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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
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.

**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.

**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.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Percent of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Forum Discussions</td>
<td>50%</td>
</tr>
<tr>
<td>Midterm Exam (Week 4)</td>
<td>10%</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (Week 8)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

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%).
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.

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</table>
### Week | Topic | Learning Objectives | Readings | Assignments
---|---|---|---|---
### Week Three

**Topic:** The Intelligence Cycle/Process

1. **Learning Objectives:**
   - Understand the criminal intelligence environment.
   - Evaluate analytic tools, techniques and tradecraft.

2. **Readings:**
   - Directorate of Intelligence. *Intelligence Cycle*.
   - Ibid. *Intelligence Collection Disciplines (INTs)*.

3. **Assignments:**
   - Forum

### Week Four

**Topic:** Data Mining and Analysis

1. **Learning Objectives:**
   - Understand the criminal

2. **Readings:**
   - C.I.A. *A Tradecraft Primer: Structured Analytic*

3. **Assignments:**
   - Forum
   - Midterm Exam
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**Additional Resources**
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</table>
|      | Intelligence-Led Policing | 1) Understand the criminal intelligence environment.  
3) Assess an organization’s analytic readiness.  
4) Evaluate analytic tools, techniques and tradecraft.  
● Ibid. *2011 Fusion Center Assessment*.  
● Ibid. *Fusion Center Success Stories*.  
● Full Disclosure Network. *Police Intelligence Failures Unite* | Forum |
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</table>
| Seven | Domestic Terrorism-Related Intelligence | 1) Understand the criminal intelligence environment.  
4) Evaluate analytic tools, techniques and tradecraft.  
6) Distinguish between distinct criminal intelligence areas. |  
<table>
<thead>
<tr>
<th>Week</th>
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</table>
| Eight | Emerging Intelligence Methods | 1) Understand the criminal intelligence environment. 4) Evaluate analytic tools, techniques and tradecraft. 7) Explain how information is transformed into useable intelligence. 8) Effectively consider future intelligence options and methods. | - F.B.I. *Information Technology Strategic Plan, FY 2010–2015.*  
- Strickland, Frank and Chris Whitlock. *Next Four Years,* 2012.  
**Additional Resources**  
- German, Michael. *A Counterproductive Approach to Counterterrorism. Radically Wrong.* American Civil Liberties Union. | Forum Final Exam Due |
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February 14, 2013.

Additional Resources cont’d:
- PBS. A two-year examination into the massive, unwieldy, top-secret world the government has created in response to 9/11. Frontline: Top Secret America. September 6, 2011.

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


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/

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

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

Turnitin.com is a tool to detect plagiarism. This tool helps ensure a culture of adherence to the University’s standards for intellectual honesty. Turnitin also reviews student papers for matches with Internet materials and thousands of student papers in its database, and returns an Originality Report to instructors.