

Intelligence Program Curricular Mapping Sample

Institutional Student Learning Outcomes	Core Requirements	Narrative Comments
<p>Academic Skill Graduates of APUS will possess academic skill related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline enabling them to live and work productively in a global, diverse, and technological society.</p>	<p>IS389 - History of U.S. Intelligence RQ300 - Research, Analysis, and Writing RQ307 - Introduction to Intelligence RQ310 - Tactical Intelligence RQ312 - U.S. Intelligence Community RQ313 - Foreign Intelligence Organizations RQ350 - Contemporary Intelligence Studies</p>	<p>Courses provide the student with the research skills and the opportunity to demonstrate theories, concepts, principles, and/or practices associated within the discipline. In addition, these courses provide the student a solid foundation in intelligence studies which enhances their ability to conduct further research in their fields of interest.</p>
<p>Communication Graduates of APUS will be able to clearly communicate ideas in written form.</p>	<p>RQ300 - Research, Analysis, and Writing</p>	<p>Course provides student various assignments that enhance written communication skill sets.</p>
<p>Critical Thinking Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.</p>	<p>RQ300 - Research, Analysis, and Writing IS389 - History of U.S. Intelligence RQ307 - Introduction to Intelligence RQ310 - Tactical Intelligence RQ312 - U.S. Intelligence Community RQ313 - Foreign Intelligence Organizations RQ350 - Contemporary Intelligence Studies</p>	<p>Intelligence courses require students in discussion board groups to state their analyses and defend them to both their classmates and professor as well as to prepare substantive papers displaying critical thinking skills, on e of the key elements of the rubric. The entire curriculum is focused on developing the analytical abilities of the students</p>
<p>Information Literacy Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources, use information in an appropriate manner to address issues and take action.</p>	<p>IS389 - History of U.S. Intelligence RQ307 - Introduction to Intelligence RQ310 - Tactical Intelligence RQ312 - U.S. Intelligence Community</p>	<p>Course syllabi and classroom platform introduces students to numerous opportunities to access information from web-based research sites.</p>

[RQ313 - Foreign Intelligence Organizations](#)
[RQ350 - Contemporary Intelligence Studies](#)

Lifelong Learning

Graduates of APUS will have the ability to identify, pursue and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real world settings.

RQ312 - U.S. Intelligence Community
[RQ313 - Foreign Intelligence Organizations](#)
[RQ350 - Contemporary Intelligence Studies](#)

By providing students with a highly interactive classroom and promoting academic success with peer-to-peer learning, students will develop a positive attitude to learning and recognize life experiences as learning opportunities.

Degree Program Learning Outcomes For Intelligence Studies

Intelligence Community

Identify the agencies and departments that are considered members of the U.S. intelligence community.

[RQ307 - Introduction to Intelligence](#)
[IS389 - History of U.S. Intelligence](#)
[RQ350 - Contemporary Intelligence Studies](#)

[In RQ350, Contemporary Intelligence Studies, students learn about the IC agencies through case studies of the Cuban Missile Crises and 9/11.](#)

Recognize the interaction between the intelligence community, Congress, and the Executive Branch; describe key event trends that impacted the relationships' evolution.

[RQ307 - Introduction to Intelligence](#)
[IS389 - History of U.S. Intelligence](#)
[RQ350 - Contemporary Intelligence Studies](#)

[In RQ350, Contemporary Intelligence Studies, the case study on the 9/11 Commission Report supports this objective, and students must complete a term paper to demonstrate their knowledge.](#)

Know the key players in the U.S. IC and their commensurate roles, and how they interface with various customers, including the Congress.

[RQ307 - Introduction to Intelligence](#)
[IS389 - History of U.S. Intelligence](#)
[RQ350 - Contemporary Intelligence Studies](#)

[In RQ350, Contemporary Intelligence Studies, the 9/11 case study and readings on Strategic Intelligence support this objective.](#)

Recall the key aspects of the Intelligence Reform and Terrorism Prevention Act of 2004.

[RQ307 - Introduction to Intelligence](#)
[IS389 - History of U.S.](#)

Embedded elements in both courses.

[Intelligence](#)

Discuss the role of intelligence in Joint operations.

[RQ307 - Introduction to Intelligence](#)
[IS389 - History of U.S. Intelligence](#)
[RQ350 - Contemporary Intelligence Studies](#)

[In RQ350, Contemporary Intelligence Studies, the Cuban Missile Crisis demonstrates intelligence support to military ops and policy.](#)

Historical Perspective of Intelligence

Recall the major intelligence events in history.

[RQ307 - Introduction to Intelligence](#)
[IS389 - History of U.S. Intelligence](#)
[RQ313 - Foreign Intelligence Organizations](#)
[RQ350 - Contemporary Intelligence Studies](#)

Key events are reemphasized in each of the courses.

Describe the “lessons learned” that have come out of intelligence successes and failures.

[RQ307 – Introduction to Intelligence](#)
[IS389 – History of U.S. Intelligence](#)
[RQ313 – Foreign Intelligence Organizations](#)
[RQ350 – Contemporary Intelligence Studies](#)

[In RQ350, Contemporary Intelligence Studies, students must describe the “lessons learned” from 9/11 and the Cuban Missile Crisis.](#)

Intelligence Process

Differentiate between data, information, and intelligence.

[RQ310 – Tactical Intelligence](#)
[RQ307 – Introduction to Intelligence](#)
[IS389 – History of U.S. Intelligence](#)

These are critical distinctions for an intelligence analysis and they are reinforced in these three courses.

Explain the intelligence cycle, as well as each element of the process and participants’ responsibilities.

[RQ310 - Tactical Intelligence](#)
[RQ307 - Introduction to Intelligence](#)

Each military service defines the intelligence cycle slightly differently. Both courses provide the student with the ability to assess the common themes

Identify the types, strengths, and weaknesses of intelligence collection methods.

[RQ310 - Tactical Intelligence](#)
[RQ307 - Introduction to](#)

Collection is a sensitive subject as

[Intelligence](#)
[IS389 - History of U.S.](#)
[Intelligence](#)
[RQ350 - Contemporary](#)
[Intelligence Studies](#)

highlighted by the news today. These courses help students distinguish between the types of legitimate collection and those that directly support decision-makers at all levels.

Threats and Analysis

Study the role of U.S. intelligence agencies in assessing and countering threats to U.S. and global security.

[RQ307 – Introduction to](#)
[Intelligence](#)
[IS389 – History of U.S.](#)
[Intelligence](#)
[RQ313 – Foreign](#)
[Intelligence Organizations](#)
[RQ350 – Contemporary](#)
[Intelligence Studies](#)

This is the primary challenge in the field of intelligence studies today. These courses directly contribute to an understanding of the varying roles in the intelligence community.

Investigate the role of terrorism in the United States.

[RQ307 - Introduction to](#)
[Intelligence](#)
[IS389 - History of U.S.](#)
[Intelligence](#)
[RQ350 - Contemporary](#)
[Intelligence Studies](#)

In addition to these core courses, seven major elective courses build upon the expertise needed to fight the Global War on Terrorism.

Discuss covert action against threats from the Cold War through current politics.

[RQ307 - Introduction to](#)
[Intelligence](#)

The sensitivity of covert operations challenges intelligence professionals as to whether or not they can be legitimately justified.

Examine U.S. covert and paramilitary actions against threats.

[RQ307 - Introduction to](#)
[Intelligence](#)
[IS389 - History of U.S.](#)
[Intelligence](#)
[RQ313 - Foreign Intelligence](#)
[Organizations](#)

In addition to the preceding outcome, this one adds the additional consideration of how paramilitary forces can be used, effectively and legitimately, to achieve desired end states.

Outline the origins and history of terrorism and describe the evolution of contemporary terrorism from guerrilla warfare.

[RQ307 – Introduction to](#)
[Intelligence](#)
[IS389 – History of U.S.](#)
[Intelligence](#)

The Global War on Terrorism has made this the most popular sub-field of study in

Differentiate between transnational, international and domestic terrorism, further discriminate between guerrilla warfare and terrorism, and understand their status according to the Geneva Conventions and other International Instruments.

Intelligence and Ethics

Discuss the ethical challenges in conducting intelligence operations.

Appraise the ethical environment in which intelligence activities may be viewed as inconsistent moral behavior.

[RQ350 – Contemporary Intelligence Studies](#)

[RQ307 - Introduction to Intelligence](#)

[RQ307 - Introduction to Intelligence](#)
[RQ313 - Foreign Intelligence Organizations](#)

[RQ307 - Introduction to Intelligence](#)
[RQ313 - Foreign Intelligence Organizations](#)

the curriculum and these courses give the student the basics for further study and research.

Terrorism is a term in common use. This course helps the student refine the definition and the perspective of those using the label.

These are the two critical courses begging the questions of ethical considerations. But over one-third of the curriculum includes an ethical consideration of the actions intelligence professionals are challenged to address. Simply addressing the challenges is insufficient. These course also address the environment that can create the challenges such as interrogations at Abu Ghraib.