### Institutional Student Learning Outcomes

#### 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.

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<th>Group</th>
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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.

#### Communication
Graduates of APUS will be able to clearly communicate ideas in written form.

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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, one of the key elements of the rubric. The entire curriculum is focused on developing the analytical abilities of the students.

#### 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.

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#### 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.

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Course syllabi and classroom platform introduces students to numerous opportunities to access information from web-based research sites.
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.

Degree Program Learning Outcomes
For Intelligence Studies

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

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

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

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

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.
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 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.

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.