i. Ask Tough Questions

     ii. Take Bold Steps

p. What You Can Do

q. What You Can Encourage

r. Ethics Defined

s. Tragedy and the Noble Cause (Video)

t. Integrity

u. Putting Principles into Practice: A Checklist