

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Security and Global Studies
Criminal Justice Program
INTL431
Criminal Intelligence Analysis
3 Credit Hours
8-Weeks
Prerequisite(s): None**

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Instructor Information

Instructor: See information provided in the Syllabus link in the classroom

Email: Please use internal classroom messaging system

Course Description

The rapid increase in multinational analysis and transnational organized crime, corporate drug trafficking organizations, and the impact of crime on national and international policy has created a critical need for law enforcement intelligence experts in the relatively new field of criminal intelligence. The course provides the student with an introduction to the methods and techniques of criminal intelligence analysis and strategic organized crime. It will demonstrate how to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations. Law enforcement professionals at the federal, state, and local level, criminal intelligence analysts working in private industry, and military intelligence personnel making a transition from a military to a law enforcement career will benefit from this course. Students will be introduced to techniques such as association and link analysis, visual investigative analysis (VIA), telephone toll analysis, matrix analysis, reporting and application to violent crime, and organized crime to include

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drug, white collar, and money laundering. This course emphasizes criminal intelligence as opposed to criminal investigation.

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Course Scope

Through the application of assigned readings, forum discussions, formal written assignments and examination, students will learn and confirm their knowledge of the evolving role of criminal intelligence analysis and the tools, techniques and tradecraft to develop operationally relevant and actionable analysis.

Course Objectives (CO)

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

CO1: Understand the criminal intelligence environment.

CO2: Identify the distinct role of the criminal intelligence analyst.

CO3: Assess an organization's analytic readiness.

CO4: Evaluate analytic tools, techniques and tradecraft.

CO5: Explain how information is transformed into useable intelligence.

CO6: Distinguish between distinct criminal intelligence areas.

CO7: Effectively consider future intelligence options and methods.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system is made available to each student. All assignments are due by 11:55pm (EST) each Sunday as noted, and include Forum discussion questions, examination, and papers. Final course grades will be posted in the electronic classroom within 7 days after the session ends.

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Course Materials

Readings

Linked open source material as organized within the Course Outline and Lessons.

Additional Resources

Available within weekly *Readings and Resources* as appropriate.

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Evaluation Methods

The points earned on course assignments will determine the course grade. The final grade in the course will be based on total points. Grades will be assigned based on the following composite scores.

Grade Instruments	Percent of Final Grade
Forum Discussions	50%
Midterm Exam (Week 4)	10%

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Research Paper	30%
Final Exam (Week 8)	10%
Total	100%

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Forum Discussions

The forum discussions are a main component of the course. Forums should be read frequently and consist of quality interactions and dialogues.

Weekly discussion topics are posted within the Forums. Students are expected to:

1. Respond to the discussion questions (500 words) in a well-organized, -written manner supported by the course textbook and/or other scholarly sources. In-text citations and references must be in *APA 6th edition* format and style.

Your original posting should be posted as a response to the discussion topic by Thursday. Please **do not** submit your discussion as a document attachment or create your own separate discussion topics in the weekly forum—just respond as a thread to the discussion topic created.

2. Respond with substantive comments to at least two (2) other students' posting (250 words each) and to any follow up question(s) posed by the professor. Limited comments do not earn participation points. Your responses to another's work should be posted as a sub-thread to the classmate's original posting to whom you are commenting.
3. All responses are due no later than Sunday, 11:55pm (EST). Please note that discussions in this course cannot be made up, and point loss may result if you wait until the last day of each week to begin posting. This does not constitute effective class interaction.

The grading criteria is based on the below APUS rubric for criminal justice courses.

Substance, i.e., extent to which answered/addressed all aspects of the topic/question posed in the Forum; initial posting met length requirement; analysis of concepts and theories clearly demonstrates superior knowledge and a clear understanding of the topic; relevant and scholarly resources were located and used appropriately; facts and examples are used in support of presentation (40%).

Collaboration, i.e., filed at least the number of required replies and met the length requirement; replies were substantive, thoughtful responses and contributed to the discussion; answers queries posed by others and remained present and actively engaged in the discussion (30%).

Writing quality, i.e., demonstrates a quality of writing consistent with scholarly works in the relevant discipline; facility in the use of subject-matter vocabulary and terminology consistent with the level of instruction; applies concepts with ease; writing style and organization are designed to successfully convey the message and the related information to the reader with maximum effect (10%).

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Citations, i.e., reference sources relied on are cited appropriately and accurately. No writing of others is left without quotation and/or attribution, as appropriate. *APA* format and style is used correctly and consistently (10%).

Timeliness, i.e., filed all required postings in a timely manner (10%).

Research Paper:

Each student will be required to complete the term project which is an 8-10 page *APA* style paper. Your paper should have at least 8 full (not partial) pages of substance not counting the cover and reference pages. Please be sure that your paper is a Word document (.doc) uploaded to the assignment section as an attachment. Students will be required to use at least six (6) scholarly – peer reviewed sources. Students have access to peer reviewed sources through the APUS library. This is the absolute minimum and additional resources are encouraged to improve your work and possibly impact your grade. The paper is due on Sunday at the end of Week 7, one week before the end of the course, to allow sufficient time for review, comments, and grading.

Students are required to follow *APA* style guidelines and guidance is provided in the classroom.

Intelligence Analysis:

This course component requires that you write a paper that expands upon the information provided and discussed in the course on organized crime related intelligence, domestic terrorism related intelligence, or intelligence-led policing. Please select one component and detail the history, current intelligence related methods, and emerging intelligence methods. This paper will include the insights from where intelligence first began to where intelligence gathering and analysis is headed.

Grading:

The grading criteria is based on the below APUS rubric for written assignments.

Content (50%), i.e., essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.

Use of Source Information (20%), i.e., credible scholarly sources are used to give compelling evidence to support claims and are clearly and fairly represented. *APA* format and style is used accurately and consistently. Required number of references used in the development of the assignment.

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Grammar (20%), i.e., paper is clear, concise, and pleasant to read as a result of appropriate and precise use of terminology; total coherence of thoughts and presentation and logical organization; and the essay is error free.

Structure of the Paper (10%), i.e., a high-caliber, formatted paper that includes an APA cover page, abstract, page number, headers; is double spaced in 12-point Times New Roman font; and conforms to the specific number of required written pages.

Submission Guidelines

The research paper must be submitted as a *Word.doc* attachment in the Course Tools>Assignments portion of the classroom by 11:55pm (EST) Sunday of Weeks 7. Please use your last name to label your paper.

Mid-term Exam (due Week 4)

The midterm exam consists of an analysis question(s) developed from the readings for the relevant period and comprises 10 percent of your total grade. The above grading criteria for written assignments will apply.

Final Exam (due Week 8)

The final exam consists of an analysis question(s) developed from the readings for the relevant period and comprises 10 percent of your total grade. The above grading criteria for written assignments will apply.

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Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Week	Topic	Learning Objectives	Readings	Assignments
One	Historical and definitional aspects of intelligence analysis	1) Understand the criminal intelligence environment. 5) Explain how information is	Aclin, John. Intelligence as a Tool of Strategy , Chapter 19 in <i>The U.S. Army War College Guide to National Security Issues Volume I: Theory of War and Strategy</i> edited by J. Boone Bartholomees, Jr.,	Personal Introductions Forum

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		transformed into useable intelligence.	<p>Strategic Studies Institute, U.S. Army War College, 2010: 263-277.</p> <p>Baumard, Phillippe. The Behavioral Intelligence Paradigm Shift in Fighting Cyber-Crime: Counter-Measures, Innovation, and Regulation Issues. <i>International Journal on Criminology</i>. Spring 2014.</p> <p>Fingar, Thomas. "Analysis in the U.S. Intelligence Community: Missions, Masters, and Methods," Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 3-25.</p> <p>National Criminal Intelligence Resource Center. National Strategies.</p>	
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Week	Topic	Learning Objectives	Readings	Assignments
Two	The Intelligence Analyst	<ol style="list-style-type: none"> 1) Understand the criminal intelligence environment. 2) Identify the distinct role of the criminal intelligence analyst. 	<ul style="list-style-type: none"> • Hastie, Reid. "Group Processes in Intelligence Analysis." Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 169-91. • International Association of Law Enforcement Intelligence Analysts, Inc. Law Enforcement Analytic Standards., 2102. • Office of Drugs and Crime. Criminal Intelligence: Manual for Analysts, 2011. • Spellman, Barbara. "Individual Reasoning." In Fischhoff, Baruch and 	Forum

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			<p>Cherie Chauvin (eds.). Intelligence Analysis: Behavioral and Social Scientific Foundations. National Research Council, National Academy of Sciences, 2011. Pages 117-39.U.S.</p> <ul style="list-style-type: none"> • Department of Justice. Minimum Criminal Intelligence Training Standards for Law Enforcement, 2007. 	
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Week	Topic	Learning Objectives	Readings	Assignments
Three	The Intelligence Cycle/Process	<ol style="list-style-type: none"> 1) Understand the criminal intelligence environment. 2) Evaluate analytic tools, techniques and tradecraft. 	<ul style="list-style-type: none"> • Arkes, Hal R. and James Kajdasz. "Intuitive Theories of Behavior." Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 143-66. • Carter, David L., et al., Understanding the Intelligence Practices of State, Local, and Tribal Law Enforcement Agencies, 2013. • Directorate of Intelligence. Intelligence Cycle. • Ibid. Intelligence Collection Disciplines (INTs). 	Forum

Week	Topic	Learning Objectives	Readings	Assignments
Four	Data Mining and Analysis	<ol style="list-style-type: none"> 1) Understand the criminal 	<ul style="list-style-type: none"> • C.I.A. A Tradecraft Primer: Structured Analytic 	Forum Midterm Exam

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		<p>intelligence environment.</p> <p>4) Evaluate analytic tools, techniques and tradecraft.</p> <p>5) Explain how information is transformed into useable intelligence.</p>	<p>Techniques for Improving Intelligence Analysis. 2009.</p> <ul style="list-style-type: none"> • Department of Homeland Security. 2012 Data Mining Report to Congress, 2013. • McCue, Colleen. Data Mining and Predictive Analysis: Intelligence Gathering and Crime Analysis, 2006. • McClelland, Gary H. "Use of Signal Detection Theory as a Tool for Enhancing Performance and Evaluating Tradecraft in Intelligence Analysis." Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 83-97. • Skinner, Kiron K. "Qualitative Analysis for the Intelligence Community." In Ibid. 101-11. 	
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Week	Topic	Learning Objectives	Readings	Assignments
Five	Organized Crime-Related Intelligence	<p>1) Understand the criminal intelligence environment.</p> <p>4) Evaluate analytic tools, techniques and tradecraft.</p> <p>5) Explain how information is transformed into useable intelligence.</p> <p>6) Distinguish between</p>	<ul style="list-style-type: none"> • Bjelopera, Jerome P. and Kristin M. Finklea. Organized Crime: An Evolving Challenge for U.S. Law Enforcement, 2012. • Finklea, Kristin M. Organized Crime in the United States: Trends and Issues for Congress, 2010. <p>Additional Resources</p> <ul style="list-style-type: none"> • Angeles, Dylan. Top 15 Crime Bosses and Drug Lords in 2012. 	Forum

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		distinct criminal intelligence areas.	<p>Listverse.com. June 2012.</p> <ul style="list-style-type: none"> Gang Intelligence Strategy Committee et al. Guidelines for Establishing and Operating Gang Intelligence Units and Task Forces. Bureau of Justice Assistance, U.S. Department of Justice. March 2008. 	
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Week	Topic	Learning Objectives	Readings	Assignments
Six	Intelligence-Led Policing	<ol style="list-style-type: none"> Understand the criminal intelligence environment. Assess an organization's analytic readiness. Evaluate analytic tools, techniques and tradecraft. Explain how information is transformed into useable intelligence. 	<ul style="list-style-type: none"> Beck, Charlie and Colleen McCue. Predictive Policing: What Can We Learn from Wal-Mart and Amazon about Fighting Crime in a Recession?, 2013. Casady, Tom. Legitimacy and Predictive Policing, 2011. McCue, Colleen, Lebew Miller, and Steve Lambert. The Northern Virginia Military Shootings Series: Operational Validation of Geospatial Predictive Analytics, 2013. Ratcliffe, Jerry. Intelligence-led policing, 2008. U.S. Department of Homeland Security. Annual Fusion Center Assessment & Gap Mitigation Activities. Ibid. 2011 Fusion Center Assessment. Ibid. Fusion Center Success Stories. <p>Additional Resources</p> <ul style="list-style-type: none"> FullDisclosureNetwrk. Police Intelligence Failures Unite 	Forum

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			<p>Gangs and Terrorists. <i>YouTube</i>. May 8, 2012.</p> <ul style="list-style-type: none"> • IBM Center for the Business of Government. Five Methods for Measuring Unobserved Events-A Case Study of Federal Law Enforcement. 2013. • Interpol. Operation Opson, Bérengère Dréno, Europol Criminal Intelligence Officer. <i>YouTube</i>. December 14, 2012. • WiReD Business Conference. Predictive Policing: The Evolution of Law Enforcement?, 2010. 	
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Week	Topic	Learning Objectives	Readings	Assignments
Seven	Domestic Terrorism-Related Intelligence	<p>1) Understand the criminal intelligence environment.</p> <p>4) Evaluate analytic tools, techniques and tradecraft.</p> <p>6) Distinguish between distinct criminal intelligence areas.</p>	<ul style="list-style-type: none"> • Bjelopera, Jerome P. The Domestic Terrorist Threat: Background and Issues for Congress, 2013. • Hamm, Mark. Lone Wolf Terrorism in America, 2012. • Information Sharing Environment. Annual Report to the Congress. National Security Through Responsible Information Sharing, 2012. • Khan, Azmat. "Top Secret America" After the Boston Bombings, 2013. • Woodruff, Judy. Mining Online History for What May Have Radicalized, Informed Tsarnaev Brothers, 2013. <p>Additional Resources</p> <ul style="list-style-type: none"> • Bureau of Justice Assistance. 	Forum Research Paper Due

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			<p>US Department of Justice. Assessing and Managing the Terrorism Threat, 2005.</p> <ul style="list-style-type: none"> Willis, Henry H., Tom LaTourrette, Terrence K. Kelly, Scot Hickey and Samuel Neill. Terrorism risk modeling for intelligence analysis and infrastructure protection, 2007. 	
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Week	Topic	Learning Objectives	Readings	Assignments
Eight	Emerging Intelligence Methods	<p>1) Understand the criminal intelligence environment.</p> <p>4) Evaluate analytic tools, techniques and tradecraft.</p> <p>7) Explain how information is transformed into useable intelligence.</p> <p>8) Effectively consider future intelligence options and methods.</p>	<ul style="list-style-type: none"> F.B.I. Information Technology Strategic Plan, FY 2010–2015. Hamm, Mark. Lone Wolf Terrorism in America: Using Knowledge of Radicalization Pathways to Forge Prevention Strategies. NIJ. 2013. Mole, Christopher. Three Philosophical Lessons for the Analysis of Criminal and Military Intelligence, 2012. National Criminal Intelligence Resource Center. Best Practices. Strickland, Frank and Chris Whitlock. Next Four Years, 2012. Wirtz, James and John Sullivan. Global Metropolitan Policing: An Emerging Trend in Intelligence Sharing, 2009. <p>Additional Resources</p> <ul style="list-style-type: none"> German, Michael. A Counterproductive Approach to Counterterrorism. <i>Radically Wrong</i>. American Civil Liberties Union. 	<p>Forum</p> <p>Final Exam Due</p>

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			<p>February 14, 2013.</p> <ul style="list-style-type: none"> • Ibid. Does US Government Intelligence Have to be so Unintelligent, <i>Radically Wrong</i>. American Civil Liberties Union. March 30, 2013. • Lester, Aaron. Police clicking into crimes using new software: Harvard students' software seeks to help police dismantle networks. <i>The Boston Globe</i>. March 18, 2013. 	
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			<p>Additional Resources cont'd:</p> <ul style="list-style-type: none"> • PBS. A two-year examination into the massive, unwieldy, top-secret world the government has created in response to 9/11. <i>Frontline: Top Secret America</i>. September 6, 2011. • Ibid. "Top Secret America" Price Tag at Record High. <i>Frontline: Top Secret America</i>. July 5, 2012. • Ibid. Senate Report: Massive Post-9/11 Surveillance Apparatus A "Waste." <i>Frontline: Top Secret America</i>. October 3, 2012. 	
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POLICIES

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[ADA Accommodations](#)

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[Extension Process and Policy](#) – Please note that, as stipulated in the *Handbook*:

“Except in extreme circumstances, you must have successfully completed at least 50 percent of the already assigned course work **AND** currently have an overall passing grade in the course” to be eligible for consideration.

If you do not meet the eligibility requirements above, but have an extreme circumstance such as deployment during the course to an area without internet access, a serious medical issue or other similar situation, you may request a Special Circumstance Extension via the FORMS menu on the campus portal and select *Course Extension (Special) Request Form*.

Writing Expectations

Students are expected to apply ALL the formal rules of writing and *APA* format and style, and adhere to plagiarism prevention policies. All submissions will be carefully reviewed in these aspects.

Citation and Reference Format and Style

The citation and reference style for this course is based on the *Publication Manual of the American Psychological Association* (6th ed.). 2010. Washington, D.C.: American Psychological Association.

All submissions in this course must be written in accordance with this format and style throughout. This means in-text citations and references in the forum submissions and exam too. For the research paper, all aspects – e.g., title and reference pages, headers and page #s, in-text citations, subheadings, 1” margins, double-spaced, five space paragraph tab/indentations, hanging indents for reference page, etc., will apply.

To facilitate your understanding of proper formatting, sample items are included under *Course Overview>APA Writing Style Sample Paper*. If needed, additional information is available within the following websites.

- <http://www.apastyle.org/>
- <https://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>
- <http://www.webster.edu/academic-resource-center/writingcenter/writing-tips/apa.html>

You cannot adequately complete assignments unless you read the guidelines, *APA* format details, and grading rubric.

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Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "netiquette" must persist. Remember that you are in a place for the joy and excitement of learning that does not include descent to personal attacks or attempts to stifle the discussion of others.

Technology Limitations

While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom system may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note

Despite the best of intentions, jokes and especially satire can easily be misunderstood or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

ONLINE LIBRARY

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions may be directed to librarian@apus.edu.

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Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS.

Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., INTL431) or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

TURNITIN.COM

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