SOUTHEAST COMMUNITY COLLEGE
COMMUNITY SERVICES DIVISION
Criminal Justice Program
Revision Date: 08-19-24

I. CATALOG DESCRIPTION

Course Number: CRIM2420
Course Title: Introduction to Threat Assessment
Prerequisite(s): None

Catalog Description: This course will explore the practice of determining the credibility and seriousness of a potential threat, as well as the probability that the threat will become a reality. This course will examine how threat assessment is evaluated, analyzed, and applied to terrorism, critical infrastructure, domestic violence, active/mass shooters, workplace/school violence, stalking behavior, and cyber-security. This course will also explore how threats are posed by individuals, groups, places, social media, and other various situations. Students will also explore the uses of profiling intelligence analysis.

Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

A. Research and categorize the dynamics between an aggressor and a victim's personalities.
B. Recognize and describe the basic methodologies utilized in threat assessment on different types of violence.
C. Examine the role of law enforcement and homeland security as it pertains to identifying and protecting individuals, places, critical infrastructure, cybersecurity.
D. Analyze the correlation of mental illness and substance abuse to threatening behaviors

II. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student will be able to:*
- **1.** Differentiate between a potential threat and an actual threat
- **2.** Explore the common risk factors and understand how they apply to the threat assessment process.
- **3.** Examine the process of conducting a community threat assessment and be able to demonstrate the knowledge to assess general threats and propose response organizations needed.
- **4.** Explore the motivations and environmental factors that help contribute to understanding the formulation of violence risk
- **5.** Examine how issues of culture, personal background, and differences contribute to the growing concern around threats in creative writing and social media posts.
- **6.** Assess and discuss threat levels
- **7.** Apply threat assessment models to practical scenarios
- **8.** Identify the legal issues involved in threat assessment

B. General Education Learning Outcomes (GELOs):
- **1.** GELO 2: Written Communication
  Outcome 1: Comprehend, analyze, and evaluate a given test.
  Outcome 2: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.
  Outcome 5: Read and write in mechanically sound, college level English.

2. GELO 4: Global Awareness and Citizenship
Outcome 2: Explain the connections between historical and recent events and current global situations related to political systems, economic systems, social systems, and/or environmental issues.
Outcome 4: Discuss issues from a global perspective.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

- **A.** Threat Assessment and Threat Management
- **B.** Explicit Threat of Violence
- **C.** Warning Behaviors and Their Configurations Across Various Domains of Targeted Violence
- **D.** Collecting and Assessing Information for Threat Assessment
- **E.** Legal Issues in Threat Management
- **F.** Workplace Targeted Violence: Threat Assessment Incorporating a Structured Professional Judgment Guide
- **G.** Threat Assessment and management in Higher Education: Enhancing the Standard of Care in the Academy
- **H.** Threat Assessment in Schools
- **I.** Mass Casualty Homicides on Elementary School Campuses: Threat Management Lessons Learned from Bath, Michigan to Newtown, Connecticut
- **J.** Contemporary Research on Stalking, Threatening, and Attacking Public Figures
- **K.** Intimate Partner Violence, Stalking, and Femicide
- **L.** The Assessment of Anonymous Threatening Communications
- **M.** Electronic Threats and Harassment
- **N.** Computer Modeling of Violent Intent: A Content Analysis Approach
- **O.** The Use of Threat Assessment in Tactical Operations: Reverse Engineering the Method
- **P.** Insider Threats in Bioterrorism Cases
- **Q.** Threat Assessment of Targeted Honor-Based Violence
- **R.** Fundamentals of Threat Assessment for Beginners
- **S.** The Los Angeles Police Department Threat Management Unit
- **T.** The Fixated threat Assessment Center: Implementing a Joint Policing and Psychiatric Approach to Risk Assessment and Management in Public Figure Threat Cases
- **U.** Domestic Violence Threat Assessment: Putting Knowledge and Skills Into Practice
- **V.** An Operational Approach to Prosecuting Stalking Cases
- **W.** Building Up a Threat Assessment Process at Universities: Experiences from Europe
- **X.** The Problem Behavior Program: Threat Assessment and Management in Community Forensic Mental Health
- **Y.** Threat Assessment in the US Navy and Marine Corp
- **Z.** Assessing Threats by Direct Interview of the Violent True Believer

V. INSTRUCTIONAL MATERIALS

- **A.** Required Text(s):
  - **1.** *International Handbook of Threat Assessment,* Meloy, J. Reid & Hoffmann, Jens, Specialized Training Services Press, Current Edition.
  - **2.** *Threat Assessment and Management Strategies: Identifying the Howlers and Hunters*, 2nd Ed, Calhoun, Frederick S. & Weston, Stephen W., Routledge – CRC Press – Taylor & Francis, Current Edition.
- **B.** Other Resources: Vary by instructor

VI. METHODS OF PRESENTATION/INSTRUCTION

- **A.** Methods of presentation typically include a combination of the following: Lecture, Electronic Presentation, Demonstrations, Video/Audio Presentations, Case Studies, Field Trips, Website(s), Course books, Articles, Collaborative Discussion, Group Projects, Other resources

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following: Practical Application, Homework Assignments, Quizzes, Exams, Papers & Presentations, Discussion, Other Projects

B. SCC STANDARD GRADING SCALE POLICY:

A+	95-100	C+	75-79
A	90-94	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
		F	Below 60

VIII. SPECIFIC COURSE REQUIREMENTS:

A. See individual instructor's course outline.