American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Criminal Justice Program
INTL631
Criminal Intelligence Analysis
3 Credit Hours
8-Weeks
Prerequisite(s): **None**

Instructor Information

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

Email: Please use internal classroom messaging system

Course Description

This course examines the developing field of criminal intelligence. The focus is on reading, discussing, and writing about the intelligence process, the criminal intelligence analyst position, data mining and analysis, organized crime-related intelligence, intelligence-led policing, domestic terrorism-related intelligence, and evolving intelligence methods.

The course provides information on the use of criminal intelligence analysis to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to undo criminal organizations and operations. Historical factors, analysis methods and techniques, and operational aspects are considered. Best practices in the field are critically assessed.

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: Analyze the criminal intelligence environment.

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

CO3: Critique an organization's analytic readiness.

CO4: Assess analytic tools, techniques and tradecraft.

CO5: Assess how information is transformed into useable intelligence.

CO6: Appraise distinct criminal intelligence areas.

CO7: Evaluate 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.

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.

Note

The use of open-source material in this course is indicative of the significant extent of available literature in the topical area within our society and the open academic environment.

The ongoing focus on security issues will result in more substantial research. Students are encouraged to forward the professor any related literature of which they may be aware for [consideration of] inclusion among current or future course readings.

Please also note that if a link within the Course Outline is not working, you should be able to copy the title information and locate the document via _Google_.

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	% of Final Grade
Introduction	1%
Research Topic Proposal	1%
Forums (8)	38%
Midterm Exam	30%
Research Paper	30%
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 (750-1000 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 at 11:55 pm EST. 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 (300 words for each student) 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 graduate-level courses.

	Zero Points	Beginning	Developing	Accomplished	Exemplary
Substance (Possible 40 points)	**Zero points:** Student failed to respond to the essay question	**25 points:** Presentation is unclear; **a basic understanding of the topic and issues is not evident**; explanation is lacking; segments of the required answer are lacking; sources and supporting facts are not utilized; length requirements may not have been met.	**30 points:** Student's initial posting did not meet the length requirement; and/or presentation evidences **some confusion concerning topics under discussion**; analysis may be lacking and/or elements of the question are not answered; support and references may be	**35 points:** Student answered/addressed most aspects of the question/topic posed in the Forum; initial posting met length requirement; a **basic understanding of relevant concepts/theories is demonstrated**; relevant sources were located; minimal or no facts/examples were used in support of presentation.	**40 points**: Student 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.

			lacking.		
Collaboration (Possible 30 points)		**Zero points: Student filed none of the required replies**.	**15 points:** Student **filed only one of the required replies OR filed the required replies but failed to meet length requirements**.	**25 points:** Student filed the **minimum number of replies, meeting the length requirements** and evidencing an understanding of the issues under discussion and the views of colleagues**. Student failed to respond to specific queries posed to him by colleagues or by the Instructor.** Student did not take initiative in advancing the discussion throughout the week.	**30 points:** Student **filed at least the number of required replies and they met the length requirement**; the replies were substantive, thoughtful responses and contributed to the discussion**; student exceeded minimum requirements by answering all queries posed to him by others and remained present and actively engaged in the discussion throughout the week; student led the discussion by raising complex issues, connecting concepts, and illuminating the discussion with examples.**
Timeliness (Possible 10 points)		**Zero points: Student filed more than two required postings in an untimely** manner.	**2 points:** Student **filed two required postings in an untimely** manner.	**7 points:** Student **filed one required posting in an untimely** manner.	**10 points:** Student filed **all required postings in a timely manner**.
Writing (Possible 10 points)	**Zero points:** Student failed to respond to the essay question	**4 points:** Writing **contains several grammatical, punctuation, and/or**	**6 points:** Student demonstrates consistent and correct use of the rules of grammar	**8 points:** Student demonstrates **consistent and correct use of the rules of grammar usage, punctuation, and spelling.**	**10 points:** Student demonstrates a quality of writing consistent with scholarly works in the relevant discipline; student is facile in the use

		spelling errors. Language lacks clarity or includes some use of jargon and /or conversational tone; sentence structure is awkward.	usage, punctuation and spelling, **with a few errors; there is room for improvement** in writing style and organization.	**Language is clear and precise throughout all submissions**. Sentences display consistently strong, varied structure and organization is excellent.	of subject-matter vocabulary and terminology consistent with the level of instruction; student 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.
Citations (Possible 10 points)	**Zero points:** Student failed to include citations and/or references	**4 points: Citations of reference sources exist**; citations apparently correspond to the correct source but do not enable the reader to locate the source. **APA 6th edition format not evident**.	**6 points: Attempts to cite reference sources are made**, but the reader has difficulty finding the sources; attempts to use **APA 6th edition format are evident but poorly executed**	**8 points:** Reference sources are cited as necessary, but **some components of the citations are missing and/or APA 6th edition format is faulty** in some respects.	**10 points:** Reference sources relied on by the student are **cited appropriately and accurately.** No writing of others is left without quotation and/or attribution, as appropriate. **APA 6th edition format is used correctly** and consistently.

Research Paper (due Week 7)

This course component requires that you write a paper examining a particular aspect of criminal intelligence analysis (e.g., appropriate case studies, comparative international perspectives, a meta-analysis of the extant literature, a new method, technology, tradecraft or emerging challenge, etc.).

Your topic must be preapproved by the professor. Students must post via the Week 3B Forum a brief (1-2 paragraph) summary on the specific issue(s) they wish to research. You should not proceed until your topic is approved.

Requirements

A) 8-12 pages (excluding title, abstract, and references pages);
B) A total of at least seven distinct sources used and properly cited and referenced;
C) *APA 6th edition* format and style throughout;
D) Paper organized using 5-6 headings (i.e., Introduction, Conclusion or Recommendations, and the 3-4 main aspects of your research.

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

Quality of Response	No Response	Poor/Unsatisfactory	Satisfactory	Good	Excellent
Content (worth a maximum of 50% of the total points)	Zero points: Student failed to submit the final paper.	20 points out of 50: The essay illustrates **poor understanding** of the relevant material by **failing to address or incorrectly addressing** the relevant content; **failing to identify** or inaccurately explaining/defining key concepts/ideas; **ignoring or incorrectly explaining** key points/claims and the reasoning behind them; and/or **incorrectly or inappropriately using terminology**; and **elements of the response are lacking**.	30 points out of 50: The essay illustrates a **rudimentary understanding** of the relevant material by mentioning but **not full explaining** the relevant content; **identifying some of the key concepts/ideas though failing to fully or accurately explain** many of them; using terminology, though **sometimes inaccurately or inappropriately**; and/or incorporating some key claims/points but **failing to explain the**	40 points out of 50: The essay **illustrates solid understanding** of the relevant material by correctly **addressing most of the relevant content**; identifying and **explaining most of the key concepts/ideas**; using correct terminology; explaining the **reasoning behind most of the key points/claims**; and/or where necessary or useful, **substantiating some points with accurate**	50 points: The 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**

			reasoning behind them or doing so inaccurately. **Elements of the required response may also be lacking.**	examples. The answer is complete.	required answer are missing.
Use of Sources (worth a maximum of 20% of the total points).	Zero points: Student failed to include citations and/or references. Or the student failed to submit a final paper.	5 out 20 points: Sources are **seldom cited** to support statements and/or format of citations **are not recognizable as APA 6th Edition format.** There are major errors in the formation of the references and citations. And/or there is a major reliance on highly questionable. The Student fails to provide an adequate synthesis of research collected for the paper.	10 out 20 points: References to scholarly sources are **occasionally given**; many statements seem unsubstantiated. **Frequent errors in APA 6th Edition** format**, leaving the reader confused about the source of the information**. There are significant errors of the formation in the references and citations. And/or there is a significant use of highly questionable sources.	15 out 20 points: Credible Scholarly **sources are used effectively** support claims and are, for the most part, clear and fairly represented. **APA 6th Edition is used with only a few minor errors**. There are minor errors in reference and/or citations. And/or there is some use of questionable sources.	20 points: Credible scholarly sources are used to give **compelling evidence** to support claims and are clearly and fairly represented. **APA 6th Edition format is used accurately and consistently**. The student uses above the maximum required references in the development of the assignment.
Grammar (worth maximum of 20% of total points)	Zero points: Student failed to submit the final paper.	5 points out of 20: The paper **does not communicate ideas/points clearly** due to inappropriate use of terminology and vague language; **thoughts and sentences are disjointed or incomprehensible**; organization lacking; and/or **numerous grammatical, spelling/punctuation**	10 points out 20: The paper is **often unclear** and difficult to follow due to **some inappropriate terminology** and/or vague language; ideas may be fragmented, wandering and/or repetitive; **poor**	15 points out of 20: The paper is **mostly clear** as a result of appropriate use of terminology and **minimal vagueness**; no tangents and no repetition; fairly **good organization**; **almost perfect** grammar, spelling,	20 points: The paper is **clear, concise, and a pleasure to read** as a result of appropriate and precise use of terminology; total **coherence of thoughts and presentation** and **logical** organization; the essay **is error free.**

		errors	organization; and/or **some grammatical, punctuation, spelling errors**	punctuation, and word usage.	
Structure of the Paper (worth 10% of total points)	Zero points: Student failed to submit the final paper.	3 points out of 10: Student needs to develop better formatting skills. The paper omits significant structural elements required for and APA 6th edition paper. Formatting of the paper has major flaws. The paper does not conform to APA 6th edition requirements whatsoever.	5 points out of 10: Appearance of final paper demonstrates the student's limited ability to format the paper. There are significant errors in formatting and/or the total omission of major components of an APA 6th edition paper. The can include the omission of the cover page, abstract, and page numbers. Additionally the page has major formatting issues with spacing or paragraph formation. Font size might not conform with size requirements. The student also significantly writes too large or too short of and paper	7 points out of 10: Research paper presents an above-average use of formatting skills. The paper has slight errors within the paper. This can include small errors or omissions with the cover page, abstract, page number, and headers. There could be also slight formatting issues with the document spacing or the font Additionally the paper might slightly exceed or undershoot the specific number of required written pages for the assignment.	10 points: Student provides a high-caliber, formatted paper. This includes an APA 6th edition cover page, abstract, page number, headers and is double spaced in 12' Times Roman Font. Additionally the paper conforms to the specific number of required written pages and neither goes over or under the specified length of the paper.

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 Week 7. Please use your last name to label your paper.

Exam (due Week 4)

The midterm exam consists of an analysis question(s) developed from the readings for the relevant period and comprises 20 percent of your total grade. The above grading criteria for written assignments will apply.

Course Outline

Please know the course schedule and weekly requirements. 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	CO1: Analyze the criminal intelligence environment. CO5: Assess how information is transformed into useable intelligence.	• Davenport, Thomas H. and Sirkka L. Javenpaa. Strategic Use of Analytics in Government, Chapters 1-4. • Fingar, Thomas. "Analysis in the U.S. Intelligence Community: Missions, Masters, and Methods," Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 3-25. • National Criminal Intelligence Resource Center. U.S. National Intelligence: An Overview 2013. **Additional Resources** • Bishop, Taylor. The U.S. Intelligence Community and How it Functions. Added Materials for INTL431. American Public University System (February 2013).	Personal Introductions Forum

Week	Topic	Learning Objectives	Readings	Assignments
Two	The Intelligence Analyst	CO1: Analyze the criminal intelligence environment. CO2: Evaluate the distinct role of the criminal intelligence analyst.	• Evans, Janet and Mark R. Kebbell.The effective analyst: a study of what makes an effective crime and intelligence analyst, 2012. • Hastie, Reid. "Group Processes in Intelligence Analysis." Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 169-91. • Office of Drugs and Crime. Criminal Intelligence: Manual for Analysts, 2011. • Spellman, Barbara. "Individual Reasoning." Intelligence Analysis: Behavioral and Social Scientific Foundations. 2011: 117-39. • U.S. Department of Justice. Minimum Criminal Intelligence Training Standards For Law Enforcement and Other Criminal Justice Agencies in the United States, Findings and Recommendations, 2007.	Forum

Week	Topic	Learning Objectives	Readings	Assignments
Three	The Intelligence Cycle/Process	CO1: Analyze the criminal intelligence environment. CO4: Assess analytic tools, techniques and tradecraft.	• 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. • FBI. Intelligence Branch. • Ibid. Intelligence Collection Disciplines (INTs).	Forum

Week	Topic	Learning Objectives	Readings	Assignments
Four	Data Mining and Analysis	CO1: Analyze the criminal intelligence environment. CO4: Assess analytic tools, techniques and tradecraft. CO5: Assess how information is transformed into useable intelligence.	• C.I.A. A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis. 2009. • 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." In *Intelligence Analysis: Behavioral and Social Scientific Foundations*. 2011: 83-97. • Skinner, Kiron K. "Qualitative Analysis for the Intelligence Community." In Ibid. 101-11.	Midterm Exam Forum

Week	Topic	Learning Objectives	Readings	Assignments
Five	Organized Crime-Related Intelligence	CO1: Analyze the criminal intelligence environment. CO4: Assess analytic tools, techniques and tradecraft. CO5: Assess how information is transformed into useable intelligence. CO6: Appraise distinct criminal intelligence areas.	• 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. **Additional Resources** • Angeles, Dylan. Top 15 Crime Bosses and Drug Lords in 2012. Listverse.com. June 2012. • 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.	Forum

Week	Topic	Learning Objectives	Readings	Assignments
Six	Intelligence-Led Policing	CO1: Analyze the criminal intelligence environment. CO3: Critique an organization's analytic readiness. CO4: Assess analytic tools, techniques and tradecraft. CO5: Assess how information is transformed into useable intelligence.	• 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, Lehew Miller, and Steve Lambert. The Northern Virginia Military Shootings Series: Operational Validation of Geospatial Predictive Analytics, 2013. • U.S. Department of Homeland Security. Annual Fusion Center Assessment & Gap Mitigation Activities. • Ibid. 2011 Fusion Center Assessment. • Ibid. Fusion Center Success Stories. **Additional Resources** • FullDisclosureNetwrk. Police Intelligence Failures Unite Gangs and Terrorists. *YouTube*. May 8, 2012. • 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*. *YouTube*. December 14, 2012. • WiReD Business Conference. Predictive Policing: The Evolution of Law Enforcement?, 2010.	Forum

Week	Topic	Learning Objectives	Readings	Assignments
Seven	Domestic Terrorism-Related Intelligence	CO1: Analyze the criminal intelligence environment. CO4: Assess analytic tools, techniques and tradecraft. CO6: Appraise distinct criminal intelligence areas.	• Bjelopera, Jerome P. The Domestic Terrorist Threat: Background and Issues for Congress, 2013. • 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. **Additional Resources** • Bureau of Justice Assistance. US Department of Justice. Assessing and Managing the Terrorism Threat, 2005. • Willis, Henry H., Tom LaTourrette, Terrence K. Kelly, Scot Hickey and Samuel Neill. Terrorism risk modeling for intelligence analysis and infrastructure protection, 2007.	Forum Research paper due

Week	Topic	Learning Objectives	Readings	Assignments
Eight	Emerging Intelligence Methods	CO1: Analyze the criminal intelligence environment. CO4: Assess analytic tools, techniques and tradecraft. CO5: Assess how information is transformed into useable intelligence. CO7: Evaluate future intelligence options and methods.	• 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. The Next Four Years: Intelligence Community Reform Refining, not Rebooting, 2012. • Wirtz, James and John Sullivan. Global Metropolitan Policing: An Emerging Trend in Intelligence Sharing, 2009. **Additional Resources** • German, Michael. A Counterproductive Approach to Counterterrorism. *Radically Wrong*. American Civil Liberties Union. February 14, 2013. • Ibid. Does Intelligence Have to be so Unintelligent?. *Radically Wrong*. 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. *The Boston Globe.* March 18, 2013.	Forum

			Additional Resources cont'd:	
			• PBS. <u>A two-year examination into the massive, unwieldy, top-secret world the government has created in response to 9/11</u>. *Frontline: Top Secret America*. September 6, 2011. • Ibid. <u>"Top Secret America" Price Tag at Record High</u>. *Frontline: Top Secret America*. July 5, 2012. • Ibid. <u>Senate Report: Massive Post-9/11 Surveillance Apparatus A "Waste."</u> *Frontline: Top Secret America*. October 3, 2012.	

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

Disability Accommodations

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 format and citation and reference style for this course is based on the *Publication Manual of the American Psychological Association*, Sixth Edition, 2010. 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.

Information is also available at web links:

http://www.apastyle.org/

http://owl.english.purdue.edu/handouts/print/research/PDFs/r_apa.pdf

http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

http://webster.commnet.edu/apa/apa_index.htm

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.

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 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., INTL631) or class name.

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