# ACADEMIC CALENDAR 2016–2017

*THIS CALENDAR IS SUBJECT TO CHANGE*

## FALL QUARTER 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>AUG 15</td>
<td>Report date for full-time military students</td>
</tr>
<tr>
<td>AUG 17–26</td>
<td>Orientation for full-time students</td>
</tr>
<tr>
<td>AUG 26</td>
<td>Orientation for part-time students</td>
</tr>
<tr>
<td>AUG 27–28</td>
<td>First Fall Reserve Monthly weekend</td>
</tr>
<tr>
<td>AUG 29</td>
<td>Fall Quarter begins</td>
</tr>
<tr>
<td>AUG 29</td>
<td>Convocation (mandatory for full-time students)</td>
</tr>
<tr>
<td>SEP 2</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>SEP 5</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>SEP 9</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>SEP 17–18</td>
<td>Second Fall Reserve Monthly weekend</td>
</tr>
<tr>
<td>SEP 30</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>OCT 10</td>
<td>Columbus Day Holiday</td>
</tr>
<tr>
<td>OCT 15–16</td>
<td>Third Fall Reserve Monthly weekend</td>
</tr>
<tr>
<td>NOV 1</td>
<td>Last day to submit thesis for December graduation</td>
</tr>
<tr>
<td>NOV 5–6</td>
<td>Fourth Fall Reserve Monthly weekend</td>
</tr>
<tr>
<td>NOV 9</td>
<td>Fall Quarter ends</td>
</tr>
<tr>
<td>NOV 11</td>
<td>Veterans Day Holiday</td>
</tr>
<tr>
<td>NOV 14-18</td>
<td>Proposed Move Week</td>
</tr>
<tr>
<td>NOV 21-25</td>
<td>Research Period</td>
</tr>
<tr>
<td>NOV 23</td>
<td>Fall Quarter grades due</td>
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### Winter Quarter 2016–2017

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<tr>
<td>Nov 28</td>
<td>Winter Quarter begins</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>Dec 9</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>Dec 10–11</td>
<td>First Winter Reserve Monthly weekend</td>
</tr>
<tr>
<td>Dec 22</td>
<td>Last day to submit T-1 for July graduation</td>
</tr>
<tr>
<td>Dec 24–Jan 2</td>
<td>Winter Reading Period</td>
</tr>
<tr>
<td>Jan 2</td>
<td>New Year’s Day Holiday observed</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Winter Quarter resumes</td>
</tr>
<tr>
<td>Jan 5</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>Jan 7–8</td>
<td>Second Winter Reserve Monthly weekend</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Birthday of Martin Luther King, Jr., Holiday</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Inauguration Day (Federal Holiday in the National Capital Region)</td>
</tr>
<tr>
<td>Jan 28–29</td>
<td>Third Winter Reserve Monthly weekend</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Winter Quarter ends</td>
</tr>
<tr>
<td>Feb 18–26</td>
<td>Research Period</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Washington’s Birthday Holiday</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Winter Quarter grades due</td>
</tr>
<tr>
<td>Feb 25–26</td>
<td>Fourth Winter Reserve Monthly weekend</td>
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### Spring Quarter 2017

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<th>Event</th>
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<tr>
<td>Feb 27</td>
<td>Spring Quarter begins</td>
</tr>
<tr>
<td>Mar 3</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>Mar 11–12</td>
<td>First Spring Reserve Monthly weekend</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>MAR 31</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>APR 1–2</td>
<td>Second Spring Reserve Monthly weekend</td>
</tr>
<tr>
<td>APR 29–30</td>
<td>Third Spring Reserve Monthly weekend</td>
</tr>
<tr>
<td>MAY 5</td>
<td>Spring Quarter ends</td>
</tr>
<tr>
<td>MAY 6–14</td>
<td>Research Period</td>
</tr>
<tr>
<td>MAY 10</td>
<td>Spring Quarter grades due</td>
</tr>
<tr>
<td><strong>SUMMER QUARTER 2017</strong></td>
<td></td>
</tr>
<tr>
<td>MAY 15</td>
<td>Summer Quarter begins</td>
</tr>
<tr>
<td>MAY 19</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>MAY 26</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>MAY 20–21</td>
<td>Fourth Spring Reserve Monthly weekend</td>
</tr>
<tr>
<td>MAY 29</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>JUN 5–16</td>
<td>Reserve Monthly Intensive term</td>
</tr>
<tr>
<td>JUN 16</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>JUL 4</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>JUL 11</td>
<td>Summer Quarter ends</td>
</tr>
<tr>
<td>JUL 11</td>
<td>Final Thesis turn-in date</td>
</tr>
<tr>
<td>JUL 13</td>
<td>Summer Quarter grades due</td>
</tr>
<tr>
<td>JUL 14</td>
<td>Graduation Award decisions due</td>
</tr>
<tr>
<td>JUL 27</td>
<td>Commencement Rehearsal</td>
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<td>JUL 28</td>
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The National Intelligence University (NIU) is the university of the Intelligence Community (IC). Students and faculty are here to learn, contribute to academic discourse, and prepare for the future intelligence environment. The focus of the NIU program is on education, research, and outreach, placing education at the heart of the IC. Throughout the year, students, faculty, and research fellows engage in scholarly and applied analysis to better understand the threats and opportunities affecting intelligence and national security.

THE INSTITUTION

ACCREDITATION

NIU is a federal degree-granting institution, authorized by Congress to offer accredited graduate and undergraduate degrees, as well as graduate certificates. NIU is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania, 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.
In October 2012, NIU’s Joint Professional Military Education (JPME) program was approved by the Chairman of the Joint Chiefs of Staff, allowing selected, qualified military officers to receive JPME I credit after completion of a designated program of study concurrent with the NIU master’s degree. In addition, the University is a member of the Consortium of Universities of the Washington Metropolitan Area.

AN INTELLIGENCE-FOCUSED ACADEMIC INSTITUTION

Educating future IC leadership is broader and more challenging than ever, as advancements in technology, communications, and data management make the intelligence process shorter, strategic analysis more critical, and our responsibilities to national leadership more demanding. The University seeks to strengthen the IC through formal education, research, and outreach, enhancing the knowledge and awareness of its students to better equip them for significant contributions to national intelligence in an ever more complex world.

NIU is educating students in the understanding of adversarial capabilities and intentions, within the context of a far broader spectrum of intelligence challenges: cultural and religious conflicts,
failed and failing nation-states, nonstate actors, the proliferation of weapons of mass destruction, a transforming digital world, and the omnipresent threat of terrorism at home and abroad. Faculty, students, and research fellows develop new ideas, concepts, and perspectives for intelligence problems of today and the future.

As the sole accredited institution of higher education in the nation whose primary mission is to educate and conduct intelligence research, NIU incorporates a dynamic, challenging, and integrated curriculum that emphasizes the all-source integration of classified and open-source intelligence and national security information. The University organizes this curriculum around mission-specific requirements provided by the Director of National Intelligence and the Under Secretary of Defense for Intelligence. The NIU curriculum develops classic academic learning outcomes informed by the professional competencies articulated by the Intelligence Community.

THE PEOPLE

NIU STUDENTS

NIU is a dynamic and exciting learning community with a diverse student body of more than 700, representing a rich mixture of experience in federal agencies and all branches of the U.S. military.

This environment creates lively discussions, enriches learning, and encourages students to conceptualize multiple viewpoints and learn from one another. Students work together to understand intelligence in an increasingly global context. Recognizing and fostering the spirit of collaboration within the IC is a hallmark of the University culture. Students move through their respective academic programs working as partners in small groups developing relationships and building networks that last throughout their careers.

Students enrolled in NIU’s College of Strategic Intelligence or School of Science and Technology Intelligence degree, certificate, and continuing education programs must be uniformed military or federal employees and hold Top Secret security clearances.

THE NIU FACULTY

The NIU faculty bring a wealth of knowledge gained through extensive IC experience and possession of advanced degrees in intelligence-related fields. Faculty members possess a wide range of expertise in IC topics and come from varied academic, military, and intelligence backgrounds. Many have served on national boards and commissions, including the National Security Council, National Intelligence Council, the Intelligence Science Board, Weapons of Mass Destruction Commission, and presidential commissions.
The Defense Intelligence Agency (DIA), Department of State (DOS), Central Intelligence Agency (CIA), National Security Agency (NSA), Federal Bureau of Investigation (FBI), National Geospatial-Intelligence Agency (NGA), Department of Homeland Security (DHS), Drug Enforcement Agency (DEA), and the Military Services are represented on the faculty through assignment or as visiting faculty chairs. The Air Force, Army, Coast Guard, Marine Corps, and Navy provide faculty members as service advisors for their cohorts of students enrolled in the University.
THE GRADUATE CORE CURRICULUM

NIU’s primary role is to educate future intelligence and national security leaders in the profession of intelligence. The graduate core curriculum represents the foundational elements that all NIU students in graduate degree programs receive: an understanding of the profession; critical thinking and analytical theory; leadership and management; ethics and law; and collection strategies. We expect all graduates to understand the essential elements of the intelligence enterprise, as well as how these elements inform national strategy. NIU’s graduate degree programs complement core learning with tailored subject matter and technical expertise through specialized concentrations and research. As part of their graduate experience, NIU students gain expertise in communication, engagement, collaboration, research, and knowledge discovery. NIU’s core concepts and curriculum are informed by the full set of IC-coordinated competencies promulgated by the Director of National Intelligence.

MCR 607  Intelligence Reasoning and Analysis
MCR 608  Leadership and Management in the Intelligence Community
MCR 609  Intelligence Collection
MCR 611  Intelligence and National Security Policy
NIU’S APPROACH TO INTELLIGENCE EDUCATION

A STRATEGIC PERSPECTIVE

NIU’s graduate degree programs begin with an overview of the global strategic environment and the issues affecting intelligence and U.S. national security. NIU academics focus on analyzing the complexity and dynamics of intelligence capabilities, science and technology developments, and political, economic, social, ethnic, and cultural elements, as a means to understand adversaries and dynamic geopolitical environments. In addition to the global strategic context of the threats to national security, the integration of collection and analysis, as well as other key intelligence officer responsibilities, is embedded throughout the core curriculum.

INTELLIGENCE IN A DYNAMIC STRATEGIC ENVIRONMENT

The NIU degree and research programs are designed to facilitate intelligence knowledge with concentrated in-depth study on externally driven events, recognizing that analysts and collectors must have a global perspective and understanding of the interconnected nature and interactions within the strategic environment.

Professional intelligence knowledge is characterized by an understanding of leadership’s requirements. Moreover, it requires precise, focused collection with accurate analysis derived using sound methodologies that encourage collaboration and coordination within the community. Therefore, the curriculum focuses on developing and understanding analytical skills and all-source intelligence data to systematically translate world events into products that identify and fill intelligence gaps.

NATIONAL SECURITY

The IC must function inside a complex national security structure and process, while understanding and challenging traditional paradigms to meet the threats posed within the global strategic environment. NIU programs prepare students to be conversant with strategic intelligence demands and to understand how the executive branch coordinates intelligence and informs the national security policy customers on military, diplomatic, informational, and economic issues.

NIU’S COMMITMENT TO OUTCOMES ASSESSMENT

Assessing academic program outcomes, course delivery, and student services represents the University’s commitment to continuous improvement. Assessment activities are tied to the institutional mission and the University’s strategic plan.
ASSESSMENT OF ACADEMIC PROGRAMS

Students are required to participate in course evaluations used for improving the curriculum and instruction. On occasion, focus groups and surveys are conducted for the same purposes. Students may also contact the Director of Institutional Effectiveness or their program director with comments and suggestions about their educational experience. All courses have learning outcome goals that are measured at the end of each quarter. Results of all course evaluations are provided to the faculty member, the program directors, and the Deans. Student grades are not released during the academic year until course evaluations and assessments are completed.

ELECTRONIC LEARNING AND ASSESSMENT

The University uses Blackboard Learning Management and Community Management Systems (Blackboard) to allow students and faculty to access information and instructional resources through the Internet. Through Blackboard, each faculty member has a virtual classroom with a syllabus, lecture and presentation materials, and the ability to design and add course materials such as additional readings, updated information, and multimedia presentations. Each class has its own file exchange area and discussion board to further virtual collaboration. The Blackboard portal also provides access to library resources, including the online catalog, electronic databases, and journals. All students use Blackboard to access instructional materials and support services remotely.

UNIVERSITY-WIDE PROGRAMS

STUDENT RESEARCH FUNDING

The University invites full-time and part-time students in the master’s degree programs to compete for research funding. Funds support offsite research outside the Washington, DC, area, or attendance at conferences related to thesis topics. Funding is limited, so this is a competitive process based on both the quality of applications and available funds. Students in either the Master of Science of Strategic Intelligence (MSSI) program or the Master of Science and Technology Intelligence (MSTI) program, who have successfully completed MCR 701 and remain in good academic standing, are eligible to compete. Full-time students are eligible during their year of residency. Part-time students must be at the thesis research stage. Offsite research allows students to obtain firsthand, primary documentation in support of their theses. Over the years, students who have taken advantage of research funding have produced many award-winning theses. Additional information is available through the Office of the Dean of each program.
DEGREE CONCENTRATIONS

Students enrolled in NIU graduate degree programs may take electives in related topics (concentrations) toward their degree. If a student completes all required concentration courses and writes his or her thesis on an approved, related topic, this concentration is annotated on the student’s final transcript. The University’s graduate degree programs identify available concentrations.

JOINT PROFESSIONAL MILITARY EDUCATION STUDIES PROGRAM

NIU is accredited to grant Phase I Joint Professional Military Education (JPME) credit to selected, qualified students enrolled in a full-time master’s program. A board consisting of the JPME Program Director and the Senior Service Advisors selects qualified students from the incoming class to participate in the JPME program. Students are notified of their selection during orientation and are assigned to one of the JPME student tracks. A small number of civilian students may also be selected for the JPME program each year. Interested students may contact the JPME Program Director for further details.

In addition to the core curriculum for the MSSI and MSTI, JPME students must take the following elective courses: MSI 615, MSI 621, and MSI 629. Although MSI 629 is open to all graduate students, JPME students receive priority registration. JPME students also complete their theses under the supervision of the JPME faculty.

CAPSTONE EXERCISES

Every year, NIU participates in the Navy and Marine Corps War Colleges’ end-of-year capstone employment exercises. Participation in these events allows NIU students to experience the operations and intelligence partnership in a dynamic setting, while interacting with future leaders of government, the Armed Forces, and the IC.

Students participate in an interactive set of multi-level, political-military situations, applying the diplomatic, information, military, and economic elements of national power to the full range of possibilities. These include contingencies, humanitarian and peacekeeping operations, coalition and joint task force building, and war. Students wishing to participate in these exercises must enroll in MSI 629, “Strategic Crisis Exercise,” which consists of up to eight class sessions at NIU in preparation for the exercise. Students are then assigned temporary duty (TDY) to one of the Service War Colleges or, when circumstances allow, a Combatant Command Joint Intelligence Operations Center in support of a theater staff exercise. Although all NIU students are eligible to request enrollment in MSI 629, JPME students receive priority registration.
U.S. ARMY PROFESSOR OF STRATEGIC INTELLIGENCE PROGRAM

Selected Army officers can compete for centrally selected Ph.D. programs, after which the officers become faculty members at NIU. These officers should have roughly 15 years of service and already have an applicable graduate degree and suitable experience in the required field. Selected officers use an advanced civil schooling Ph.D. allocation, which includes a 3-year university residency (Phase I) before arrival at NIU, and 2 additional years (Phase II) to complete dissertation requirements after arrival. Selected officers serve in an Army Educational Requirements System (AERS) utilization (98) assignment with a 6-year term as NIU faculty. Promotions for officers appointed to this program are in accordance with Army personnel policy.

U.S. ARMY ROTATING FACULTY MEMBERS

Officers selected as faculty members are primarily direct hires from NIU programs. One to five outstanding students are selected annually to serve 12 to 24 months as NIU faculty members. Proponents who wish to submit and reassign qualified officers may also submit packets before the annual selection process. This position entails classroom instruction, an individual research project, or both. Officer AERS utilization (96) is as an NIU faculty member serving in the Headquarters Battalion account. Promotions for officers selected as NIU faculty members are in accordance with Army personnel policy.

THE PRESIDENT’S LECTURE SERIES

The President’s Lecture Series (PLS) provides NIU students the opportunity to learn in a joint University-wide environment. Senior military and civilian leaders provide unique perspectives on topics concerning intelligence, policy, leadership, and important contemporary issues. The full-time PLS consists of 7 to 10 lectures per quarter (excluding the summer quarter) and occurs on Mondays, from 11:00 a.m. to 12:30 p.m., at DIA Headquarters’ Tighe Auditorium. Upon the University’s transition to the new campus in Bethesda, Maryland, the PLS will relocate to an appropriate place at that facility. The part-time PLS program is held on designated class weekends, as scheduled by the Reserve/Monthly Executive (R/M) Program Director. The insights from speakers such as service chiefs, combatant command J2s, and other leaders of national intelligence agencies and foreign embassies complement formal instruction. Attendance by resident and full-time students is mandatory. Part-time students are encouraged to attend as their schedules allow.
LEARNING OUTSIDE THE NCR: Making education more accessible

While the NIU main campus serves the resident full-time students and cohort students of the National Capital Region (NCR), NIU also serves IC members who are globally dispersed. To effectively meet its mandate to provide relevant, accessible, and continuous intelligence education to this globally dispersed workforce, NIU established regional academic centers with area-specific graduate certificate programs. NIU may add academic centers and certificate programs, based on IC requirements and as allowed by IC resources.

CONTINUING EDUCATION: Lifelong learning opportunities

Students who wish to take courses for professional development may apply as continuing education students. To qualify, students must have a bachelor’s degree from a regionally accredited institution and meet all eligibility requirements. Students may register for courses on a space-available basis after degree students have registered. Only two courses taken in continuing education status, with a grade of B or better, may be applied toward a graduate degree from NIU. Applications are available on the NIU website (http://www.ni-u.edu).

TWO-YEAR, PART-TIME COHORT FORMATS

NIU offers students the opportunity to earn a degree part time. These opportunities include evening classes, space-available cohorts, regional academic centers, and a weekend monthly executive format. Although NIU offers these programs every year, actual degree offerings are subject to enrollment and faculty availability.

DIA COHORT FORMAT

This highly competitive part-time program allows students to complete the MSSI or the MSTI coursework and the master’s thesis in 2 years. Students accepted to the program are assigned two courses per quarter, which are completed during the students’ workday.

EVENING COHORT FORMAT

The evening MSSI and MSTI programs involve the completion of master’s coursework and thesis in 2 years of evening classes. Students attend two classes per quarter, taking their required core courses in the 1st year, and completing their electives and theses in the 2nd year.

NIU ACADEMIC CENTER: NATIONAL SECURITY AGENCY

The NIU Academic Center at the National Security Agency was established by a memorandum of agreement between DIA and NSA. Students attend class 2 days per week and enroll in two courses per quarter for 7 consecutive quarters.
Classes meet twice per week. Students are encouraged to spend the full class day at the Center for Advanced Study of Language in College Park, Maryland. The center houses a collection of books from the John T. Hughes Library, and there are computer workstations for students to conduct research, work on their coursework, and write their theses.

NIU ACADEMIC CENTER: NATIONAL GEOSPATIAL-INTELLIGENCE AGENCY

The NIU Academic Center at the National Geospatial-Intelligence Agency was established by a memorandum of agreement between NIU and NGA. Students attend class 2 days per week and enroll in two courses per quarter for 7 consecutive quarters.

Classes meet twice per week. Students are encouraged to spend the full class day at the NGA Academic Center to focus on their studies. There are computer workstations for students to conduct research, work on their coursework, and write their theses.

NIU EUROPEAN ACADEMIC CENTER (EAC)

In August 2011, NIU initiated educational offerings outside the United States through creation of its European Academic Center (EAC). Depending on demand and resource availability, the EAC offers master’s degree and certificate courses in a part-time evening format to students who take classes at the EAC, Joint Analysis Center, RAF Molesworth, England, and at United States European Command (USEUCOM) Headquarters, Stuttgart, Germany. Full-time and adjunct regional NIU faculty teach the courses at these locations. Classes are often video teleconferences between faculty members at one location and students at another instructional site. An onsite NIU program director manages the EAC.

NIU SOUTHERN ACADEMIC CENTER (SAC)

NIU established the NIU Southern Academic Center (SAC) at the Regional Joint Intelligence Training and Education Facility at MacDill Air Force Base, Florida. This center offers master’s degree and certificate courses in support of students from all of the Military Services, combatant commands, and federal agencies in the southeastern United States. Classes are usually held in the evenings. An onsite NIU program director manages this program.

NIU QUANTICO ACADEMIC CENTER (QAC)

The NIU Quantico Academic Center (QAC) in Quantico, Virginia, opened in academic year 2015. This center offers master’s degree and certificate courses in support of students from all of the military and civilian intelligence agencies in the Quantico area. QAC programs are offered in the part-time, evening format. An onsite NIU program director manages this program.
MONTHLY EXECUTIVE PROGRAM

The Monthly Executive program allows students to complete their coursework and theses in 2 years. Classes meet all day Saturday and Sunday on select weekends throughout the year, generally one weekend each month, with a 2-week intensive/in-residence period each summer. Although most students can complete all program requirements without participating in the 2-week summer intensive, doing so will extend the academic quarters needed to complete all coursework. Students participating in the pilot JPME track are required to participate in the 2-week summer intensive session. The student body of this highly competitive program includes active duty and reserve military and civilian IC members, many of whom travel across the country to participate. Students are instructed by a dedicated cadre of NIU military reserve faculty members, full-time faculty and IC professionals serving as adjunct faculty. With the approval of their respective services, military reservists are eligible to receive drill pay.

As with all graduate-level programs, the Monthly Executive program requires significant time and commitment in addition to the weekends spent in class at the university. Prospective students should apply to the university. At the same time, military reservists should apply to their parent organizations for a nomination to the Monthly Executive program. For more information on the Monthly Executive program, contact NIU Office of Enrollment Services at (202) 231-3319 or NIUadmit@dodiis.mil.

ACADEMIC AWARDS

Each year the University presents several awards in recognition of academic excellence.

The National Intelligence University Foundation gives the NIU Intelligence Research Award to a graduate student in recognition of the outstanding master’s thesis during the academic year. Evaluation criteria include originality, thoroughness of research, and contribution to the intelligence profession.

The National Intelligence University Foundation presents the Lyman B. Kirkpatrick, Jr., Award in recognition of the outstanding intelligence research paper of the academic year. Papers considered for the award represent the best scholarship completed during the academic year in fulfillment of a course requirement. This award is named in honor of Professor Kirkpatrick, a member of the University’s Board of Visitors for 18 years, who combined intelligence and scholarship in careers with the Office of Strategic Services, CIA, and Brown University.

The National Intelligence University Foundation awards the A. Denis Clift Award in recognition of the outstanding undergraduate intelligence paper completed during the academic year in fulfillment of a Bachelor of Science in Intelligence (BSI) program course requirement. Papers
considered for the award represent the best originality, scholarship, style, format, and contribution to the intelligence enterprise. This award is named in honor of A. Denis Clift, the longest-serving President of what is now NIU, under whose vigorous sponsorship the BSI degree came to fruition.

The Foreign Area Officer (FAO) Association Lieutenant General Vernon A. Walters Award for International Affairs is presented to the NIU student who produced the best graduate thesis on a topic related to international affairs, area studies, regional issues, FAO policy, the Defense Attaché System, the learning of critical foreign languages, cultural intelligence, or a closely related subject area.

The National Intelligence University Foundation presents the Michael D. Kuszewski, Lieutenant Colonel, United States Marine Corps, Award for the outstanding master’s thesis on the operations-intelligence partnership.

National Military Intelligence Association Awards are presented to the top graduates of the graduate and undergraduate programs. Candidates for these awards must be nominated by members of the faculty from among the top 10 percent of the class, based on final cumulative grade point averages. This award is granted for academic achievement, research excellence, and service.

The Non-Commissioned Officers Association Military Excellence Award is presented for superior leadership and academic achievement to the top noncommissioned officer in the graduate, undergraduate, and Reserve programs.

The Joint History Office of the Chairman of the Joint Chiefs of Staff gives the Fleet Admiral Chester W. Nimitz Archival Research Award to the graduate student whose thesis best represents outstanding archival research in a military history field.

The Barton Whaley Denial and Deception Research Award is presented in recognition of the master’s thesis that most significantly contributes to the denial and deception discipline. Submissions are evaluated for originality, thoroughness of research, and a well-defined relationship to the field of denial and deception.

The Judge Allan Nathaniel Kornblum Award, which exemplifies Judge Allan N. Kornblum’s commitment to national security, civil liberties, and outstanding scholarship, is given to the student who writes the best thesis on national security law or ethics.

The Military Order of the World Wars Award recognizes the best graduate thesis on a national security topic.
The Reserve Officers Association Award for Outstanding Scholarship and Military Leadership is given to the top Reserve Program graduate in recognition of outstanding leadership and academic achievement.

The Naval Intelligence Foundation presents the Ann Caracristi Naval Intelligence Foundation Award for Academic Excellence to the top maritime service student in the graduate program. The award is presented for the highest scholastic achievement in the graduate program by a member of the U.S. Navy, Marine Corps, or Coast Guard.

The Coast Guard Foundation presents the Elizabeth S. Friedman Award in recognition of the master’s thesis that most significantly contributes to the U.S. homeland security intelligence mission. Submissions are evaluated for originality, thoroughness of research, and overall contribution to the nation’s homeland security intelligence program. Dubbed “America’s first female cryptanalyst,” Ms. Friedman solved more than 12,000 coded messages during the Prohibition era, effectively putting rum-running syndicates out of business on the U.S. Pacific and Gulf Coasts.

The National Intelligence S&T (Science and Technology) Award is presented by the National Intelligence Officer in recognition of the best master’s thesis on an analytical science and technology intelligence topic. Submissions are evaluated for originality, methodology, and overall contribution to the knowledge base in an S&T intelligence-related field.

The Scientific and Technical Intelligence Committee Award is presented in recognition of the master’s thesis that most significantly contributes to the advancement of experimental science in an IC-related thesis. Submissions are evaluated for originality, experimentation, lab research, and overall contribution to the knowledge base in an S&T intelligence-related field.

The Cyber Intelligence Research Award is presented by the National Intelligence Officer for Cyber in recognition of the best master’s thesis in the intelligence fields of cyber analysis, collection, operations, policy, or strategy. Submissions are evaluated based on originality, analytic methodology, technical acumen, and practical application.

The NIU Faculty Research Award is presented by NIU’s Office of Research and recognizes the best faculty research conducted for the IC. The research is evaluated on the quality of research, resulting scholarship, and overall contribution to the IC.
NIU LEADERSHIP

PRESIDENT

Leadership of the University is vested in the President, who is also a member of the Defense Intelligence Senior Executive Service. The President is the chief executive officer and is charged with overall responsibility for managing the University. The President’s responsibilities include management of the budget and facilities, as well as the education and research programs. The President is the primary liaison between NIU and DIA and participates in various DIA planning functions. In this process, the NIU President must compete with other DIA directorates for resources. When other directorates are directly supporting ongoing overseas contingency operations, the President faces the reality that potential increased funding for the University means a trade-off in decreased or reduced funding for support of ongoing military operations. The President is also the primary representative of the University to the IC and to U.S. Federal Government leadership.

BOARD OF VISITORS

The Board of Visitors (BOV) consists of 12 members, plus 3 ex officio members representing the Office of the Director of National Intelligence, CIA, and DHS. The Secretary of Defense appoints Board members who operate within the guidelines of the Federal Advisory Committee Act. The BOV ensures that the mission of the University is implemented, provides guidance to its chief executive officer, and reports its findings and recommendations to the Secretary of Defense and the Director of National Intelligence through the Director of DIA. The BOV, in partnership with University administration and faculty, ensures that the institution demonstrates integrity in how it specifies goals, selects and retains faculty, admits students, establishes curricula, guides research, demonstrates attention to equity and diversity, allocates resources, serves the intelligence and national security interests, and provides for student success.

CHIEF OF STAFF

The Chief of Staff (COS) is the senior military member of the University and serves as the overall link between the University and the Military Services. The COS is also the President’s designated representative and ranking administrative official for the University in the President’s absence.

EXECUTIVE VICE PRESIDENT AND PROVOST

The Provost is the University’s Chief Academic Officer and advisor to the President on the content and direction of academic, research, and outreach programs. The Provost assists the President in the development, execution, review, and evaluation of all related activities, includ-
ing academic policy and plans, faculty matters (both military and civilian), student admissions and evaluation criteria, curriculum and support resources, and applied research. The Provost is the executive liaison within the service and joint intelligence and educational communities, and represents the University and DIA in educational forums. The Provost oversees the College of Strategic Intelligence, the School of Science and Technology Intelligence, and the Institutional Effectiveness Department.

**VICE PRESIDENT FOR FINANCE AND ADMINISTRATION**

The Vice President for Finance and Administration is responsible for the support operations of the University. Overseeing the Operations and Educational Technology departments, the Vice President works closely with the University President in developing the annual budget, and oversees vital functions including personnel, security, contracting, space allocations, and NIU’s educational technology systems.

**VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT AND OUTREACH**

The Vice President for Institutional Advancement and Outreach directs DIA’s engagement with the senior-level colleges of the Defense Department, including the National Defense University and the military war colleges. Responsibilities include education and research programs, as well as relationships with outside constituencies. The Vice President serves as the government liaison with the National Intelligence University Foundation and the NIU Alumni Association.

**VICE PRESIDENT FOR RESEARCH AND THE NIU OFFICE OF RESEARCH**

The NIU Office of Research (OOR) is the focal point for NIU research collaboration with the IC. OOR houses the Center for Strategic Intelligence Research (CSIR), the NIU Research Fellows Program, the National Intelligence (NI) Press, and the John T. Hughes Library.

**VICE PROVOST AND DIRECTOR, INSTITUTIONAL EFFECTIVENESS DEPARTMENT**

The Vice Provost is the Deputy Chief Academic Officer and reports to the Provost. Under the principal purview of the Vice Provost are the Registrar and University Admissions Department, the Institutional Effectiveness Department, and the NIU Academic Centers. As a University advisor to the Provost, the Vice Provost and Director of Institutional Effectiveness develops, implements, and manages an institutional assessment and reporting plan that incorporates the latest methodologies designed for outcomes assessment in higher education. The Director of Institutional Effectiveness leads the analysis of academic and institutional performance trends and the collection and reporting of outcome data for purposes of institutional effectiveness and improvement. The Director serves as the Human Protections Administrator for the Human Research Protection Program/NIU’s Institutional Review Board (IRB), and ensures
that appropriate oversight mechanisms, policies, and procedures have been implemented to guarantee compliance and assurance with the Department of Health and Human Services and Department of Defense determinations of the IRB.

**DEAN OF THE COLLEGE OF STRATEGIC INTELLIGENCE**

The Dean of the College of Strategic Intelligence is responsible for daily operations of the College’s Master of Science of Strategic Intelligence (MSSI) degree program, the Bachelor of Science in Intelligence (BSI) program, Certificates of Intelligence Studies (CIS), as well as research, and program modifications. The Dean’s responsibilities include faculty assignment, support, and student evaluations. The Dean also directs faculty development, governance, scheduling, academic program review, strategic planning, and student orientation. The Dean is supported by the Associate Dean, Department Chairs, Program Directors, appointed faculty boards, Academic Center Program Directors, Senior Service Advisors, and Track Advisors.

**ASSOCIATE DEAN OF THE COLLEGE OF STRATEGIC INTELLIGENCE**

The Associate Dean of the College of Strategic Intelligence is responsible for the daily management of the College and supervises the Department Chairs and senior independent faculty. In the absence of the Dean, the Associate Dean serves with complete authority as the acting Dean. The Associate Dean directs the MSSI Graduate Thesis Program, including management approval of topics, program extensions, research travel, and program management. In coordination with the Dean, the Associate Dean conducts strategic planning, budgetary planning, and execution of the academic program.

**DEAN OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE (S&TI)**

The Dean of the Oettinger School of Science and Technology Intelligence (S&TI School) is responsible for daily operations of the S&TI School’s Master of Science and Technology Intelligence (MSTI) degree program, as well as research and program outreach. The Dean’s responsibilities include faculty assignment, support, and student evaluations. The Dean also directs faculty development, governance, scheduling, and student orientation. The Associate Dean, a Program Director, appoints faculty boards, Concentration Chairs, Academic Center Program Directors, Senior Service Advisors, and Track Advisors to support the Dean.

**ASSOCIATE DEAN OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE**

The Associate Dean of the Oettinger School of Science and Technology Intelligence (S&TI School) assists the Dean in daily academic and operational management. In the absence of
the Dean, the Associate Dean serves with programmatic and supervisory authority as the acting Dean. The Associate Dean also directs the Graduate Thesis Program, including approval of topics, extensions, thesis load tracking, readers, research travel, completion, and submission.

**ACADEMIC PROGRAM DIRECTORS**

Academic Program Directors manage the day-to-day operations of their programs. They work closely with the Deans, Associate Deans, and Department Chairs on curricular alignment, teaching assignments, and course scheduling, as well as assignment of part-time and adjunct faculty. The Program Directors are responsible to the Deans for fostering collegial participation in curriculum development through Quality Circles, including assessment of the curriculum and its delivery.

**DEPARTMENT CHAIRS (COLLEGE OF STRATEGIC INTELLIGENCE)**

Department Chairs are faculty members who develop, review, and evaluate assigned curricula. They provide input to budget and program planning, review, and development. Department Chairs serve as the principal student advisors within their departments for advising and approving student programs of study. Department Chairs also serve as intermediate-level supervisors for staffing, administration, time and attendance, performance review and assessment for assigned faculty, and they perform other administrative duties as assigned by the Deans or Associate Deans.

**CONCENTRATION CHAIRS (OETTINGER SCHOOL OF S&T INTELLIGENCE)**

Concentration Chairs are supervisory faculty members who develop, review, and evaluate the concentration curriculum, and provide input to budget and program planning and development. Concentration Chairs also serve as intermediate-level supervisors for staffing, administration, time and attendance, performance review and assessment for assigned faculty, and they perform other administrative duties as assigned by the Deans or Associate Deans.

**SENIOR SERVICE ADVISORS**

Senior Service Advisors are faculty members who assist full-time students in meeting the policy and administrative requirements of their parent service or organization while at NIU. All of the Military Services and civilian intelligence organizations are represented by Senior Service Advisors. The Senior Service Advisor coordinates events such as annual evaluations, training reports, disenrollment procedures, student leave, emergency leave, and other contingencies. Military Senior Service Advisors work to ensure that each student is informed of the parent ser-
vice's policies and to coordinate each student's administrative requirements. Senior Service Advisors for civilian students liaise with the students' agencies for any administrative requirements.

TRACK ADVISORS

Students are organized into student tracks in order to enhance students' learning experience through interaction with other intelligence organizations represented in each year's class. These tracks consist of 8 to 12 students from the different intelligence organizations and Military Services represented in the class. The University appoints a faculty member to serve as the track advisor, and he or she chooses a student track leader. Students must take all of their core courses in their assigned track. Any changes to preregistered course sections must be approved by the student's Dean. The track advisor advises the students on academic issues such as theses and class schedules. Track advisors conduct regular meetings, individual mentoring sessions, and social events to help students adjust to the rigors and requirements of obtaining an NIU degree.
College of Strategic Intelligence

The College of Strategic Intelligence dates from the founding of the institution in 1962. Its academic programs cover the IC enterprise, its mission, the mission environment, and both current and potential adversaries. Organized around five departments, the College’s interdisciplinary programs provide myriad opportunities for students to explore relevant topics that support the intelligence needs of the National Security Strategy and component strategies. Through its master’s and bachelor’s degrees (and their varied concentrations and programs of study), graduate certificate programs, and continuing education opportunities, the College brings students together from across the IC into an academically free environment that is conducive to studying significant national security issues. Through integrated and guided study in an interdisciplinary format, faculty use curricula on global issues, regional studies, intelligence practices, and capabilities (including those of potential adversaries) to challenge students to both understand and evaluate the community, its challenges, and its role in supporting national security.

DEFINING STRATEGIC INTELLIGENCE

The Director of National Intelligence’s 2014 National Intelligence Strategy defines strategic intelligence as the process and product of developing deep context, knowledge, and understanding to support national security decisionmaking.
MISSION OF THE COLLEGE OF STRATEGIC INTELLIGENCE

The College of Strategic Intelligence supports our national security through education, research, and outreach by contributing to the strategic intelligence body of knowledge while preparing students for future challenges as leaders in the IC and national security enterprise, thus ensuring the competitive advantage of the United States against current and future adversaries.

VISION OF THE COLLEGE OF STRATEGIC INTELLIGENCE

The College of Strategic Intelligence is a professional, fully integrated, and seamless educational enterprise recognized as the center of academic excellence for strategic intelligence theory and practice essential in the development of leaders of the intelligence and national security communities and the profession of intelligence.

MASTER OF SCIENCE OF STRATEGIC INTELLIGENCE (MSSI)

The College of Strategic Intelligence is aligned into five interdisciplinary departments: Defense Intelligence (JPME), Intelligence Enterprise, Transnational Issues, Collection and Analysis, and Regional Security and Intelligence. Each department contains a concentration, associated Programs of Study, and related elective courses. Working with the MSSI Program Director, the Department Chair is responsible for the quality, development, and execution of all assigned courses.

PROGRAM LEARNING OBJECTIVES

MSSI graduates will:

- Understand, analyze, and evaluate the global security environment facing U.S. national security policymakers.
- Understand the role and responsibility of the IC in national security strategy development and implementation.
- Describe, apply, and evaluate the full range of strategic capabilities and constraints of the IC.
- Demonstrate critical and creative thinking skills in identifying, analyzing, and assessing national security threats and opportunities.
- Apply sound principles of leadership and management to national security and intelligence challenges.
- Understand and demonstrate the ability to communicate effectively and operate collaboratively in a joint and interagency environment.
SKILLS, COMPETENCIES, AND INTELLIGENCE CAPABILITIES

Students in the MSSI program must conduct original research, display critical and creative thinking, and present their ideas through effective oral and written exercises, including a graduate thesis. They must demonstrate independent learning and skill in research and reasoning, information retrieval, and source evaluation, and must formulate conclusions despite informational ambiguities.

MSSI DEGREE REQUIREMENTS

The Master of Science of Strategic Intelligence degree program consists of 43 quarter credit hours, including four NIU core courses (12 credit hours), one degree requirement (3 credit hours), four concentration or program elective courses (12 credit hours), three electives (9 credit hours), and the thesis (7 credit hours).

REQUIRED CORE COURSES (12 credit hours) All NIU master’s students take NIU Core courses.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MCR 607</td>
<td>Intelligence Reasoning and Analysis</td>
</tr>
<tr>
<td>MCR 608</td>
<td>Leadership and Management in the Intelligence Community</td>
</tr>
<tr>
<td>MCR 609</td>
<td>Intelligence Collection</td>
</tr>
<tr>
<td>MCR 611</td>
<td>Intelligence and National Security Policy</td>
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</tbody>
</table>

MSSI DEGREE REQUIREMENT (3 credit hours) All MSSI students take MSSI degree requirements.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSI 601</td>
<td>Analyzing the Global Strategic Environment</td>
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</table>

MSSI PROGRAM REQUIREMENTS (12 credit hours) All MSSI students take the program requirements within their selected concentration or program of study.

MSSI Concentrations and Programs of Study

In 2016, the College of Strategic Intelligence completed a multiyear curriculum review designed to enhance student learning opportunities and better align curricular content to IC priorities and student learning outcomes. The results of this review led to the establishment of concentrations and programs of study within the MSSI program. A concentration is a collection of courses based on a specific strategic intelligence discipline. A program of study is a distinct sequence of courses designed to achieve a set of learning outcomes within a given concentration. Following admission, a student elects a program of study in a concentration or elects the non-concentration option by completing the strategic intelligence program courses. The concentrations and programs available to students in academic year 2017 are:
Collection and Analysis Concentration

The Collection and Analysis concentration has a single program of study that seeks to educate intelligence professionals on the dynamic and complex relationships between analysis, collection, foreign intelligence, adversary denial and deception, and warning as they relate to complex strategic problem sets facing the IC. Students apply advanced analytic methodologies to examine theoretical and real world intelligence collection and analysis priorities while also examining the structures and challenges of the IC, from the perspective of collection and analysis, with the goal of providing futures oriented intelligence to strategic decisionmakers.

Students select a collection and/or analysis topic for their graduate thesis and collaborate with faculty to formulate a specific set of electives that optimally prepares them to produce a relevant body of research.

In addition to the other degree requirements, the Collection and Analysis concentration includes the following program courses (12 credit hours).

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSI 641</td>
<td>Applied Intelligence Collection</td>
</tr>
<tr>
<td>MSI 643</td>
<td>Advanced Methods of Intelligence Analysis</td>
</tr>
<tr>
<td>MSI 658</td>
<td>Comparative Intelligence</td>
</tr>
<tr>
<td>MSI 698</td>
<td>Special Topics: Applied Collection and Analysis for Strategic Warning</td>
</tr>
</tbody>
</table>

Collection and Analysis Concentration Learning Outcomes:

- Evaluate and dissect national-level intelligence priorities in order to identify component elements of information and knowledge gaps against which collection and analysis efforts are employed.
- Evaluate the intelligence capabilities and activities of foreign powers to understand how they both operate and seek to thwart our efforts to anticipate and discern their intended actions.
- Understand and critique the practical strengths and limitations of the various collection disciplines and their interaction with one another; the allocation of limited collection resources and capabilities; and the interagency structure for tasking, collection, processing, and exploitation of intelligence data.
- Understand and apply various research and analysis methodologies to theoretical and real-world intelligence priorities.
- Develop and apply a holistic and complementary collection, analysis, and counterintelligence strategy to further IC understanding of a specific strategic warning problem set.
Regional Security and Intelligence Concentration

The Regional Security and Intelligence concentration currently offers two programs of study with two goals: (1) develop a broad understanding of a particular region’s existing and emerging security issues and trends; and (2) demonstrate mastery of a strategic intelligence issue in a particular region through the research and writing of a thesis. To accomplish these goals, students collaborate with faculty in performing all-source intelligence research that builds on existing knowledge and addresses strategic and operational requirements of the national security and intelligence communities.

Students critically examine and evaluate complex regional intelligence issues in terms of local, intraregional, and global contexts. They creatively combine and apply a range of applicable conceptual frameworks from the academic literature to assess and estimate each regional intelligence issue. Students choose a Regional Security and Intelligence topic in their program of study for their graduate theses and collaborate with faculty to select specific elective courses that prepare them to produce research that contributes to the growing body of work focused on the IC.

Regional Security and Intelligence Concentration Learning Outcomes:

- Knowledge of Applicable Scientific Literature—discuss and critically appraise the various interdisciplinary theoretical frameworks or models for social action from the literature that apply to the broader categories of regionally based strategic security issues.

- Contextual and Substantive Knowledge—critically discuss and evaluate each of the region's complex strategic security issues, as well as the local, regional, and global contextual factors and strategies of the various agents that shape, enable, and constrain them.

- Application and Synthesis—for each of the region's strategic security issues, demonstrate the ability to combine the relevant sociological conceptual frameworks and other analytical concepts, as well as knowledge of relevant contextual and substantive factors to evaluate potential threats, estimate their future trajectory, and assess the strategic and operational opportunities for the national security and intelligence communities.

China and East Asia Program of Study

The Regional Security and Intelligence concentration—China and East Asia program of study emphasizes strategic-level knowledge of this diverse and dynamic region, preparing students to critically identify, analyze, and forecast current and emerging intelligence and security concerns facing the IC and impacting the U.S. rebalance to Asia. The program provides students with a multi-disciplinary approach for researching and evaluating the drivers, objectives, strat-
egies, and activities associated with East Asian political, social, economic, security, military, conflict, and informational issues for state and nonstate actors. Particular focus is on assessing the drivers and outcomes of China's comprehensive modernization and the impacts and trajectories of its re-emergence as a great power, both regionally and globally. Students choose a topic and collaborate with faculty to organize courses that prepare them to produce a future-oriented intelligence estimate and contribute to national strategies related to this important region.

The program of study focuses on the internal, external, and informational characteristics and causal variables influencing China and East Asia's domestic stability, regional disputes and behaviors, and other regional activities. Internal variables include domestic economic reforms, internal security and social stability challenges, leadership and governance issues, territorial disputes, leadership perceptions and aspirations, military modernization, and overall national strategies for comprehensive development. External variables are analyzed to evaluate the conditions, causes, effects, and likely future outcomes for a range of priority intelligence issues, including bilateral and multilateral state-to-state relations and foreign policies; economics, trade, and finance; regional and international institutions; transnational security issues; and military strategies, modernization, and operations. Particular emphasis is on the informational and operational characteristics and effects of China's intelligence activities, cyber and information operations, strategic influence, and other forms of soft power throughout the region and globally.

In addition to the other degree requirements, the Regional Security and Intelligence concentration—China and East Asia program of study includes the following program courses (12 credit hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 672</td>
<td>Introduction to China and East Asia Intelligence Studies</td>
</tr>
<tr>
<td>MSI 674</td>
<td>China and East Asia National Strategies and Foreign Policy</td>
</tr>
<tr>
<td>MSI 676</td>
<td>China and East Asia Military Capabilities and Strategies</td>
</tr>
<tr>
<td>MSI 678</td>
<td>Chinese and East Asia Intelligence Operations</td>
</tr>
</tbody>
</table>

**China and East Asia Program of Study Learning Outcomes:**

- Understand, analyze, and evaluate the dynamics of China's and East Asia's evolving internal socio-economic development, political and legal systems, economic initiatives and reforms, domestic stability and internal security, and military strategy and modernization.
- Evaluate, synthesize, and forecast China’s and East Asia’s evolving regional and global aspirations and behaviors to include foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and regional disputes.
College of Strategic Intelligence

- Understand, analyze, and appraise China's domestic and international activities in the information domain to include intelligence, counterintelligence, cyber and information operations, and persuasion and strategic influence.

Europe/Eurasia Program of Study

The Regional Security and Intelligence concentration—Europe/Eurasia program of study emphasizes strategic-level knowledge of this geographically broad, politically and culturally diverse, dynamic region, and prepares students to identify, analyze, and forecast current and emerging intelligence and security concerns of the IC and its policies toward both regional allies and potential adversaries. The program provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with European and Eurasian questions. Political, socio-cultural, economic, demographic, security, military, conflict, and informational issues are addressed for this region of more than 50 countries and with a population of three-quarters of a billion. The program focuses on assessing the drivers and outcomes of Russia's authoritarian assertiveness, European Union integration, migration, economic and energy production and interdependence, and radicalization and terrorism issues, as well as European and Russian external security and economic policies and engagement. Students choose thesis topics and collaborate with faculty to formulate specific academic sequencing of selective and elective courses that prepares them to produce future-oriented, relevant intelligence assessments.

The program of study focuses on the internal, external, and informational characteristics and causal variables influencing domestic stability, regional disputes and behaviors, and other key regional activities of European and Eurasian states, societies, and multilateral institutions. Internal variables include domestic economic activity and challenges; internal security and stability challenges; issues of leadership and governance (both national and supra-national); territorial and resource disputes; leadership aims and views; military capabilities, actions and preparedness; and overall national strategies for socio-economic advancement, power projection, and security. External variables and drivers are analyzed to evaluate the conditions, causes, effects, and plausible future outcomes for a variety of intelligence issues and concerns. These include bilateral and multilateral state-to-state relations and foreign policies; the condition and outlook for the European Union, NATO, OSCE, and the Eurasian Union; economics, finance, budgets, and trade; transnational security issues and threats; demographic and migration trends and challenges; and military strategies, capabilities, modernization and reform, and operations. Particular emphasis is placed on partner and hostile intelligence activities and prowess, cyber and information operations, strategic influence, and other applications of soft power across the region and globally.
In addition to the other degree requirements, the Regional Security and Intelligence concentration—Europe/Eurasia program of study includes the following program courses (12 credit hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 685</td>
<td>Russia: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 687</td>
<td>The Caucasus</td>
</tr>
<tr>
<td>MSI 688</td>
<td>The Near Abroad</td>
</tr>
<tr>
<td>MSI 589</td>
<td>Graduate Colloquium in Eurasian Studies</td>
</tr>
</tbody>
</table>

*The Europe and Eurasia Program of Study Learning Outcomes:*

- Critically delve, analyze, and evaluate the expert theoretical and applied research literature examining the dynamics of Europe's and Eurasia's evolving internal socio-economic development, national and supra-national governance, financial and economic performance and challenges, domestic stability and internal security, Russian military strategy and modernization, and NATO partners’ defense commitments and priorities.

- Critically discuss, evaluate, synthesize, and forecast Russia’s and the European Union’s evolving regional and global aspirations and behaviors, including foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and confronting or causing regional disputes, including evolving global megatrends.

- Understand, analyze, and appraise the European Union’s staying power and outlook, member-state strategies regarding immigration, radicalization, and counterterrorism, and willingness and preparedness to support U.S. global objectives militarily, economically, diplomatically, and politically. Understand, analyze, and assess Russia’s actions and intent in economic and infrastructure development, military operations and assertiveness, nationalist orientation in foreign and security policy, relations with neighbors in and beyond the former Soviet Union, and the key issues of governance, economics, domestic political and security conditions, and resource management in Russia’s “near abroad.”

**Intelligence Community Leadership and Management Concentration**

The Intelligence Community Leadership and Management concentration consists of a single program of study that seeks to educate intelligence professionals on the skills and competencies necessary to lead an effective, adaptive, and agile IC. The concentration provides students an opportunity to explore and apply leadership and management principles to current and future IC challenges through theoretical and real-world examples. Students are exposed to national security law, budget and resource management, intelligence and leadership ethics, strategic decision analytics, and specific leadership roles and methods to effectively support senior policymakers.
Students choose a leadership and management topic for their graduate thesis and collaborate with faculty to select specific elective courses that prepare them to produce research that contributes to the growing body of work focused on the IC.

In addition to the other degree requirements, the Intelligence Community Leadership and Management concentration includes the following program courses (12 credit hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 636</td>
<td>Strategic Decision Analytics and Methods</td>
</tr>
<tr>
<td>MSI 637</td>
<td>Intelligence Resource Management: Process, Politics, and Money</td>
</tr>
<tr>
<td>MSI 638</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>MSI 639</td>
<td>Intelligence and National Security Law</td>
</tr>
</tbody>
</table>

Leadership and Management in the Intelligence Community Concentration Learning Outcomes:

- Understand and apply legal and ethical considerations to IC leadership roles and responsibilities.
- Understand and apply budget and resource knowledge to IC management decisions.
- Understand how to shape and lead major decisions through support to policymakers.

Transnational Issues Concentration

The Transnational Issues Department currently offers one program of study in the area of counterintelligence. Additional programs of study are under development for homeland security intelligence, terrorism, and possibly transnational threats. Courses offered within the department address the various challenges and threats that span terrorism, homeland security, transnational threats, threat finance, counternarcotics, and counterterrorism. State actors, terrorists, and transnational criminal organizations are not simply bound by national borders. The Transnational Issues curriculum provides students the opportunity to critically examine and evaluate complex transnational issues, threats, and challenges within the related local, intraregional, and global contexts. Within this area, students are combine and apply a range of theoretical and conceptual frameworks from the academic literature to assess and estimate how transnational issues impact, influence, and direct U.S. national security and intelligence. Students choose transnational threats topics in their programs of study for their graduate theses and collaborate with faculty to select specific elective courses that prepare them to produce research that contributes to the growing body of work focused on the IC.

Transnational Issues Concentration Learning Outcomes:

- Understand the transnational environment, the underlying threats, actors, and U.S. response to those threats.
• Evaluate the complex interactions between domestic and international issues, and evaluate those critical transnational issues using theoretical frameworks.

**Counterintelligence Program of Study**

The Transnational Issues concentration—Counterintelligence program of study prepares students to critically evaluate the efforts of U.S. counterintelligence (CI) agencies to mitigate the foreign intelligence threat to the United States. The courses examine the U.S. CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and U.S. national security strategy. The courses also address the organization and mission of the U.S. CI organizations, as well as the legal, civil, and policy considerations that shape and constrain the CI effort in a democratic society. Students gain an understanding of various aspects of the foreign intelligence threat, including espionage, influence operations, economic espionage, and cyber intrusions. The courses also explore criticism of the U.S. CI effort, alternative theoretical approaches to CI, and the future of CI in a globalized information environment.

Students choose a CI topic for their graduate theses and collaborate with faculty to select specific elective courses that optimally prepare them to produce a relevant body of research related to CI.

In addition to the other degree requirements, the Transnational Threats concentration—Counterintelligence program of study includes the following program courses (12 credit hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 579</td>
<td>Chinese Intelligence and Information Operations</td>
</tr>
<tr>
<td>MSI 658</td>
<td>Comparative Intelligence</td>
</tr>
<tr>
<td>MSI 661</td>
<td>Counterintelligence</td>
</tr>
<tr>
<td>MSI 698S</td>
<td>Russian Intelligence</td>
</tr>
</tbody>
</table>

**Counterintelligence Program of Study Learning Outcomes:**

• Recognize, understand, and analyze the political, legal, social, and economic factors that have shaped the evolution of the U.S. approach to CI.

• Recognize, understand, and analyze U.S. CI policy, strategies, organizations, functions, and missions.

• Recognize, understand, and analyze the foreign intelligence threat to the United States.

• Recognize, understand, and analyze the political, legal, social, and economic factors that have shaped selected foreign intelligence communities.
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Defense Intelligence (JPME) Concentration

The Defense Intelligence (JPME) concentration consists of a single program of study that integrates the complex needs of departmental strategic intelligence with the tenets of Joint Professional Military Education (JPME). NIU is accredited to grant Phase I JPME credit to selected, qualified students enrolled in a full-time master’s program. A board consisting of the JPME Program Director and the Senior Service Advisors selects qualified students from the incoming class to participate in the JPME program. Students are notified of their selection during orientation and are assigned to one of the JPME student tracks. A small number of civilian students may be selected for the JPME program each year. Interested students may contact the JPME Program Director for further details.

As with other JPME Phase I institutions, the Defense Intelligence (JPME) concentration educates students in the principles of warfighting within the context of operational art. Students expand their understanding of joint force deployment and employment at the operational level across the spectrum of conflict. In addition to the continuing development of their intelligence and warfighting expertise, students are introduced to national military strategy, joint plans, joint doctrine, joint command and control, and joint force requirements.

Unique to NIU’s JPME Phase I program is the emphasis on intelligence support to operations. As the key driver for all defense and security operations, strategic and operational intelligence is stressed throughout all aspects of the curriculum. Students engage in critical analysis and abstract reasoning, develop comfort with ambiguity and uncertainty, and demonstrate innovative thinking, particularly with respect to complex, non-linear problems. Elective offerings provide students with additional opportunities to broaden their expertise on regional and transnational issues while understanding the strategic and operational impact of these areas on the joint operating environment. Students must complete a master’s thesis relevant to intelligence and the joint operating environment.

Students choose a Defense Intelligence (JPME) topic for their graduate thesis and collaborate with faculty to select specific elective courses that optimally prepare them to produce a relevant body of research related to Defense Intelligence (JPME).

In addition to the other degree requirements, the Defense Intelligence (JPME) concentration includes the following program courses (12 credit hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 615</td>
<td>National Strategy: Theory and Intelligence Considerations</td>
</tr>
<tr>
<td>MSI 619</td>
<td>Asymmetric Warfare: Future Strategies</td>
</tr>
<tr>
<td>MSI 621</td>
<td>Joint Campaign Planning and Intelligence</td>
</tr>
<tr>
<td>MSI 629</td>
<td>Strategic Crisis Exercise</td>
</tr>
</tbody>
</table>
Defense Intelligence (JPME) Concentration Learning Outcomes:

• National military capabilities, command structure, and strategic guidance.
• Joint doctrine and concepts.
• Joint and multinational forces at the operational level of war.
• Joint planning and execution processes.
• Joint command and control.
• Joint operational leadership.

Strategic Intelligence Studies (Non-concentration Option)

MSSI students are not required to select a concentration or program of study. Students selecting the non-concentration option are automatically placed into the Strategic Intelligence Studies program. This program is designed to expose students to a diverse array of intelligence topics while still providing a cohesive, structured academic experience. The learning outcomes for the Strategic Intelligence Studies program align with the MSSI program learning goals.

It is important to note that students enrolled in a concentration or program of study have priority when registering for courses within that concentration or program of study. Strategic Intelligence Studies (non-concentration option) students can only enroll in a concentration or program of study course if there are additional seats available.

Students choose a Strategic Intelligence topic for their graduate thesis and collaborate with faculty to select specific elective courses that optimally prepare them to produce a relevant body of research related to Strategic Intelligence.

In addition to the other degree requirements, the Strategic Intelligence Studies (non-concentration option) includes the following program courses (12 credit hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 615</td>
<td>National Strategy: Theory and Intelligence Considerations</td>
</tr>
<tr>
<td>MSI 661</td>
<td>Counterintelligence</td>
</tr>
<tr>
<td>MSI 639</td>
<td>Intelligence and National Security Law</td>
</tr>
<tr>
<td>MSI 657</td>
<td>Intelligence to Protect the Homeland</td>
</tr>
</tbody>
</table>

ELECTIVES (9 credit hours)

Elective courses provide students with the opportunity to explore topics within the five discipline areas in more detail or to select a broad array of courses across the offerings. In coordination with their faculty advisors, all MSSI students select electives from any of the University’s graduate-level courses that optimally prepare them to produce a relevant body of research related to their thesis topics.
### College of Strategic Intelligence

#### DEFENSE INTELLIGENCE (JPME)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MSI 615</td>
<td>National Strategy: Theory and Intelligence Considerations</td>
</tr>
<tr>
<td>MSI 619</td>
<td>Asymmetric Warfare: Future Strategies</td>
</tr>
<tr>
<td>MSI 621</td>
<td>Joint Campaign Planning and Intelligence*</td>
</tr>
<tr>
<td>MSI 625</td>
<td>Peacekeeping and Stability Operations</td>
</tr>
<tr>
<td>MSI 627</td>
<td>Engaging International Partnerships</td>
</tr>
<tr>
<td>MSI 629</td>
<td>Strategic Crisis Exercise*</td>
</tr>
</tbody>
</table>

*Required for students in the JPME Studies Program.*

#### INTELLIGENCE COMMUNITY LEADERSHIP AND MANAGEMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 636</td>
<td>Strategic Decision Analytics and Methods</td>
</tr>
<tr>
<td>MSI 637</td>
<td>Intelligence Resource Management: Process, Politics, and Money</td>
</tr>
<tr>
<td>MSI 638</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>MSI 639</td>
<td>Intelligence and National Security Law</td>
</tr>
<tr>
<td>MSI 645</td>
<td>Covert Action</td>
</tr>
</tbody>
</table>

#### COLLECTION AND ANALYSIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MSI 641</td>
<td>Advancing Intelligence Collection</td>
</tr>
<tr>
<td>MSI 642</td>
<td>Signals Intelligence Resources, Methods, and Operations</td>
</tr>
<tr>
<td>MSI 643</td>
<td>Advanced Methods of Intelligence Analysis</td>
</tr>
<tr>
<td>MSI 644</td>
<td>Transnational Issues in a Cryptologic Environment</td>
</tr>
<tr>
<td>MSI 646</td>
<td>Current Cryptologic Issues</td>
</tr>
<tr>
<td>MSI 647</td>
<td>Operational Capabilities Analysis</td>
</tr>
<tr>
<td>MSI 648</td>
<td>Geospatial Intelligence: A Strategic Introduction</td>
</tr>
</tbody>
</table>

#### TRANSNATIONAL ISSUES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MSI 650</td>
<td>Economics and Intelligence</td>
</tr>
<tr>
<td>MSI 651</td>
<td>Roots of Terrorism</td>
</tr>
<tr>
<td>MSI 653</td>
<td>Transnational Threat Environment</td>
</tr>
<tr>
<td>MSI 654</td>
<td>The Role of Intelligence in Counter-Narcotics</td>
</tr>
<tr>
<td>MSI 657</td>
<td>Intelligence to Protect the Homeland</td>
</tr>
<tr>
<td>MSI 658</td>
<td>Comparative Intelligence</td>
</tr>
</tbody>
</table>
## College of Strategic Intelligence

### MSI 659
**Countering the Terrorist Threat**

### MSI 661
**Counterintelligence**

#### REGIONAL SECURITY AND INTELLIGENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 655</td>
<td>Islam and the Modern World</td>
</tr>
<tr>
<td>MSI 670</td>
<td>Iran: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 671</td>
<td>Africa: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 673</td>
<td>Northeast Asia: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 675</td>
<td>South Asia Intelligence Issues</td>
</tr>
<tr>
<td>MSI 677</td>
<td>China in the Future</td>
</tr>
<tr>
<td>MSI 679</td>
<td>Europe: Intelligence Partner and Analytic Subject</td>
</tr>
<tr>
<td>MSI 681</td>
<td>Latin America: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 683</td>
<td>The Middle East: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 684</td>
<td>Social Analysis</td>
</tr>
<tr>
<td>MSI 685</td>
<td>Russia: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 686</td>
<td>Central Asia: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 687</td>
<td>The Caucasus</td>
</tr>
<tr>
<td>MSI 688</td>
<td>The Near Abroad</td>
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</tbody>
</table>

#### THESIS COURSES (7 credit hours)

All MSSI students take the thesis courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCR 701</td>
<td>Thesis Methodology and Design (3 credits)</td>
</tr>
<tr>
<td>MCR 702</td>
<td>Thesis Proposal (2 credits)</td>
</tr>
<tr>
<td>MCR 703</td>
<td>Thesis Research (1 credit)</td>
</tr>
<tr>
<td>MCR 704</td>
<td>Thesis Completion (1 credit)</td>
</tr>
</tbody>
</table>

### THE MSSI THESIS

The MSSI thesis is a written presentation of original research that examines a strategic intelligence or intelligence-related topic and contributes to the overall body of knowledge of the IC. Based on their concentrations or programs of study, students choose topics for their graduate theses and collaborate with faculty to select specific elective courses that optimally prepare them to produce a relevant body of research related to their selected concentrations or programs.
In MCR 701, each degree candidate is required to form a committee and select an intelligence topic for development of a thesis. In MCR 702, each student, in consultation with the committees, develops and obtains approval of the thesis proposal. Thesis proposals should clearly state the nature of the intelligence problem being addressed, the approach used in addressing the problem, and methods (analytical, observational, statistical, etc.) for data collection and analysis. In MCR 703, students conduct research on their approved thesis topics.

Thesis research must be rigorous, not only demonstrating an understanding of the existing literature, but also fully and properly applying analytical methodologies that are appropriate to the topic under investigation. An acceptable thesis must be based on sound, valid, and clear argumentation; provide documentation sufficient for the research to be replicated; and contribute to the body of intelligence literature.

All theses are researched and written under the close guidance of a thesis chair and a reader. Classified theses are highly encouraged, but theses may be classified or unclassified. MCR 704 is the course in which students complete their theses. An expanded discussion of student thesis requirements can be found on Blackboard under the Thesis Support tab.

**COLLEGE OF STRATEGIC INTELLIGENCE CERTIFICATES OF INTELLIGENCE STUDIES**

The Certificate of Intelligence Studies (CIS) program allows non-degree-seeking students the opportunity for an indepth, graduate-level study of intelligence topics. CIS programs are conducted at designated offsite locations and at the Defense Intelligence Agency Headquarters. Interested students or agencies may coordinate offerings, location, and timing of the specific certificates with NIU. Certificate programs may not be offered every year, and availability is subject to enrollment, space availability, faculty availability, and other NIU commitments and priorities.

Students interested in applying for a CIS program must possess an undergraduate degree. Students already enrolled in an NIU graduate degree program may take CIS courses as individual electives but may not earn the graduate certificate. CIS students who do not earn a certificate but subsequently matriculate to an NIU graduate program can only apply to transfer six credits toward their NIU master’s degree. If the elective is aligned with the student’s concentration or program of study and it optimally prepares the student to produce a relevant body of research related to his or her thesis topic, the transfer may be approved as an elective, in coordination with the student’s faculty advisor.

MSSI students may not use CIS courses to satisfy both elective and CIS requirements. MSSI students who wish to earn a certificate while enrolled in the MSSI program should contact their advisors to schedule the number and type of courses required.
# College of Strategic Intelligence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 671</td>
<td>Africa: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 572</td>
<td>Africa: Intelligence and National Security Strategy</td>
</tr>
<tr>
<td>MSI 573</td>
<td>Conflicts in Africa</td>
</tr>
<tr>
<td>MSI 574</td>
<td>Africa: Peacekeeping and Peace Enforcement</td>
</tr>
</tbody>
</table>

## AFRICA: STRATEGIC INTELLIGENCE STUDIES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MSI 576</td>
<td>Introduction to China and East Asia Intelligence Studies</td>
</tr>
<tr>
<td>MSI 577</td>
<td>China and East Asia National Strategies and Foreign Policy</td>
</tr>
<tr>
<td>MSI 578</td>
<td>China Military Capabilities and Strategy</td>
</tr>
<tr>
<td>MSI 579</td>
<td>Chinese Intelligence and Information Operations</td>
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</table>

## CHINA: INTELLIGENCE CONCERNS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 661</td>
<td>Counterintelligence</td>
</tr>
<tr>
<td>MSI 562</td>
<td>Counterintelligence Analysis</td>
</tr>
<tr>
<td>MSI 563</td>
<td>Counterintelligence Operations and Investigations</td>
</tr>
<tr>
<td>MSI 579</td>
<td>Chinese Intelligence and Information Operations</td>
</tr>
</tbody>
</table>

## COUNTERINTELLIGENCE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 583</td>
<td>Pakistan Intelligence Issues</td>
</tr>
<tr>
<td>MSI 584</td>
<td>Afghanistan Intelligence Issues</td>
</tr>
<tr>
<td>MSI 655</td>
<td>Islam and the Modern World</td>
</tr>
<tr>
<td>MSI 675</td>
<td>South Asia Intelligence Issues</td>
</tr>
</tbody>
</table>

## AFGHANISTAN AND PAKISTAN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 685</td>
<td>Russia: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 688</td>
<td>The Near Abroad</td>
</tr>
<tr>
<td>MSI 687</td>
<td>The Caucasus</td>
</tr>
<tr>
<td>MSI 686</td>
<td>Central Asia: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>MSI 589</td>
<td>Graduate Colloquium in Eurasian Studies</td>
</tr>
</tbody>
</table>
LEADERSHIP AND MANAGEMENT IN THE INTELLIGENCE COMMUNITY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 501</td>
<td>Leadership and Intelligence</td>
</tr>
<tr>
<td>MSI 502</td>
<td>Leadership, Intelligence, and National Security Decisionmaking</td>
</tr>
<tr>
<td>MSI 503</td>
<td>National Security Law and Ethics</td>
</tr>
<tr>
<td>MSI 504</td>
<td>Organizational Management and Change</td>
</tr>
</tbody>
</table>

STRATEGIC WARNING ANALYSIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI 511</td>
<td>History of Warning Intelligence</td>
</tr>
<tr>
<td>MSI 512</td>
<td>Challenges in Strategic Warning</td>
</tr>
<tr>
<td>MSI 513</td>
<td>Warning Theory and Methodologies</td>
</tr>
<tr>
<td>Elective</td>
<td>Any Regional or Functional Elective</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE IN INTELLIGENCE

The Bachelor of Science in Intelligence (BSI) is a 4th-year program that allows students who have completed 3 years or equivalent credits (80 semester hours minimum) of undergraduate study to earn their undergraduate degree in intelligence. It is designed to encourage the development of inquiring, responsible graduates who will dedicate themselves to the improvement of the IC.

The BSI curriculum consists of 11 core courses and 6 electives, including the capstone project, for a total of 57 quarter credit hours. The core curriculum provides an overview of globalization and the intelligence landscape. Such understanding is essential for a program founded on the premise that world events can best be understood by employing a variety of disciplinary perspectives, within a global and geostrategic context.

Students in the BSI program must write and present their ideas effectively; learn independently; use technological tools; retrieve and evaluate sources; develop critical, independent, and creative thinking; and tolerate complexity and ambiguity.

At the conclusion of the program, the capstone project allows each student to demonstrate critical thinking and innovative, analytical problem solving in a collaborative environment. The project is an opportunity for students to demonstrate that they have achieved the learning outcomes established for the BSI program. The nine-credit experience integrates learning from the core and elective courses, and requires the application of that learning to a significant intelligence problem. Throughout the BSI program, student formative outcomes are assessed by examination, case studies, written projects, and oral presentations. The capstone project
serves as a summative evaluation of student learning and cultivates alliances and cooperation among faculty and students.

To ensure that students are prepared to collaborate on the capstone project, some elective courses are required to prepare for the project. Each year, a faculty team determines the intelligence issue for the project (e.g., Hizballah, Latin America, the Middle East), and work as a team with the students throughout the project.

**BACHELOR OF SCIENCE IN INTELLIGENCE PROGRAM**

**Fall Quarter (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSI 401</td>
<td>Globalization and the Intelligence Landscape</td>
</tr>
<tr>
<td>BSI 403</td>
<td>Intelligence Analysis</td>
</tr>
<tr>
<td>BSI 405</td>
<td>Collection Assets and Capabilities</td>
</tr>
<tr>
<td>BSI 407</td>
<td>The Nature of Conflict and Conflict Capabilities</td>
</tr>
<tr>
<td>BSI 409</td>
<td>Intelligence and National Security Strategy</td>
</tr>
</tbody>
</table>

**Winter Quarter (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSI 411</td>
<td>Culture and Identity in an Age of Globalization</td>
</tr>
<tr>
<td>BSI 413</td>
<td>Science, Technology, and Intelligence</td>
</tr>
<tr>
<td>BSI 415</td>
<td>Terrorism: Origins and Methodologies</td>
</tr>
<tr>
<td>BSI 495</td>
<td>Analytic Methods</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>BSI 496</td>
<td>The Analyst-Collector Integration</td>
</tr>
</tbody>
</table>

**Summer Quarter (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>BSI 497</td>
<td>Capstone Integration</td>
</tr>
</tbody>
</table>

*Designated by the faculty team to prepare students for the capstone project.
**College of Strategic Intelligence**

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSI 417</td>
<td>Intelligence: Building Stability and Peace</td>
</tr>
<tr>
<td>BSI 419</td>
<td>Introduction to Denial and Deception</td>
</tr>
<tr>
<td>BSI 421</td>
<td>Information Operations</td>
</tr>
<tr>
<td>BSI 425</td>
<td>Homeland Security and Intelligence</td>
</tr>
<tr>
<td>BSI 427</td>
<td>Proliferation of Weapons of Mass Destruction</td>
</tr>
<tr>
<td>BSI 431</td>
<td>Africa: Intelligence Issues</td>
</tr>
<tr>
<td>BSI 433</td>
<td>Middle East: Intelligence Issues</td>
</tr>
<tr>
<td>BSI 435</td>
<td>Eurasia: Intelligence Issues</td>
</tr>
<tr>
<td>BSI 437</td>
<td>South Asia: Intelligence Issues</td>
</tr>
<tr>
<td>BSI 439</td>
<td>East Asia: Intelligence Issues</td>
</tr>
<tr>
<td>BSI 441</td>
<td>Latin America: Geostrategic Intelligence Issues</td>
</tr>
<tr>
<td>BSI 498</td>
<td>Special Topics in Intelligence</td>
</tr>
<tr>
<td>BSI 498E</td>
<td>Europe: Intelligence Issues</td>
</tr>
</tbody>
</table>

BSI students have the option to take one MSI or one MST elective course on a space-available basis in lieu of one BSI elective course.
MASTER OF SCIENCE AND TECHNOLOGY INTELLIGENCE

ABOUT THE PROGRAM

Science and technology are the great enablers of change in the world. The modern ability to access tremendous bodies of knowledge, coupled with near-instant communication, has increased the rate of global development of science and technology, transforming not only the time between initial discovery and application, but also the ability of new and unexpected participants in technology utilization. With these tools in the context of globalization, anyone, from nation-states to individuals, has the potential ability to innovate and apply science and technology at both the strategic and tactical levels. In this dynamic environment, there is a compelling strategic need for the IC to have the technical depth, skills, and tools to understand the potential impact of science and technology on the role of the United States in the world.
SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE CHARACTERISTICS

The requirements of science and technology intelligence (S&TI) begin with a sophisticated understanding of the technological and engineering base. Only in that context can the intelligence question be framed and taught. This requires faculty who have technical degrees and backgrounds in developing and analyzing technologies; those with experience in technology acquisition, deployment, and development; and those with specific technical understanding. Students seeking a graduate education for a degree in S&TI likewise need to have a working knowledge of the underpinnings of the science and technology that enter into the intelligence realm.

The S&TI School complements the academic programs of the College of Strategic Intelligence by providing students with better opportunities for effective science-based research, intelligence education, and interagency outreach within a science-based educational paradigm.

The Master of Science and Technology Intelligence (MSTI) curriculum integrates the Director of National Intelligence’s published competencies, knowledge, skills, and abilities for S&TI officers with the academic mission of the University. Students in the degree program take core courses designed to introduce them to the strategic nature of the intelligence environment. Students in the MSTI program follow a designed course of study offered through structured concentrations to focus their education on issues directly related to S&TI priorities. The five concentrations are Weapons of Mass Destruction (WMD), Information Operations and Cyber, Emerging and Disruptive Technologies, Geostrategic Resources and the Environment, and Foreign Denial and Deception.

MISSION OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

The mission of the Oettinger School of Science and Technology Intelligence is to provide the foundational strategic knowledge of the interplay of science, technology, and intelligence needed to maintain the United States’ competitive advantage and technology overmatch against current and future adversaries.

VISION OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

The Oettinger School of Science and Technology Intelligence is an exceptional and collaborative community dedicated to the comprehensive study and effective practice of S&TI deemed essential to the careers of those in the intelligence, defense, and national security communities.
GOALS OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

Graduates will:

• Comprehend the fundamentals of the profession of national intelligence at the personal and organizational level.

• Analyze the global context of science and its effects on the complexity, variability, and interdependency of world issues and events.

• Shape the IC’s future and adopt the values and ethics of an S&TI professional.

• Understand the S&TI enterprise.

• Examine the role of innovation, adaptation, and threat-based utilization of technology through cultural, social, and contextual adaptations across the global scientific environment.

• Compare and contrast S&TI requirements and examine the appropriate balance between competing demands, including current operations and future conflicts, conventional and irregular warfare, time-dominant and content-dominant needs, and tactical and strategic issues.

SKILLS, COMPETENCIES, AND INTELLIGENCE CAPABILITIES

Students in the MSTI program must write and present their ideas effectively; learn independently; use appropriate and advanced analytic tools; retrieve information and evaluate sources; and develop critical and independent thinking, tolerating complexities, and ambiguities.

MSTI DEGREE REQUIREMENTS

REQUIRED CORE COURSES (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCR 607</td>
<td>Intelligence Reasoning and Analysis</td>
</tr>
<tr>
<td>MCR 608</td>
<td>Leadership and Management in the Intelligence Community</td>
</tr>
<tr>
<td>MCR 609</td>
<td>Intelligence Collection</td>
</tr>
<tr>
<td>MCR 611</td>
<td>Intelligence and National Security Policy</td>
</tr>
</tbody>
</table>

PROGRAM REQUIREMENTS (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 613</td>
<td>Science and Technology</td>
</tr>
</tbody>
</table>
THESIS COURSES (7 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCR 701</td>
<td>Thesis Methodology and Design (3 credits)</td>
</tr>
<tr>
<td>MCR 702</td>
<td>Thesis Proposal (2 credits)</td>
</tr>
<tr>
<td>MCR 703</td>
<td>Thesis Research (1 credit)</td>
</tr>
<tr>
<td>MCR 704</td>
<td>Thesis Completion (1 credit)</td>
</tr>
</tbody>
</table>

ELECTIVES AND CONCENTRATIONS (21 credits)

The MSTI degree program offers two approaches. The first is a general program that allows students to be exposed to as wide an experience as possible in the S&TI world. The second approach focuses S&TI elective courses in one of five concentrations for in-depth knowledge: Weapons of Mass Destruction, Cyber Intelligence and Data Analytics, Emerging and Disruptive Technologies, Geostrategic Resources and Environment, or Information and Influence Intelligence. Completion of a concentration will be identified on the student’s transcript.

The general S&TI degree requires completion of MST 613 (3 credits), four MSTI courses (12 credits) from the MSTI elective program, and a thesis (7 credits) on a topic related to any of the S&TI concentrations. Students desiring a broad S&TI education may take their four electives from any of the S&TI concentrations, but they will not receive a concentration annotation on their transcript. The final three electives (nine credits) may be taken from any University program, subject to thesis advisor approval.

Alternatively, students may choose to concentrate in a specific area of study, earning a degree concentration. In order to receive a concentration of study on their transcript, students must complete MST 613 (3 credits), four electives within their concentration (12 credits), three broader electives (9 credits), and a thesis (7 credits) on a topic relevant to the area of concentration.

CONCENTRATIONS OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

WEAPONS OF MASS DESTRUCTION CONCENTRATION

Weapons of mass destruction (WMD) are one of the highest concerns for the IC. WMD issues include chemical, biological, radiological, nuclear, and high-yield explosive (CBRN-E) threats from state, nonstate, and state-sponsored actors, and the IC approaches these issues in a variety of ways. To address this dynamic environment, the WMD concentration at NIU provides a graduate education designed to introduce students to the intelligence issues associated with the full spectrum of WMD actor and capability challenges.
**MST 655**  Advanced Conventional and Non-Conventional Weapons  
**MST 661**  WMD Terrorism  
**MST 663**  WMD: Counterproliferation  
**MST 665**  The Biological Threat  
**MST 667**  The Nuclear Threat  
**MST 669**  The Chemical and Explosive Threat  
**MST 698B**  Space and Missile Systems  
**MST 629**  Strategic Crisis Exercise*  

*Applies to JPME students only

**CYBER INTELLIGENCE AND DATA ANALYTICS CONCENTRATION**

Cyber intelligence is information in the digital world: how it is used, manipulated, and understood. Information in large databases, complex structures, and massively obscure flows of data provides intelligence with opportunities for detection and understanding of threats. The Cyber Intelligence and Data Analytics concentration educates students on the rapidly changing foundations and dynamics of the global information environment. Successful completion of four courses in the concentration prepares students to provide strategic intelligence support within cyber intelligence. Students should discuss their elective choices with their advisor.

**MST 682**  Cyber Intelligence  
**MST 683**  Foreign Information and Cyber Strategies  
**MST 684**  Cyber Threat  
**MST 685**  Social Networks and Intelligence

**NIU CYBER LAB AT VIRGINIA TECH ARC**

In partnership with Pacific Northwest National Laboratory (PNNL) and the Virginia Tech Advanced Research Center (ARC), NIU offers a state-of-the-art cyber research laboratory, with advanced research capabilities for students and faculty, as well as experiential courses in cyber analytics and engagement.

Conveniently located in Ballston, the cyber lab serves as a venue for NIU, PNNL, and others to conduct collaborative research and development, as well as improve outreach to community partners and demonstrate advanced analytical capabilities in a secure environment.

**MST 604**  Cyber Data Exploitation and Advanced Analytics  
**MST 686**  Network Operations Environment—Engagement
EMERGING AND DISRUPTIVE TECHNOLOGIES CONCENTRATION

The Emerging and Disruptive Technologies concentration addresses new or disruptive technologies and capabilities that could counter U.S. technological superiority or significantly affect U.S. military forces, economic power, critical infrastructure, or national security interests. Identification of the theoretical sciences and emerging disciplines, as well as recognition of hypothetical capabilities, is a predictive challenge requiring both new approaches and broad resources.

MST 604  Cyber Data Exploitation and Advanced Analytics
MST 653  Advanced Science and Technology
MST 655  Advanced Conventional and Non-Conventional Weapons
MST 656  The Economics of Technology
MST 657  Case Studies in Technology Transfer
MST 658  Infrastructure Vulnerability Assessment
MST 698A Identity Intelligence
MST 629  Strategic Crisis Exercise*

*Applies to JPME students only

GEOSTRATEGIC RESOURCES AND ENVIRONMENT CONCENTRATION

Geostrategic environmental issues and resources are emerging as intelligence challenges in diplomacy and military-to-military relationships. Often, work on environmental issues can be used as a strategic confidence-building measure. The impact of the natural distribution of strategic resources is well known, but must be understood in light of both current and projected demands and tensions. In addition, energy and power are fundamentally the heart and soul of all military systems. Understanding adversarial adaptations and use of advanced power systems is critical to countermeasures and force protection. As energy becomes globalized—energy companies having internationalized decades ago—the challenges of controlling access and routes, understanding strategic intent, and identifying vulnerabilities are a high intelligence priority.
School of Science and Technology

MST 656  The Economics of Technology
MST 658  Infrastructure Vulnerability Assessment
MST 672  Intelligence and the Changing Global Resource Environment
MST 673  Geology and Intelligence
MST 674  Nuclear and Other Alternative Energy Sources
MST 675  Electrical Power Systems and Distribution
MST 629  Strategic Crisis Exercise*

*Applies to JPME students only

INFORMATION AND INFLUENCE INTELLIGENCE CONCENTRATION

The overarching concept of the Information and Influence Intelligence concentration is information in the cognitive dimension of the global information environment. This concentration educates students on the principles, precepts, foundations, and dynamics of shaping the opinions and choices of others. The denial and deception component of the concentration addresses foreign programs that are coherently coordinated to counter U.S. technological superiority or significantly affect U.S. national security interests. Students who wish to pursue an Information and Influence Intelligence concentration must write a thesis related to the concentration.

MST 660  Introduction to Denial and Deception: History, Concepts, Issues, and Implication
MST 662  Denial and Deception: Psychological/Cultural Aspects and National Security Decisionmaking
MST 664  Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures
MST 668  Denial and Deception: Tradecraft, Tools, and Methodology
MST 680  Information Power and National Security
MST 681  Propaganda, Persuasion, and Influence
MST 687  The Advanced Information Power Seminar
MST 698A  Identity Intelligence
MST 629  Strategic Crisis Exercise (Denial and Deception-specific)
School of Science and Technology

THE MASTER OF SCIENCE AND TECHNOLOGY INTELLIGENCE THESIS

The Master of Science and Technology Intelligence thesis is a written presentation of original research, examining a S&TI topic within the selected S&TI concentration that contributes to the overall knowledge base of the IC. In MCR 701, all degree candidates are required to form a committee and select an intelligence topic for developing a thesis. In MCR 702, thesis students, in consultation with their committee, develop and obtain approval of their thesis proposals. Thesis proposals should clearly state the nature of the intelligence problem to be addressed, the approach to be used in addressing the problem, and methods (analytical, observational, statistical, etc.) for data collection and analysis. In MCR 703, students conduct thesis research on their approved thesis topics.

Thesis research must be rigorous—demonstrating not only an understanding of the existing literature, but fully and properly applying analytical methodologies that are appropriate to the topic under investigation. An acceptable thesis must be based on sound, valid, and clear argumentation; provide documentation sufficient for the research to be replicated; and contribute to the body of intelligence literature. All theses are researched and written under the close guidance of a thesis chair and a reader. The classification of the thesis is determined by the research question, nature of the data, and sensitivity of the judgments and results. In MCR 704, students complete and publish their theses.

SCHOOL OF S&T INTELLIGENCE COOPERATIVE GRADUATE RESEARCH PROGRAM

Students writing a science-based intelligence thesis have an opportunity to interact with scientists at one of the Department of Energy’s four national laboratories. Students participating in the program may conduct up to 3 months of funded research on joint topics of interest. Students with an S&TI topic who are interested in expanding their research opportunities should discuss this program with the S&T School’s staff.
ADMISSIONS

GRADUATE ADMISSIONS

ELIGIBILITY

All prospective NIU students must be U.S. citizens who are members of the U.S. Armed Forces or Federal Government employees. In addition, candidates must possess an active and current TS/SCI security clearance.

Please note: government contractors are not eligible for enrollment at NIU.

Nominations are required for full-time study, as well as for the following part-time programs: part-time graduate study at the NGA and NSA Graduate Centers, the MSSI Program for Reserves, and the DIA Cohort Program. Nominations are not required for part-time study in the Evening, the Monthly Executive, the European Academic Center, the Southern Academic Center, the Quantico Academic Center, or Continuing Education programs.

GRADUATE ADMISSIONS REQUIREMENTS

All graduate applicants must possess a baccalaureate degree from a regionally accredited institution. Graduate Record Exam (GRE) scores are required for applicants who do not already possess a master’s or doctoral degree from a regionally accredited institution. Admission applications are evaluated with regard to the applicant’s education and academic preparation,
and the proven ability to excel in graduate work. Careful consideration is given to a variety of factors, including undergraduate and graduate grade-point averages, GRE scores, and the applicant’s statement of purpose.

For the Certificate of Intelligence Studies, which is a graduate certificate, applicants must be U.S. citizens who are members of the U.S. Armed Forces or Federal Government employees. Applicants must possess an active and current TS/SCI security clearance. All applicants must possess a baccalaureate degree from a regionally accredited institution. A nomination is required for the Certificate of Intelligence Studies in Leadership and Management in the Intelligence Community program. Nominations are not required for other certificate programs.

Applicants for Continuing Education must be U.S. citizens who are members of the U.S. Armed Forces or Federal Government employees, and must possess a valid and current TS/SCI security clearance. They must have a baccalaureate degree from a regionally accredited institution. Agency nominations are not required for Continuing Education courses.

NONDISCRIMINATION

NIU is committed to affirmative action, diversity management, and equal employment opportunity programs. The University considers prospective students and employees without regard to age, color, gender, national origin, physical or mental disability, race, religion, or sexual orientation.

GRADUATE APPLICATIONS

MSSI and MSTI GRADUATE APPLICANTS MUST SUBMIT DIRECTLY TO NIU:

- **NIU Degree-Seeking Application.**
- Statement of Purpose (500-word essay; topic specified on the application).
- Official Graduate Record Exam (GRE) score report (scores must be less than 5 years old).
- NIU’s school code for the GRE is 5205.
- No other exam may be submitted in place of the GRE.
- Applicants with an earned master’s or doctoral degree from a regionally accredited institution are not required to submit GRE scores.
- Official undergraduate transcripts showing the date and degree awarded.
- Official graduate transcripts showing the date and degree awarded.
- Nomination from parent organization, if applying to the full-time DIA Cohort, NSA Cohort, NGA Cohort, or MSSI Program for Reserves.
Nomination may be submitted in memo style on official government letterhead, or on U.S. Government Standard Form 182.

- Civilian NSA personnel must have their supervisory chain submit a nomination to the NSA Academic Center Director using NSA Form E-71.
- Military members must have their respective assignment managers submit their nomination to NIU.

CERTIFICATE APPLICATIONS

CERTIFICATE APPLICANTS MUST SUBMIT:

- NIU Non-degree-Seeking Application.
- Official undergraduate and graduate transcript from a regionally accredited institution showing date and degree awarded.
- Foreign Transcripts must be submitted with an official transcript evaluation from an approved foreign accrediting service.

*Please Note: Applicants to the Leadership and Management in the Intelligence Community certificate program must also submit a nomination from their parent organization and a Statement of Purpose (500-word essay) explaining their motivation for study.*

CONTINUING EDUCATION APPLICATIONS

CONTINUING EDUCATION APPLICANTS MUST SUBMIT:

- NIU Graduate Admissions Application.
- Official copies of all undergraduate and graduate transcripts.

GRADUATE APPLICATION DETAILS AND DEADLINES

SEND ALL ADMISSIONS MATERIALS TO:

Defense Intelligence Agency
7400 Pentagon
ATTN: NIU-1A, Office of Enrollment Services
Washington, DC 20301-7400

ADMISSIONS DEADLINES

The University begins screening applications in February each year for admission the following August.
January 31, 2017: Application deadline for full-time study. May 1, 2017: Application deadline for the following part-time programs:

- MSSI/MSTI Program for Reserves
- Evening MSSI/MSTI
- Monthly Executive MSSI/MSTI
- NIU Academic Center at NSA
- NIU Academic Center at NGA
- DIA Cohort
- European Academic Center
- Southern Academic Center
- Quantico Academic Center

**July 14, 2017: Deadline for receipt of security clearances for all students for Academic Year 2018.**

The application deadlines for Space Available, Continuing Education, and Certificate programs vary and are published on the NIU website as required.

**Note:** Nominees stationed at remote locations may request to defer temporarily some admissions requirements, such as the GRE, until they return to the United States. Deferrals are approved on a case-by-case basis by the Office of Enrollment Services. Deferrals are based on operational requirements, not on personal convenience. All admissions requirements must be satisfied before the start of classes.

**CONDITIONAL ADMISSION TO THE FULL-TIME MSSI OR MSTI DEGREE PROGRAMS**

Applicants for full-time study in the MSSI or MSTI degree programs who have been nominated by their sponsoring organization and who do not meet regular admissions standards may be conditionally admitted to the program at the discretion of the Graduate Admissions Board and the appropriate Dean.

Conditional admissions are considered when the Board and the appropriate Dean determine an applicant has other qualifications that indicate academic success in a graduate program. Conditionally admitted students are expected to take the required curriculum and must maintain a minimum grade-point average of 3.0 during the first quarter. Students who meet this guideline may be granted full admission. Students who do not meet the conditional requirements after the first quarter will be dismissed from the University.

No conditional admissions are made for part-time students.
ADMISSION NOTIFICATION

FULL-TIME STUDENTS

Prospective students must submit their application, official transcripts, GRE scores, and Statement of Purpose in accordance with published deadlines.

It is the responsibility of the applicant to confirm that NIU has received all application materials and transcripts before the deadline. Admissions staff members advise applicants of the status of their application packages upon request by the applicant. As a general rule, the Admissions Office informs full-time applicants of their admission status within 6 to 8 weeks after the application deadline.

PART-TIME STUDENTS

Admissions decision letters for part-time applicants are mailed in June for the following programs:

- Evening MSSI/MSTI
- Monthly Executive MSSI/MSTI
- MSSI/MSTI Program for Reserves
- NIU Academic Center at NSA
- NIU Academic Center at NGA
- DIA Employee Cohort
- European Academic Center
- Southern Academic Center
- Quantico Academic Center

Space Available, Continuing Education, and Certificate applicants are generally notified within 6 to 8 weeks of the application deadline.

REGISTRATION FOR NEW AND RETURNING STUDENTS

Registration periods are announced to admitted students via email and Blackboard. It is the responsibility of the student to monitor both for updates.

DEFERRED APPLICATIONS

Applicants are admitted to NIU for a specific quarter or year; there is no application deferral process. Individuals who are not able to accept a seat in a given year must reapply for future
consideration. Individuals reapplying to programs requiring a nomination must secure a new nomination as part of the application process.

TRANSFER HOURS—GRADUATE LEVEL

Graduate students may transfer a maximum of 6 quarter hours to a master's program. The students must have taken the courses within 5 years prior to enrolling in NIU and have an earned grade of B or better. Courses submitted for transfer credit must be relevant to the degree being sought, and must be taken at the appropriate academic level at a regionally accredited institution. When making a transfer credit request, students must certify that the hours have not been used, nor will they be used, to meet requirements for any other degree. Students may not obtain transfer credit in lieu of taking NIU core courses. The Deans may set additional transfer requirements for their respective degree programs, provided these requirements are published in places accessible to current and prospective students and faculty. After acceptance to NIU, students may obtain Transfer Credit Evaluation Forms from the NIU Office of Enrollment Services or on Blackboard. Completed forms should be submitted to the Office of Enrollment Services, together with official transcripts, catalog description, and a syllabus. Additional documentation may be required. Approval of transfer hours resides with the Dean of the appropriate program. NIU does not have articulation agreements established with other institutions.

UNDERGRADUATE ADMISSIONS

ELIGIBILITY

All prospective Bachelor of Science in Intelligence (BSI) students must be U.S. citizens who are members of the U.S. Armed Forces or Federal Government employees. In addition, candidates must possess an active TS/SCI security clearance to be considered for admittance.

Undergraduate students must be nominated by their parent organization to attend the University. Applicants should contact their education, training, or human resources personnel to determine the nomination process for their parent organization.

While an individual’s parent organization ensures that the nominee meets that organization’s eligibility requirements—using criteria such as job performance, seniority, availability, and other factors—the University uses traditional academic criteria to determine program admissibility. Final determination for admissions rests with the University.

UNDERGRADUATE ADMISSION REQUIREMENTS

Admission applications are carefully examined with regard to the student’s education and academic preparation, and the demonstrated ability to excel in undergraduate work.
Applicants should have a cumulative grade-point average of 2.5 or higher on a 4.0 scale and must have completed a minimum of 80 semester hours of undergraduate work that includes:
  • 20 upper division (300–400 level) semester hours.
  • 30 hours earned from a regionally accredited institution.
  • 9 hours in Communication Skills, 6 hours must be in Composition courses.
  • 12 hours in Math or Science, 3 hours must be in Mathematics.
  • 15 hours in the Humanities, Social Sciences, or Fine Arts.

TRANSFER HOURS—UNDERGRADUATE LEVEL

For the BSI program, NIU accepts transfer credits provided that the credits are from a regionally accredited institution and that the student earned a grade of C or better. In addition, NIU accepts a maximum of 50 quarter hours of credit from testing and military training that has been evaluated by the American Council of Education (ACE) for the undergraduate program only. The University does not accept transfer credits for any required courses in the BSI curriculum. NIU does not have any articulation agreements established with other institutions.

As the transfer credits are a required part of the undergraduate application process, separate requests for formal credit evaluation are not required. Students are encouraged to take part in admissions counseling prior to submitting a formal application.

Foreign transfer credits must be evaluated by a foreign accrediting service before being presented for transfer credit consideration. The Enrollment Services Office reviews and acts on all transfer credit requests.

ADMISSIONS COUNSELING

Prospective students are strongly encouraged to have their academic records reviewed by the University’s Admissions Staff to determine whether they meet the academic prerequisites. To request an evaluation, applicants should forward all of their transcripts with a cover note that includes the request and applicable contact information to the Office of Enrollment Services. Legible copies are acceptable for the credit evaluation; official copies are preferred. The Admissions staff evaluates the applicant’s credentials and provide feedback, as well as makes recommendations on how to meet any remaining semester hour requirements.
Admissions

UNDERGRADUATE APPLICATIONS

Prospective students must submit the application, Statement of Purpose, and official transcripts by the published deadlines.

- NIU Degree-Seeking Application.
- Nomination from parent organization.

Nomination may be submitted in memo style on official government letterhead, or on U.S. Government Standard Form 182.

- Civilian NSA personnel must have their supervisory chain submit a nomination to the NSA Academic Center Director using NSA Form E-71.
- Military members must have their respective assignment managers submit their nomination to NIU.
- Statement of Purpose (as described on the application form).
- Official high school transcript(s) or GED.
- Official transcripts from each undergraduate academic institution attended.
- Official DoD school transcripts (e.g., Defense Language Institute, National Cryptologic School).
  - ACE College Credit for Military Service transcripts (see the ACE Military Guide for further information for formal courses and occupations offered by all branches of the military).
- Military Service transcripts:
  - Air Force (CCAF).
  - Army/Navy/Marines/Coast Guard (Joint Services Transcript [JST]).
    - Official JST transcripts can be requested from the JST website.
- Official copies of standardized test results for:
  - CLEP exams.
  - DSST exams.
  - Excelsior College exams.
  - Defense Language Proficiency Test (DLPT) with ACE recommended scores for Listening, Reading, and Speaking.
APPLICATION DETAILS AND DEADLINES

SEND ALL ADMISSIONS MATERIALS TO:
Defense Intelligence Agency
7400 Pentagon
ATTN: NIU-1A, Office of Enrollment Services
Washington, DC 20301-7400

ADMISSIONS DEADLINES

The University begins screening undergraduate applications in February each year for admission the following August.

Applicants should contact their education, training, or human resources personnel to determine the deadline for applications and nominations by their particular organization.

It is the responsibility of the applicant to ensure all application materials and transcripts are received before the deadline. Applicants may contact the Admissions Office to check the status of their application materials.

January 31, 2017  Application deadline for full-time nominations due from Military Services and Federal agencies for Academic Year 2018.

July 14, 2017  Deadline for receipt of security clearances for all students for Academic Year 2018.

August 4, 2017  Final transfer credit hours due for students accepted for Academic Year 2018.

Note: Nominees stationed at remote locations may request to temporarily defer some admissions requirements until they return to the United States. Deferrals are reviewed and approved on a case-by-case basis by the Admissions Office. Deferrals are based on operational requirements, not on personal convenience. All admissions requirements must be satisfied before the start of classes.

ADMISSIONS DECISIONS

The Admissions Office informs applicants of their eligibility status within 6 to 8 weeks after the application deadline.
READMISSION AFTER PREVIOUS ATTENDANCE

Applications for readmission are evaluated on a case-by-case basis. Special consideration is given to students with extenuating circumstances, including operational requirements and deployments. Sponsoring organizations must re-nominate applicants for readmission.

SECURITY CLEARANCE REQUIREMENTS

All students must have a valid clearance with a current SSBI date (no older than 5 years) to attend NIU. Candidates who are nearing their PR update should begin work on the SF-86 immediately. Below are the instructions on how to pass clearances for the Military Services and civilian organizations:

Civilian, Coast Guard, and students who are returning to their home station after graduation must ensure that their agency/organization has certified their TS/SI/TK/G/HCS clearances and access to the NIU Security Office by July 14, 2017. The clearance must be “perm-certed” through the end of the academic year, August 2018. Loss of clearance results in automatic withdrawal from NIU.

Clearances should be sent via SSO channels as follows:

SSO DIA SEC or JPAS-SMO Code XP124CS
Within the message body, the following should be inserted:
“Pass to National Intelligence University, ATTN: Security Officer.”
U.S. Army: A Transfer-In-Status should be sent to:
PLA: SSO INSCOM
JPAS SMO CODE: W00YAA3
POC: Fonseca, Maria
Email: maria.d.fonseca3.civ@mail.mil
Phone: (703) 706-2682 (DSN 328)

As students process in at HQ Special Activity, they MUST also process in with:

Ms. Kristina Snider
HQ Building, 9820, Flaglar Road, Building 269, Room 230
Room 129, Ft. Belvoir, VA
Phone: (703) 805-4012 (DSN 655)
**U.S. Army students who are assigned to Ft. Jackson, SC, should contact:**

Mr. Lovell Sample  
Email: lovell.sample.civ@mail.mil  
Phone: (803) 751-5381

**U.S. Marine Corps: A Transfer-In-Status should be sent to:**

PLA: CMC//SSO//  
JPAS SMO CODE: 540080083  
Charlene Baer, 703 693-6005  
Email: hqmc_intel_SSO@usmc.mil

**U.S. Navy: A Transfer-In-Status should be sent to:**

PLA: SSO ARLINGTON  
JPAS SMO CODE: N326662  
YN3 Derious A. Kennedy  
Email: derious.a.kennedy@navy.mil  
Phone: (703) 695-8909 (DSN 225)

**U.S. Air Force: A Transfer-In-Status should be sent to:**

PLA: SSO USAF  
JPAS SMO CODE: SSOUSAFF2  
Maria Martinez  
Email: maria.martinez@pentagon.af.mil  
Phone: (703) 697-0673 (DSN: 227)

Applicants whose clearances are not received on time risk losing their admission to the program or having their orders canceled, even if they have already carried out a permanent change of station. Applicants should call to verify receipt of their clearance once their agency has confirmed it has been sent. The NIU Security Office can be reached at (202) 231-2768 or (202) 231-0332. The fax number is (202) 231-8945.

Individuals enrolled in part-time programs must meet the same clearance and access requirements as full-time students. All part-time students must ensure that their clearance and SCI access are certified by their SSO to DIA prior to attending class.
STATUS CHANGES

Students who transfer to another organization while attending NIU must notify the Admissions and the NIU Security offices due to a change in security status. If students are debriefed at their losing organization, they are not permitted to attend classes until they are briefed for TS/SI/TK/G/HCS at their gaining organization and a “perm cert” is passed to SSO DIA SEC by message or via JPAS SMO CODE: XP124CS. If students’ new organization or job does not require a TS/SCI clearance, they are not permitted to return to school.

TUITION AND FEES

The University does not charge tuition and does not receive funding through any Department of Education grant or loan program. Students at the University do not receive financial assistance through Department of Education grant or loan programs.
ACADEMIC POLICIES AND STANDARDS

GENERAL INFORMATION

KNOWLEDGE OF UNIVERSITY POLICIES

Each student must be familiar with University degree requirements and academic policies. This catalog codifies all academic and general policies, but corrections and changes may occur during the academic year. Specific items not covered by the catalog are at the discretion of the President and the President’s staff, per DoD Instruction 3305.01.

OFFICIAL UNIVERSITY COMMUNICATIONS

Official communication with students, including notices about academic standing, class cancellation, and other University-wide notifications, is via electronic means. Students are responsible for viewing all announcements posted on the NIU website and Blackboard website, and for accessing University communications sent to their NIPRNet and JWICS accounts. Students are required to activate all accounts and check them regularly.

STUDENT REQUESTS FOR ACADEMIC ACTION

Requests for academic action must be submitted to the appropriate Program Director. Additional information, specific forms, and instructions on how to initiate an academic action are available in the Enrollment Office and on the NIU website.
ASSESSMENT OF ACADEMIC PROGRAMS

Students are required to participate in course evaluation for purposes of improving the curriculum and instruction. On occasion, focus groups and surveys are conducted for the same purposes. Students may also contact the Director of Institutional Effectiveness with comments and suggestions about their educational experience. All courses have learning outcome goals that are measured at the end of each quarter. An end-of-program survey to measure overall satisfaction with the degree program is also administered. Students must provide a .com or .net email address when registering to complete this survey. In addition, NIU uses direct measures to assess student learning outcomes to demonstrate that, upon graduation, students have the knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

UPDATING RECORDS

Each student is required to maintain current contact information, including permanent and local addresses, telephone numbers, and email address. Each student must also maintain NIPRNet, SIPRNet, and JWICS accounts (or appropriate NGA, NSA, or European Academic Center accounts) assigned at orientation. Students are responsible for accessing official communications directed to these official accounts. Changes must be processed at the Enrollment Services Office.

STUDENT BADGES

Upon completion of security briefings and verification of clearances, students receive an NIU Student Badge.

DEGREE STATUS

Students admitted into NIU programs must satisfy all degree requirements. It is the responsibility of students to keep informed of and to comply with the rules and policies affecting their academic standing. Meeting academic deadlines, attending classes, completing all coursework, and fulfilling degree requirements are student responsibilities.

NON-DEGREE STATUS

Non-degree-seeking students may enroll in courses. Enrollment is based on eligibility criteria and availability of space in courses. A student cannot graduate or receive a degree in non-degree status. Non-degree-seeking students must meet the same academic standards as degree-seeking students.
ASSIGNMENT OF CREDIT HOURS

The University operates on the quarter system. Credits are based on the quarter hour. The standard graduate, undergraduate, or continuing education (certificate) course at NIU carries a 3-credit weight based on students achieving 1,600 minutes of instruction, excluding the final examination, if any, during each quarter. In accordance with federal standards and academic best practices, each credit hour carries the expectation of an approximate 1:2 ratio of time spent in any form of classroom, laboratory, field, or other instruction to time spent in any form of individual study, preparation, and completion of coursework outside of formal instruction.

Certain courses that involve original research projects carry a different number of credits. The Capstone Project (BSI 497) carries 9 credit hours; students meet for 4,800 minutes during the quarter, plus outside preparation. The Thesis Proposal (MCR 702) carries 2 credit hours. Students work one-on-one with a thesis chair to develop a thesis proposal to guide their research. In addition, Thesis Research and Thesis Completion (MCR 703 and MCR 704) carry 1 credit each. These courses represent the final research and writing of the graduate thesis. Students meet one-on-one with their committee as appropriate.

Students must successfully complete a minimum number of credits based on their academic program. The MSSI and the MSTI programs require students to earn 43 credits. The BSI is a degree-completion program. Students are required to transfer in 120 quarter (80 semester) hours of work. While at the University, students earn 57 upper-division credits.

ACADEMIC LOAD

Full-time resident students generally take a minimum of 12 credits per quarter. Part-time cohort students typically enroll in 6 credits per quarter. Changes to this academic load must be approved by the requesting student’s Dean.

HUMAN SUBJECTS RESEARCH

NIU protects the rights of all human subjects when conducting research as expressed by 45 C.F.R. 46, “Protection of Human Subjects,” and DoD Instruction 3216.02, “Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research.” NIU’s Institutional Effectiveness Department oversees NIU policy compliance with U.S. Government regulations regarding human subjects research.

Each student is required to complete NIU’s training on the Human Research Protection Program (available online in AGILE). In conjunction with the thesis proposal, each student must complete the T-1B Form, entitled “Human Subjects Research Determination,” and submit the
thesis proposal package to the human subjects team for review. If the team determines a student’s research proposal falls under the purview of human subjects, the student must complete additional training through the Collaborative Institutional Training Initiative (CITI). Specific plans for data collection via surveys or interviews, for example—for coursework as well as for a thesis—must be reviewed by the Institutional Review Board.

**ATTENDANCE**

Students must attend all scheduled class sessions. Students missing more than one session face, at the discretion of the faculty member, penalties ranging from the lowering of the final grade to failure in the course. A student who misses three or more sessions and does not withdraw faces removal from the course and a failing grade.

Students are responsible for calling the Enrollment Services Office to report an absence on a regular class day when emergencies or illness prevents them from attending class.

If students cannot contact the Enrollment Services Office, they should contact the Student Class Leader, who can then make the local contacts. Unauthorized or unexplained absences must be reported to the Department of University Operations for staff and faculty, and the Enrollment Services Office and Senior Service Advisor for students. The appropriate Associate Dean will initiate administrative warnings or, if the case warrants, charge leave to cover the period of absence.

**ACADEMIC LEAVE OF ABSENCE**

Students faced with professional or health circumstances necessitating a break in their studies of more than two academic quarters should request an academic leave of absence. These requests are made to the student’s respective Dean through the Registrar. An academic leave of absence does not automatically alter the student’s completion date for finishing his or her degree. All students on a leave of absence must out-process from the University and report to their parent military or civilian organization.

**GRADING**

NIU faculty members use different mechanisms for evaluating student work, including examinations, classroom participation, papers, and performance in a simulation course. In all cases, students have the right to a grade that is based on their actual course performance against an articulated standard applied to all those taking the course.
In each course syllabus, the faculty member must have uniform, identifiable grading criteria. Before the end of the first class session, the faculty member must clearly articulate to students his or her grading criteria, as well as the methods for grading student performance.

Students must understand that the evaluation of student work and the assignment of grades on the basis of academic criteria are first and foremost the responsibility and prerogative of the faculty member teaching each course.

The faculty member defines his or her grading policy explicitly. If there is any deviation from the original statement of grading policy, the faculty member must inform all students. The University presumes that the faculty member is best positioned to know the range of excellence of the students in the class and to award grades in good faith, and the University reaffirms its confidence in the qualifications and good judgment of its faculty.

Faculty members should provide timely feedback to students on all graded work during the course of the grading period. The evaluation and grading of academic performance is subject to the professional judgment of each faculty member. Considerable personal discretion is required in these judgments; a justifiable margin of difference can exist between the evaluations made by two or more faculty members of the same academic performance.

### GRADING

<table>
<thead>
<tr>
<th>GRADUATE COURSES</th>
<th>UNDERGRADUATE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeric</strong></td>
<td><strong>Point Value</strong></td>
</tr>
<tr>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>A−</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B−</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
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<tr>
<td>C</td>
<td>70–76</td>
</tr>
<tr>
<td>F</td>
<td>0–69</td>
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</table>
INCOMPLETE (I)

A faculty member may assign an incomplete (I) grade to a student whose work is satisfactory but is unable to meet all course requirements for extenuating circumstances. It is the student’s responsibility to discuss with the faculty member the possibility of receiving an I grade. All requirements must be completed by the 9th week of the following quarter, or the 7th week of an eight-lesson quarter, and the faculty member must turn in the final grade by the 10th week of the following quarter. If a final grade is not submitted by this deadline, the I grade is converted to an F. The Dean may extend the deadline in exceptional cases. As long as the I remains on the transcript, it is treated as unsatisfactory academic performance.

PASS (P)/FAIL (F) GRADING

PASS/Fail grading is only used in courses specifically authorized by the Deans.

Students enrolled in thesis courses MCR 702 and MCR 703 are assigned a grade of PASS (P) or FAIL (F) at the end of these courses. Receiving a grade of PASS is a prerequisite for proceeding to the next thesis course.

Students enrolled in MCR 704 receive a grade of PASS (P) or FAIL (F) only upon completion of the thesis. Students may reregister for MCR 704 if the thesis is not completed in one quarter. In the terms preceding completion, they are assigned either the IP or NP grades (see below).

IN PROGRESS (IP)

IP is a grade notation assigned in selected courses such as capstone courses or the thesis completion course (MCR 704), in which the coursework is not completed within one quarter by design. The IP remains as an official grade on the transcript. Theses must be completed within the specified timelines.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Must be cleared by end of next quarter or grade becomes an F</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>Only used in multi-term courses</td>
</tr>
<tr>
<td>NP</td>
<td>No Progress</td>
<td>Only used in multi-term courses</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>No GPA impact; can only be used in first half of course</td>
</tr>
<tr>
<td>WP</td>
<td>Withdraw Pass</td>
<td>No GPA impact; issued at instructor discretion</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Fail</td>
<td>Counts as an F in GPA; issued at instructor discretion</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>Used only for officially audited courses</td>
</tr>
<tr>
<td>WIP</td>
<td></td>
<td>No grade has been entered for this class</td>
</tr>
<tr>
<td>X</td>
<td>Administratively Removed</td>
<td></td>
</tr>
</tbody>
</table>
NO PROGRESS (NP)

NP is assigned only for the final thesis course, MCR 704. When there has been no contact with the thesis chair or no discernible progress toward completing the thesis during that quarter, the faculty member assigns an NP. If a student receives an NP for 2 consecutive quarters, or for 2 quarters in any one 4-quarter period, the student is dismissed from the University.

WITHDRAWAL (W)

Students may withdraw from a course until the midpoint of that course, such as the end of the 5th session of a 10-session course, or the end of the 4th session of an 8-session course. A notation of W is assigned to the transcript of a student who withdraws from a course before the withdrawal deadline.

Withdrawal from a course after the midpoint of that course is allowed only for non-academic reasons and requires permission of the faculty member and the approval of the Dean. Students who are approved to withdraw after the midpoint of a course are assigned a grade notation of WP (withdraw passing) or WF (withdraw failing) by the faculty member, depending on the student’s academic standing in the course at the time. The grade notation of WP carries no credit or academic penalty. A grade of WF is treated as an F when calculating the grade-point average and triggers academic warning.

Students withdrawing at any time must complete the necessary documentation through the Enrollment Services Office. Students who stop attending classes without an official withdrawal or the Dean’s approval receive a grade of F for the course.

ADMINISTRATIVE WITHDRAWAL (X)

A grade of X is placed on student records when students are separated from the program for reasons including student inactivity, not completing or showing progress on a thesis, or going beyond their original thesis completion date without applying for and receiving an extension. The grade of X is placed on the student’s transcript as an administrative action and does not have an impact on the student’s grade-point average. All books and badges must be returned.

AUDIT (AU)

Students may request to audit a course on a space-available basis after all other students have had the opportunity to enroll in the course for credit. Faculty member approval is required and must be documented with a signed schedule adjustment form provided to the Registrar’s Office before the close of the drop/add period. Audited courses receive no credit and appear on the transcript with the notation AU (audit). Core courses may not be audited, and previously audited courses may not be taken later for credit.
GRADE-POINT AVERAGE

The grade-point average (GPA) is calculated by dividing the number of grade points earned by the number of credits attempted. The total grade points earned for a course equals the number of grade points assigned times the number of course credits. For example, if a student takes five 3-credit courses and receives grades of A, A-, B-, B, and C+, then the GPA for the quarter equals the total grade points (47.1) divided by the total course credits (15). The GPA is 3.14. For satisfactory standing, undergraduate students must maintain a C average (2.5 GPA), and graduate students, a B average (3.0 GPA).

ACADEMIC REVIEW PRACTICES

ACADEMIC POLICY AND STANDARDS COMMITTEE

The Academic Policy and Standards Committee is an administrative committee designed to address relevant policies and standards of the University and provide recommendations to the Deans for management actions. Co-chaired by the Graduate program Directors of the College of Strategic Intelligence and the Oettinger School of Science and Technology Intelligence, the committee reviews issues of academic policy, admissions criteria, and standards for the institution. Activities include, but are not limited to, academic integrity issues, grade appeals, student dismissal appeals, student grievances, and admissions appeals. For more information, see NIU policy memorandum: Academic Policy and Standards Committee.

PROCEDURES FOR APPEALING CONDUCT ACTIONS

Within 5 working days after the identification of a conduct issue by the faculty, student, or staff member, the issue should be presented to the appropriate Dean, in writing, and a meeting requested to discuss the matter. Within 5 working days of receiving such a request, the Dean should contact the student and address the student’s concerns.

The purpose of the consultation is for the Dean to explain the basis for the conduct action. At the consultation, the student explains his or her concerns about the issue. The Dean explains the standard that was violated and how the response was determined based on application of that standard.

If the Dean or appropriate leadership member is not available within the quarter in which an appeal is initiated, the Associate Dean may act in lieu of the Dean of record.

If the student and Dean or appropriate leadership member are able to reach an agreement about how to address the student’s concern during, or as a result of the informal consultation, the matter is considered resolved.
If the student and Dean or appropriate leadership member cannot agree, the student may, within 5 working days, initiate a formal appeal to the appropriate program Dean or appropriate leadership member by submitting a Memorandum for the Record justifying the appeal.

The student shall:

• State the points that, if found to be factual, would show the basis for the claim that the conduct action was made in error or in an arbitrary or capricious manner.

• Detail the remedy or resolution sought.

If a mutually acceptable outcome cannot be reached within 5 working days, the Dean convenes an Academic and Policy Standards Committee (APSC) review. The APSC reviews all pertinent information relating to the case, including interviewing, as needed, the faculty member and student. The APSC makes a determination and provides a written recommendation to the appropriate Dean, who has the final authority.

If the faculty member is the Program Director, the student may appeal directly to the appropriate Associate Dean or Dean, who convenes the APSC in lieu of the program director if he or she cannot resolve the issue.

The Memorandum for the Record submitted by the student, the APSC findings, and the results of the grade appeal remain in the student’s NIU academic record. In extraordinary situations, the Dean (or Provost, if the Dean called the APSC) may review the findings to ensure process fairness to both the student and the faculty member.

ACADEMIC PROBATION

Students in the master’s programs are placed on academic probation and considered for disenrollment for the following:

• Cumulative grade-point average (GPA) below 3.0.

• Two grades of C.

• Failure to complete the NIU Form T-1, Thesis Topic and Committee Approval on time (by the end of the Winter Quarter for full-time students in their 1st year or part-time students in their 2nd year).

Students in the BSI program are placed on academic probation and considered for disenrollment for the following:

• Cumulative GPA below 2.5.

• Two grades of D.

• A failing grade in any class results in dismissal.
All students placed on academic probation are notified by letter from the applicable Dean. If the student fails to meet the terms of the probation, he or she may be disenrolled.

**DISMISSAL FROM THE UNIVERSITY**

Dismissal for conduct issues addressed by the APSC: The University reserves the right to dismiss students for failure to maintain DIA, DoD, or Federal employee standards of conduct; failure to abide by academic standards or academic integrity; failure to follow University policies; or for failure to maintain the basic eligibility requirements such as security clearance, Federal employment status, or citizenship. If students are subject to dismissal, their transcripts carry that notation. Depending on the situation, they are given conditions for continuation or are dismissed from the University.

Dismissal for academic performance issues addressed by the Dean: A third C or one F in a graduate course results in consideration for immediate dismissal from the University. BSI students who receive a third D or an F are considered for immediate dismissal from the University. Students who fail their thesis courses are not allowed to register for the next thesis course and are considered for dismissal.

**GRADE APPEALS**

The grade appeal process is not appropriate for students who believe that a course was poorly designed or that they received poor instruction. These may be legitimate concerns, but they are more appropriately addressed to the Program Director or Dean. A claim that a faculty member graded too severely is also not a reason to appeal a grade, provided that all students in the class were graded in the same fashion.

NIU recognizes that students should not be subject to prejudicial or capricious grading. Neither a clerical error nor an arbitrary or erratic grade should be allowed to remain as part of the student’s permanent record. In such cases, students are offered a means of appeal.

The formal grade appeal process is a serious procedure. The University is cautious about changing the grade of any individual and is careful not to diminish the apparent achievements of other students who may have done better and whose original grade may have been higher. It is important to remember that the burden of proof is on the student, except in cases of suspected academic dishonesty, where the burden of proof is on the faculty member. In all cases in which there is a reasonable doubt, the original grade is retained.

NIU seeks to resolve any disagreements over grades at the lowest possible level. Should disagreement arise, the University expects that the student and faculty member make every effort to resolve differences in a professional and mutually respectful manner. At any point in the
appeal process outlined below, the student and faculty may elect to return to consultation or mediation.

**RECOGNIZED GROUNDS FOR CHALLENGING A GRADE**

All appeals are considered for a clerical error such as a mathematical computation or recording error that was committed by the faculty member. In addition, any student may challenge the reduction of a grade for alleged scholastic dishonesty.

In the case of a clerical error, where no dispute exists between the faculty member and the student, the faculty member shall complete the NIU Grade Adjustment Form, available in the Registrar's Office. The faculty member stipulates, in a written attachment, the exact circumstances that resulted in the clerical or mathematical error. Copies are provided to the student, Program Director, Registrar, and appropriate Associate Dean.

Formal challenges, other than cases in which both parties agree that a mathematical error has occurred or cases of alleged dishonesty, are entertained only in instances in which the student receives a final numeric grade of 79 or lower for the course. Individual assignments are not reviewed for purposes of a grade appeal unless a violation of academic integrity or misconduct has been levied by or against the faculty member.

For those appeals that address grades of 79 or lower for the course and are not addressing a clerical error, the following grounds may be addressed:

The faculty member applied predetermined criteria in an arbitrary and capricious manner, and the evaluation of academic performance so exceeded the reasonable limits of the faculty member’s discretion as not to be acceptable to the faculty member’s peers. Under NIU policy, “arbitrary and capricious” means:

1. The assignment of a grade on some basis other than performance in the course.
2. The assignment of a grade in a non-uniform fashion, that is, by applying different standards to one student or by applying the standards differently to other students at the same level in the same course.
3. The assignment of a grade in a way that represents a substantial and unreasonable departure from the faculty member’s articulated standards.
4. The assignment of a grade in the absence of a clearly articulated standard.

**PROCEDURES FOR APPEALING A FINAL CLASS GRADE**

Within 5 working days after the posting of the final grades by the Registrar, the student should convey his or her concerns about the grade, in writing, to the faculty member who assigned the
grade, and request a meeting to discuss the matter. Within 5 working days of receiving such a request, the faculty member contacts the student and address the student’s concerns.

The purpose of the consultation is for the faculty member to explain the basis for the student’s grade. At the consultation, the student explains his or her concerns about the grade. The faculty member explains the standard that he or she used for grading in the particular course and how the student’s grade was determined based on application of that standard. As noted above, the faculty member may change a grade when a clerical or mathematical error is discovered.

If the faculty member is not available within the quarter in which an appeal is initiated, the Program Director may act in lieu of the faculty member of record. In cases of unanticipated, short-notice deployment, mobilization, or transfer, the student must indicate intent to pursue an appeal in writing within 30 days.

If the student and faculty member are able to reach an agreement about how to address the student’s grading concern during, or as a result of, the informal consultation, the matter is considered resolved.

If the faculty member and student cannot agree that a clerical or mathematical error has occurred, the student may, within 2 working days, initiate a formal grade appeal to the appropriate Program Director by submitting a Memorandum for the Record justifying the grade appeal. The student shall:

• State the facts that, if affirmed to be true, would be sufficient to show the basis for the claim of clerical error or for the claim that the grade was awarded in an arbitrary or capricious manner.

• Detail the remedy or resolution sought (i.e., what is a fair resolution of the matter).

The Program Director notifies the faculty member that a grade appeal has been filed. As soon as possible, but within 3 working days, the Program Director meets with the faculty member and the student to serve as mediator to resolve the dispute.

If a mutually acceptable outcome cannot be reached within 5 working days, the Program Director convenes an APSC review. The APSC reviews all pertinent information relating to the case, including interviewing, as needed, the faculty member and student. The APSC makes a determination and submits a written recommendation to the appropriate Dean, who has the final authority.

If the faculty member is the Program Director, the student may appeal directly to the appropriate Associate Dean or Dean, who convenes the APSC in lieu of the Program Director if he or she cannot resolve the issue.
The Memorandum for the Record submitted by the student, the APSC findings, and the results of the grade appeal remain in the student’s NIU academic record. In extraordinary situations, the Dean (or Provost if the Dean called the APSC) may review the findings to ensure process fairness to both the student and the faculty member.

**REPEATING A COURSE**

Students must obtain permission from their Academic Dean to repeat a course.

**REGISTRATION**

Information about registration dates and procedures is provided to new students in their notification of acceptance letter from the University. Current students should monitor Blackboard and their email accounts for registration announcements. The primary method of registration is online via the Jenzabar Internet Campus Solution (JICS) System. Resident and cohort students are registered in core courses with their assigned track. Changes in core courses must be approved by the appropriate Dean.

**DROP/ADD**

Students enrolled in graduate or undergraduate courses may drop, add, and cancel their registration or withdraw from a course by obtaining the necessary approvals and by observing the published deadlines and procedures. The timelines for adding and dropping courses are strictly enforced. Students may add a course until the end of the 1st week of the quarter and may drop a course until the end of the 2nd week of the quarter. Students in the Reserve and Monthly Executive formats must execute all drop/add actions during the initial drill weekend of the quarter.

**INTENT TO GRADUATE**

All students must complete and submit the Diploma Order Form no later than the 1st day of classes in the Spring Quarter in the year of intended graduation. Students are not cleared for graduation if the form is not submitted by the specified deadline.

**PROGRESS TOWARD THE DEGREE**

Normal progress toward graduation for the resident graduate and undergraduate degrees is 1 year. Students may be subject to dismissal for failing to make minimum progress toward the degree. If a resident MSSI or MSTI student does not finish the coursework and thesis within the 1st year, he or she must complete all requirements by the end of the subsequent Summer Quarter. Normal progress for students in a part-time cohort degree program is 2 years. Cohort
students must complete all requirements by the end of the Summer Quarter of the 3rd year after initial enrollment.

REQUESTS FOR EXTENSION

Graduate students may request an extension for thesis completion due to extenuating circumstances from their Associate Dean. All requests for extensions must be made before the expiration of their original eligibility period (2 years for full-time students, 3 years for part-time students). Students are expected to have completed all coursework, and the extension is granted only to complete the thesis. Students must have an approved thesis committee on file, and, if the extension is approved, students must enroll in MCR 704 and remain enrolled until the thesis is completed or until the extension expires.

THESIS AND THESIS PROCESS

Students complete the thesis process by taking the thesis courses and completing the requirements for each thesis class, and ultimately producing an approved graduate thesis. In order to graduate, students must also submit the specified approval forms for their committee, proposal, IRB review, approval, and thesis cataloging by the specified due dates for the academic year.

TIME REQUIREMENTS

Full-time/resident students have 2 years to complete all coursework and the thesis; for example, resident students entering in August 2016 must finish by the last day of the Summer Quarter of 2018.

Each student’s service or agency may require him or her to finish the thesis in the 1 year allotted or receive a negative report, but that is not an NIU requirement. Currently, the USAF requires 14Ns to finish within the year, as does the Army for FA-34s. For more information on service or agency requirements, consult the appropriate Senior Service Advisor.

Part-time/cohort students have a total of 3 years (which is equivalent to the full-time program requirement, since it is 1 year beyond the normal time taken) to complete the coursework. Part-time students must complete all requirements by the last day of the Summer Quarter of the 3rd year, or July 2019 for those students beginning their classes in August 2016.

A student may request a program extension by contacting the Registrar, who gathers the information and forwards the request to the student’s respective Associate Dean for approval. All requests for extensions must be made before the expiration of the original eligibility period. At a minimum, students are expected to have completed all coursework, and the extension is
required only to complete their theses. Students must have an approved thesis committee on file (NIU Form T-1), and, if the extension is approved, they must remain enrolled, each quarter, in MCR 704 until the thesis is completed or the extension expires.

**THESIS CHAIR, READER, AND THESIS TOPIC**

Thesis chairs must be members of the University’s full-time faculty (which includes the Reserve faculty and the faculty at Academic Centers). Students should select their readers based upon either subject matter expertise or editing abilities. If the chair is a subject matter expert (SME), the reader does not need to be another SME. In these cases, some students may add a reader who is known for editing or thesis organization prowess, or as an expert in the minor or tangential areas the thesis may cover.

If the reader is from outside the University, the student must establish the reader’s bona fides and receive approval from the appropriate Associate Dean. The student should submit a complete biography or curriculum vitae of the proposed reader with NIU Form T-1.

The information should show that the reader is a SME, or fills some other needed role to ensure a high-quality thesis. The reader is required, at minimum, to have a master’s degree from a regionally accredited educational institution. The reader’s biography or curriculum vitae must show all degrees earned and the awarding school, major, and year earned. The Associate Deans use this information to either approve or disapprove the outside reader.

The Associate Deans may maintain a database of preapproved outside readers, should students require assistance in finding a reader. Students who wish to use a preapproved reader in the database do not have to submit any additional information.

The thesis should cover an appropriate IC topic for the degree sought and contribute to the overall knowledge base of the community. The Associate Deans have the final determination on whether the student’s topic meets the standard for his or her program.

**THESIS COURSE SCHEDULE**

**Full-Time NIU Graduate Students:** These students take MCR 701, Thesis Methodology and Design, in the Fall Quarter. Students must earn a grade of 80 or higher in MCR 701 and complete the first half of NIU Form T-1 to enroll in MCR 702, Thesis Proposal.

During the Fall Quarter, the student begins seeking a thesis chair while studying the skills and practices involved with writing a thesis at the graduate level.

After forming a committee, the student, working with the thesis chair, must complete a thesis proposal and submit it with a completed NIU Form T-1 to the respective Associate Dean no
later than the end of the Winter Quarter. The completed T-1 and thesis proposal are the graded deliverables for MCR 702. The student must receive a grade of PASS to enroll in MCR 703, Thesis Research.

The student completes MCR 703, Thesis Research, in the Spring Quarter, under the supervision (and enrollment) of his or her approved thesis committee chair. The chair works with the student and sets the specific deliverables for the course based upon the student’s topic and research timetable. The student must earn a grade of PASS to enroll in MCR 704, Thesis Completion.

The student takes MCR 704 in the Summer Quarter, and in each subsequent quarter, until the thesis is approved or the student’s eligibility expires.

In order to graduate, the student must submit all of the required thesis items using NIU Form T-3 (Thesis Completion Checklist) no later than the thesis completion deadline of the academic year.

NOTE: Any changes to the NIU Form T-1 must be approved prior to June 1 preceding the desired July graduation date.

Cohort/Part-Time Master’s Degree Students: MCR 701 is offered during the first academic year to all cohort students, and it must be taken no later than the Fall Quarter of the 2nd year. MCR 702 should be taken in the next quarter after MCR 701, but no later than the Winter Quarter of the 2nd year.

Like the resident student, the part-time student’s final deliverables are a completed T-1 and thesis proposal. The student must earn a grade of 80 or higher in MCR 701 and a grade of PASS in each of the subsequent thesis courses in order to enroll in the following course or, in the case of MCR 704, complete the thesis process.

Because of the extended program, the part-time student has slightly more time to form a committee. As soon as the student begins taking classes, he or she should begin to investigate topics and talk to the experts and prospective committee members.

After forming a committee, the part-time student, working with the thesis chair, must complete a thesis proposal and submit it with a completed NIU Form T-1 to the respective Associate Dean no later than the end of the Winter Quarter of the 2nd year. The completed T-1 and thesis proposal are the graded deliverables for MCR 702. The student must receive a grade of PASS to enroll in MCR 703, Thesis Research.

The part-time student registers and takes MCR 703 in the quarter following MCR 702, under the supervision (and enrollment) of the approved thesis committee chair. The chairs work with the student and sets the specific deliverables for the course based upon the student’s topic.
and research timetable. The student must earn a grade of PASS to enroll in MCR 704, Thesis Completion.

The part-time student should take MCR 704 in the quarter immediately following MCR 703, but no earlier than the Winter Quarter of the 2nd year, and in each subsequent quarter until either the thesis is approved or his or her eligibility expires.

In order to graduate, the part-time student must submit all of the required thesis items, using NIU Form T-3 (Thesis Completion Checklist), no later than the thesis completion deadline of the academic year.

NOTE: Any changes to NIU Form T-1 must be approved before the 1st day of the month preceding the thesis completion month (e.g., for December graduation, the student thesis approval deadline is in November; therefore, T-1 changes must be completed before October 1).

Thesis Forms: Thesis forms are available on the high- and low-side Blackboard under the “Thesis” tab by deadline dates for the academic year. Students are responsible for selecting the most current form. Forms must be typed and filled out completely.

THEESIS COURSE GRADING AND IMPLICATIONS

The student must earn a PASS grade in each thesis course to enroll in the next and in MCR 704.

A student who fails a thesis course is removed from the graduate program. The Senior Service Advisor works with the resident student and his or her service or agency to have the student transferred as soon as possible after the end of the Spring Quarter.

If a student receives an incomplete, he or she is ineligible to register for the next thesis course until the incomplete is changed to PASS. Unless waived by one of the Deans (or respective Associate Dean in the Dean’s absence), the incomplete must be changed to a final grade no later than the end of the following quarter. If not, the incomplete becomes a failing grade.

If the student clears the incomplete with a grade of PASS before the registration deadline for the next quarter, the student can enroll in the next thesis course.

These rules are especially important for the resident student in MCR 703 in the Spring Quarter, because he or she must take MCR 704 in the summer to graduate the same year.

MCR 704 can be assigned a final grade (PASS/FAIL), an incomplete, an in-progress (IP), or a no-progress (NP).
Once enrolled in MCR 704, the student must stay enrolled (unless placed on hold due to a deployment, and coordinated with the Registrar and the thesis committee chair) until he or she completes the thesis and course, or until the student’s eligibility expires.

Grades of IP or NP are given each quarter if the thesis is not completed. In order to receive an IP, the student must remain in contact with the chair throughout the quarter and must show continued progress toward thesis completion. If the student does not meet these standards, the chair submits an NP for MCR 704. The appropriate Dean dismisses any student receiving an NP for two consecutive quarters, or for any two quarters during a four-quarter period.

Any changes to a student’s topic or committee must be coordinated through the completion of a new NIU Form T-1, and submitted to the Associate Dean for approval. This must be completed no later than June 1 of the year in which the student intends to graduate.

**ACADEMIC FREEDOM AT NIU**

Academic freedom is a cornerstone of NIU core values and principles. NIU defines academic freedom as the pursuit of truth and knowledge, regardless of where that leads, and bases its academic freedom policy on the “1940 Statement of Principles on Academic Freedom and Tenure,” as put forth by the American Association of University Professors and the Association of American Colleges and Universities. As an institution accredited by the Middle States Commission on Higher Education, NIU upholds the Commission’s principles that “Academic freedom, intellectual freedom, and freedom of expression are central to the academic enterprise. . . . Academic and intellectual freedom gives one the right and obligation as a scholar to examine data and to question assumptions.”

NIU embraces the principle, as stated by the Board of Directors of the Association of American Colleges and Universities in their publication “Academic Freedom and Educational Responsibility,” that faculty, staff, and students have the “[a]cademic freedom to explore significant and controversial questions . . . [as] an essential precondition to fulfill the academy’s mission of educating students and advancing knowledge.”

NIU faculty, staff, and students have freedom of inquiry and research, freedom of teaching and discussion in the classroom, and freedom of expression and publication.

- All NIU faculty and students are entitled to freedom in the classroom to discuss their subject without institutional discipline or restraint. They are expected to avoid controversial issues and opinions that have no relation to the classroom subject. This concept, as discussed in the “Statement of Principles on Academic Freedom,” is not intended to avoid controversy, as dealing with controversial topics is critical to academic freedom; rather, it is intended to reinforce the need for faculty members to avoid material that has no relation to the class subject.
• NIU faculty, staff, and students have the freedom to conduct research on any intelligence and national security-related issue that contributes to the knowledge base of the IC. In exercising their scholarly activities, NIU personnel may participate in the discourse on intelligence and national security through research; the publication of articles, books, and book reviews; and public appearances in professional and academic forums. In these activities, NIU personnel speak for themselves and not for the University or the government, but they should be aware that they are still deemed to be representing the University, the IC, and the U.S. Government, and that the public may judge these institutions based on their actions and statements.

• NIU believes that review by professional peers is essential to both faculty and student research programs. Per the Association of American Colleges and Universities’ Board of Directors, “Knowledge is not simply a matter of making an assertion but of developing the evidence for that assertion in terms that gain acceptance among those with the necessary training and expertise to evaluate the scholarly analysis. . . . [S]cholars need the informed criticism of peers who represent a broad spectrum of insight and experience in order to build a body of knowledge.”

• NIU faculty, staff, and students are officers of the IC with access to classified and sensitive information. Because of this, information they produce must undergo NIU and DIA pre-presentation classification and policy review before being released to the public—whether the presentation is written, oral, or electronic. This process is described in this publication’s section on publication procedures.

Non-Attribution: NIU seeks to create an environment that fosters the exchange of ideas and information without fear of reprisal or recrimination.

• Visiting Speakers: The University maintains a non-attribution, off-the-record policy to encourage open and candid academic exchange with non-NIU speakers, members of academia, government officials, IC and military leaders, and other presenters. All attendees at presentations by persons from outside NIU must honor the speakers’ right not to have any expressed views or opinions attributed to them outside of the NIU environment without their explicit permission. This non-attribution policy protects external speakers from public access to their remarks and provides that information drawn from their presentations may be used freely solely within the University’s academic environment.

• NIU Classroom and Research: Because all NIU students and many faculty have professional careers outside of the University in U.S. Government agencies or the Military Services, the University has a non-attribution policy to cover student and faculty interactions in order to encourage open and candid exchange in both classroom and research settings. Views and opinions expressed by students and faculty in classroom and research interactions are not to be attributed to them outside of the NIU environment.
without their explicit permission. Comments, views, and opinions, both written and oral, can be used and debated freely within the NIU environment to encourage open and candid exchange in both classroom and research settings.

ACADEMIC INTEGRITY

As students, faculty members, Federal employees, and members of the IC, all NIU students, faculty, and staff are required to uphold the highest ethical standards in their personal and professional conduct. As University cadre, NIU’s faculty and staff are expected to maintain professional relationships with students and colleagues alike, practice responsible stewardship of government resources, and be vigilant guardians of national security information.

The “Notice of Final Policy” in the Federal Register, from the Office of Science and Technology Policy, provides a unified definition of misconduct that applies to all Federal agencies, including DIA and NIU. It articulates a clear reason for stressing professional ethics and behavior in academic research: “Advances in science, engineering, and all fields of research depend on the reliability of the research record, as do the benefits associated with them in areas such as health and national security. . . . Sustained public trust in the research enterprise also requires confidence in the research record and in the processes involved in its ongoing development.”

According to the unified definition at 65 F.R. 76260, “Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” Research misconduct does not include honest errors or differences of opinion. Express categories of academic misconduct include:

- “Fabrication is making up data or results and recording or reporting them.” Fabrication of data is one of the more egregious problems, as it cannot be an unintentional error, but represents the willful intent to deceive.
- “Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.” Falsification of data can occur through negligence as well as through willful deception.
- “Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” Plagiarism includes, but is not limited to:
  - Investigators during the peer-review process taking ideas from others’ grant proposals or articles and including them in their own publications.
  - Students taking material from the Internet verbatim, without attribution, during write-ups of research.
• Faculty taking dissertation material from students and including it in publications without giving due credit.

Academic integrity specifically prohibits cheating, plagiarism, and the toleration of those practices by other students. Cheating is defined as committing an act with the intent to receive undeserved credit or gain an unfair advantage, or assisting or attempting to assist others in doing likewise. Students are expected to credit properly and accurately the source of materials directly cited or indirectly used (i.e., paraphrased) in any oral or written work. All students’ work shall be their own, unless otherwise properly noted. Alleged violations of these areas are investigated by appointed faculty boards who make recommendations for action to the student’s Dean.

Self-Plagiarism—Students may not use entire papers or substantive selections of a paper from one course to complete work for another course or courses. Students may, with a faculty member’s prior permission, use no more than 25 percent of a paper for another course’s requirement, and the new paper must be clearly footnoted as such. Students may use sections, or entire parts, of their own course papers in their thesis with proper annotation and footnoting.

The University reserves the right to take disciplinary or administrative action, including dismissal from the University, in cases of substantiated violations of academic standards of integrity. A grade of F is normally assigned for any work proven to be undertaken or performed in violation of academic integrity. All instances of alleged violations of academic integrity are handled in accordance with published NIU policies.

Actions for Suspected Academic Integrity Violations: Students must report any suspected violations of academic integrity to their faculty members. The faculty member then discusses the matter with the student(s) in question. The faculty member reports any suspected violations, whether based on his or her own findings or those forwarded by a student, to the appropriate Program Director.

The Program Director investigates the suspected violation, talks to all parties involved, and, if necessary, convenes the Academic Policy and Standards Committee (APSC) to review the validity of the suspected violations. As required by the APSC, students and faculty members submit detailed information for the record. The APSC reviews the record to determine if a violation occurred.

If the APSC deems that a violation occurred, it recommends actions to the appropriate Dean. Punishments for violations include, but are not limited to:
Academic Policies and Standards

- Grade of zero for the specific work involved in the violation.
- Withdrawing the student from the course with an appropriate withdrawal grade.
- Disenrollment from the University.

The APSC determines whether a violation occurred and notifies the appropriate Dean of its findings and recommendations in writing. The Dean then makes the final determination of the suspected violation and notifies the APSC and the student in writing of all actions taken. The student may appeal the punishment to the Provost. If the applicable Dean or the Provost is unavailable, the Associate Dean or Vice Provost acts in his or her place.
DRESS REQUIREMENTS

Military students are required to conform to the uniform and grooming standards promulgated by their services for the Washington, DC, metropolitan area. The uniform of the day is worn by all military students while in DIA Headquarters. Civilians should wear appropriate professional attire while attending the University.

DISABLED OR SPECIAL NEEDS STUDENTS

NIU is committed to ensuring that all students have the opportunity to perform to the best of their abilities while enrolled in University programs. Upon acceptance into the University, students with disabilities who are in need of reasonable accommodation should identify the scope of their needs to the Admissions Staff. If the disability is not obvious (e.g., learning disability), students must furnish documentation from a qualified medical professional, social worker, or vocational rehabilitation counselor, which identifies:

- The name, severity, and duration, or projected duration, of the impairment.
- The major life activities (e.g., hearing, concentrating) that are substantially limited by the impairment.
- Specific examples to support a substantial limitation of the major life activities identified.
General Policies

- How the impairment impacts the completion of coursework.
- Recommended accommodations.

The Admissions staff consult with the DIA Equal Opportunity Office to ensure that appropriate and effective accommodations are provided to students submitting requests that pertain to obvious or documented disabilities.

LEAVE, PASSES, AND ABSENCES

When classes are not scheduled during normal Federal workdays (e.g., between quarters, the holiday recess), resident full-time students are expected to remain in the local area (where the student normally resides and commutes to the University) and conduct University-related research or coursework. If departing the local area during normal duty, students must be on temporary duty (TDY) status, permissive orders, leave, liberty, or pass. Military students must make arrangements with their Senior Service Advisor and inform their track leader. Civilian students must coordinate with their Time and Attendance Approving Official, inform their track leader, and notify their track advisor. Civilian employees remaining in the local area and not conducting research, University coursework, thesis completion, etc., must report back to their home office for duty.

MILITARY LEAVE

Each military student has a Senior Service Advisor who is a military faculty member. For accountability, the Senior Service Advisor acts as the immediate supervisor of his or her assigned students for all service-related and delegated authority matters, including leave, liberty, and pass policies and procedures, and establishes clear accountability procedures with each student and the student’s track leader. Military students are responsible for complying with applicable service regulations and instructions, and must ensure that their Senior Service Advisor and track leader are aware of any absences, including planned leave, liberty, and pass.

MILITARY PASSES

Monday through Friday of each week is considered normal duty time. Passes may be granted for up to 4 days (96 hours) for staff, faculty, and student personnel, in accordance with DIA Instruction 1350.001 “Military Personnel Administration,” November 20, 2015. Passes are granted by the respective Senior Service Advisor or supervisor. Pass forms are available from track advisors, from Senior Service Advisors, or in room E3-950. A signed copy of the pass form must be delivered to the University Operations Office before any pass commences.
LEAVE FORMS

Each service has unique and specific regulations governing leave, passes, or absences. All services require proper accountability of assigned personnel, in accordance with DIA Instruction 1350.001 and service regulations. Military leave forms may be obtained online. Marine, Navy, and Coast Guard leave forms are processed through their respective elements. Army leave forms must be processed through the University Operations Office to the DIA Office of Human Resources or the controlling element. Air Force students and staff use LeaveWeb, with the Senior Service Advisor or Operations NCOIC as their supervisor. Reserve and Guard personnel must process leave forms through their home units.

INTELLECTUAL PROPERTY RIGHTS POLICY

NIU recognizes and supports the intellectual property rights of faculty, staff, and students for work produced in connection with the University. NIU is committed to granting personnel control over the use of the academic and scholarly works they produce.

The intellectual property rights of faculty and students as employees of the U.S. Government are governed by Title 17 of the U.S. Code, Copyright Law of the United States. Chapter One, Section 105, precludes copyright protection for any “work of the United States Government.” A “work of the United States Government” is defined as work prepared by an officer or employee of the U.S. Government as part of that person's official duties.

Therefore, any work produced by NIU faculty and staff that falls within their official work duties as government employees is not afforded intellectual property rights. Resident students who attend classes as part of their official government duties are not afforded intellectual property rights for work they produce to meet University requirements.

The University reserves the right to determine the ultimate disposition of work produced as part of a person's official duties. Unclassified materials intended for release to the public are subject to required NIU and DIA prerelease, prepublication review, as specified in DIA Instruction 5400.005, November 19, 2013, “Prepublication Review of Information Prepared for Public Release.” Classified materials may be disseminated to the appropriate classified community at the discretion of the NIU author.

NIU faculty and staff are not prevented from securing copyright, royalties, or honorariums for work completed on the person’s own volition and outside his or her own duties—even if the subject matter involves the government work or the professional field of the employee. Work produced by faculty and staff on their own and not as part of their official duties may be the intellectual property of the individual and may be copyrighted, and the individual may receive compensation even if the subject matter overlaps with his or her University activities.
General Policies

Students who attend the University on their own time, separate and apart from their official government duties, may retain intellectual property rights for their work because the work is not produced as part of their official duties. Any receipt or potential receipt of compensation may require the filing of an Outside Activities Report with the individual’s home agency. DIAI 5400.005 also specifies that unclassified work intended for release to the public is still subject to prepublication security and policy review, as specified by NIU and DIA. Policy relative to inventions and patents for government employees is established by Executive Order 10096, which states: “The Government shall obtain the entire right, title and interest in and to all inventions made by any Government employee (1) during working hours, or (2) with a contribution by the Government of facilities, equipment, materials, funds, or information, or of time or services of other Government employees on official duty, or (3) which bear a direct relation to or are made in consequence of the official duties of the inventor.”

University personnel should consult with the DIA Office of the General Counsel on any patent issues. University personnel interested in maintaining intellectual property rights, copyright protection on published work, or the potential for receiving royalties, honorariums, or patents should consult with their management and the DIA Office of the General Counsel concerning their particular situation as early as possible.

Faculty contributions to research, scholarly activities, publications, and services for which faculty members both retain and do not retain intellectual property rights are considered by NIU in the performance evaluation process. Faculty members and their performance evaluators shall agree on the relative value of any and all such work.

PUBLICATION PROCEDURES

In accordance with DIAI 5400.005, “Prepublication Review of Information Prepared for Public Release,” information being released from NIU in any form (written, oral, or electronic) to the public must undergo prepublication (security and policy) review if the information pertains to or mentions intelligence data; intelligence activities; military matters; national security issues; foreign relations; policies or operations of DIA, DoD, the IC, or the U.S. Government; subjects of significant concern to DIA or DoD; or any subject about which the author has had access to classified information during his or her affiliation with NIU, DIA, DoD, or the IC.

NIU personnel may publish two types of materials: (1) official, produced as part of one’s official NIU duties, and (2) non-official, produced outside of one’s NIU duties. In accordance with DIAI 5400.005, both official and non-official products must undergo a review process, defined by the respective NIU Dean or Director, to ensure that the product does not contain classified or operational security information and would reasonably not be expected to impair the member’s performance of duties, interfere with authorized functions of DIA or
DoD, or have an adverse impact on the security or foreign relations of the United States: “DIA personnel must obtain their supervisor’s concurrence prior to the Dean’s submission of material to [DIA Office of Corporate Communications] Prepublication Review. Authors are not to submit materials directly to prepublication review. Supervisory concurrence is to ensure the individual’s supervisory chain has no concerns that the public disclosure would be expected to impair the performance of the individual’s official duties or interfere with the authorized functions of DIA.” As noted in paragraph 4.7.1.4 of DIAI 5400.005, DIA personnel may prepare information in a private and non-official capacity for disclosure in the public domain if such action “[w]ould reasonably not be expected to impair the author’s performance of duties, interfere with the authorized functions of DIA or DoD, or have an adverse impact on the security or foreign relations of the U.S.”

Again, DIA policy specifically recognizes academic freedom at NIU. As stated in DIAI 5400.005, “students and faculty members of the NIU may prepare academic papers and manuscripts for open publication. They may express their views in such materials as long as those views do not disclose classified or [operational security] critical information or jeopardize DoD interests and the author accurately portrays official policy, even if the author takes issue with that policy.”

After completion of the NIU review, the Dean or Director shall submit the product to the DIA Office of Corporate Communications for final clearance and approval for public disclosure. Faculty, staff, and students from other elements of the intelligence and national security communities may have additional prerelease, prepublication review requirements imposed by their home agencies and organizations.

**RESEARCH FUNDING**

NIU invites resident and cohort students to compete for funding that pays for research outside of the Washington, DC, area, and conference attendance on subjects related to theses.

Because funding is limited, a competitive process takes place each academic quarter, in which students present their requests to a board convened by the Associate Deans. Results of this board are approved by the Deans, Provost, Chief of Staff, and the NIU President.

Applicants must make sure that the activities for which funding is requested are absolutely necessary to their research. Activities that can be accomplished in the local area should be done in the local area. For the request to be considered, there must be a compelling reason, such as the location of an archive or access to specific personnel, that precludes local area research.

Students who receive travel funds from NIU for thesis research are required to submit trip reports to the respective Dean’s office within 10 days after returning from the trip. The trip
report should include a copy of the filed travel voucher and a description of activities, research conducted, offices and personnel visited, and any significant findings regarding their research.

TEXTBOOK POLICIES

All students in the MSSI, MSTI, and BSI residence programs are issued textbooks for each class they are taking. Textbook distribution takes place during announced times in the University library.

Textbooks are checked out to each individual student and must be returned at the end of each quarter. Textbooks are property of the U.S. Government, and students assume responsibility for their protection and must return them in “usable” condition. While using the textbooks, students are not to mark, highlight, or in any way permanently alter the contents, appearance, and condition of the text beyond normal wear and tear. Lost or damaged textbooks or library books must be replaced or paid for by the student. If students are concerned about the condition of a textbook they just received, they must bring it to the attention of the library staff.

Students must clear their accounts with the library before out-processing from NIU—even if students are still working on their theses. Students’ grades, transcripts, and services may be withheld until all business with the library is resolved.

All students at Academic Centers outside the greater Washington, DC, area—i.e., the European Academic Center in the UK, the Southern Academic Center in Tampa, and the Quantico Academic Center—receive their books according to each Academic Center’s policies on book distribution. For clarification on those policies, contact that Academic Center’s Program Director.

COPYRIGHT COMPLIANCE FOR FACULTY AND STUDENTS

Reproduction of copyrighted materials at NIU is governed by the Copyright Law of the United States (http://www.copyright.gov/title17/). Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (Title 17, U.S. Code). The rights granted by the Copyright Act are intended to benefit “authors” of “original works of authorship,” including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. Copyright law does not protect ideas, data, or facts.
In the United States, the general rule of copyright duration for a work created on or after January 1, 1978, is the author's life plus 70 years after the author's death. Works created by companies or other types of organizations generally have a copyright term of 95 years.

The information provided in this document is for informational purposes only and is not legal advice.

FAIR USE

The Fair Use Doctrine is a limited exception created by law so that copies may be made for certain nonprofit, educational, or other purposes without the copyright owner's permission. The Fair Use Doctrine is outlined in the Copyright Act at Section 107.

For the purposes of research, lesson preparation, teaching, etc., faculty members are allowed to make one copy of the following: a book chapter; an article from a periodical or newspaper; a short story, essay, poem, etc., whether or not from a collected work; or a chart, diagram, graph, drawing, cartoon, or picture from a book, periodical, or newspaper.

Faculty members may make multiple copies, not to exceed one copy per student, provided the work meets all the requirements set forth in the Fair Use Doctrine (www.copyright.gov/circs/circ21.pdf)—tests for brevity, spontaneity, and cumulative effect. Each copy must include the following copyright statement:

“This Material May be Protected by Copyright Law (Title 17, U.S. Code)"

BREVITY: The amount of copying is limited as follows: The amount of copying for prose should not exceed 10 percent of the words in the work. If a chart, graph, diagram, drawing, cartoon, or picture is copied, no more than one such illustration is copied per book or per periodical issue. If a poem is copied, the poem or the excerpt is less than 250 words and is printed on no more than 2 pages.

SPONTANEITY: This test covers reproduction of material for classroom use where the reproduction is unexpected or spontaneous—for example, where an article in the morning’s paper is directly relevant to that day’s class topic.

CUMULATIVE EFFECT: The copying is for a single course only—not to be reused in future iterations of the course without securing copyright compliance.

If the intended use does not meet the above criteria and the work is protected by copyright, the user should obtain permission to use the work from the copyright holder or its agent. Below is a chart outlining various ways to use materials in the classroom without violating copyright:
## What You Can Do

Often you can use works in your teaching without permission or fee. This chart highlights some of those situations. However, there are other circumstances where permission and/or fee are required (for example, when some types of works are included in course packs). Check with your institution’s library or legal office for information about campus copyright policies.

<table>
<thead>
<tr>
<th>Know Your Copyrights</th>
<th>Proposed Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exhibit materials in a live classroom?</td>
</tr>
<tr>
<td>Public Domain Works (US Govt. and pre-1923 works, and certain other works)</td>
<td>Yes</td>
</tr>
<tr>
<td>Your Own Works (if you kept copyright or reserved use rights)</td>
<td>Yes</td>
</tr>
<tr>
<td>Open Access Works (works available online without license, password, or technical restrictions)</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Works Licensed by Your Institution (depends on license, but usually permitted)</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Works with a Creative Commons License (depends on license, but usually permitted; if not, LINK)</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Works (when none of above apply)</td>
<td>Yes, if meets either TEACH Act or Fair Use standards. If not, LINK or seek permission.</td>
</tr>
</tbody>
</table>

Copyright: Association of College and Research Libraries
COPYRIGHT AND FOREIGN WORKS

The United States is a member of the leading international copyright treaty, the Berne Convention. As such, when an NIU student or faculty member uses a copyright-protected work from another country that is also a party to the Berne Convention, the protections provided to works by U.S. copyright law automatically apply in the United States. The Copyright Clearance Center has many reciprocal licenses to allow use of materials from other countries.

RESPONSIBILITIES

Responsibility for ensuring compliance with copyright requirements, including reproduction under the Fair Use Doctrine, rests with the individual user. When requesting copyright clearances, there are some additional restrictions and allowances to consider:

Journal articles: The John T. Hughes Library follows the Commission on New Technological Uses of Copyrighted Works (CONTU) guidelines for defining “aggregate quantities.” The CONTU guidelines state that requesting and receiving more than five articles from a single periodical within a calendar year or a total of six or more copies of articles published within 5 years before the date of request would be too many under CONTU.

Use of electronic materials licensed by DIA or the IC: The John T. Hughes Library and other IC-available sources have paid subscription licenses for commercial content available electronically. Each commercial vendor includes its own reuse rights. The license’s terms and conditions must be consulted to determine permissions. However, providing an electronic link to the material is allowed under copyright.

Photocopying: A single photocopy of a portion of a copyright-protected work, such as a copy of an article from a scientific journal made for research, does not require permission. Any of the following actions would require permission: photocopying all the assignments from a book recommended for purchase by the faculty member, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks. The following notice appears on all photocopiers in the University and the John T. Hughes Library:

“The Copyright Law of the United States (Title 17 U.S. Code) Governs the Making of Photocopies or Other Reproductions of Copyrighted Material. The Person Using This Equipment is Liable for Any Infringement.”

HOW TO OBTAIN COPYRIGHT PERMISSION

Permission to use copyright-protected materials, when required, should be obtained before using those materials. Once the materials have been identified and it has been determined that copyright permission is required, the staff of the John T. Hughes Library will provide assistance.
It is the library's policy for students and faculty to request permission in writing and to ensure that the library’s Copyright Officer has a copy of each permission form or letter. Request forms can be obtained from the Copyright Officer in the John T. Hughes Library.

*For assistance in obtaining copyright permissions, contact the library at JTH_Library@dodilis.mil.*

Since responsibility for copyright compliance rests with the user, this summary provides general information and tools to assist in making informed decisions regarding appropriate use of copyrighted materials. The following sources provide more information.

**Additional web resources:**

- U.S. Copyright Office
  [http://www.copyright.gov](http://www.copyright.gov)

- Copyright Basics
  [http://www.copyright.gov/circs/circ01.pdf](http://www.copyright.gov/circs/circ01.pdf)

- “Reproduction of Copyrighted Works by Educators and Librarians”

- Copyright Clearance Center
  [http://www.copyright.com](http://www.copyright.com)

- “Resources for Teaching Faculty—Using Copyrighted Works in Your Teaching—FAQ”
  [http://www.knowyourcopyrights.org/resources-for-teaching-faculty](http://www.knowyourcopyrights.org/resources-for-teaching-faculty)

**RESPONSIBLE USE OF COMPUTING**

**PURPOSE**

To ensure NIU computing resources can be effectively shared by all users for academic, administrative, public service, or academically related communication purposes, this policy is intended to delineate the responsible use of information technology at NIU. Information technology includes, but is not limited to, computer networks, network servers, personal computers, printers, workstations, mainframe computers, software, email, voice and video networks, transmission systems, and digital information. These computer and network resources are allocated by the University only for activities that support research, education, or administrative purposes. All office, campus network, and Internet activities must be consistent with that purpose.

This policy applies to all NIU students, faculty, and staff, and to all other users who are authorized to access information technology at the University. This policy is meant to augment and
support existing University policy, and also extends to use of those external networks with which NIU is interconnected.

AUTHORIZED USE

An authorized user is one who has been granted authority by NIU to access its computing and network systems and whose usage is consistent with this policy. Unauthorized use is strictly prohibited. The terms “authorized user” and “user” are hereafter used interchangeably.

PRIVACY

All users must maintain confidentiality of student information in compliance with the Privacy Act of 1974 (20 U.S.C. 1221 note, 1232g). Users must recognize that there is no guarantee of complete privacy with their use of NIU computer and network systems.

The University may find it necessary to view electronic data, and it may be required by law to allow third parties to do so (e.g., electronically stored data may become evidence in legal proceedings). It is also possible that messages or data may be inadvertently viewed by others. Should the security of a computer system be threatened, the system may be monitored and user files may be examined (Electronic Communications Privacy Act, 18 U.S.C. 2701–2711).

STATEMENT OF RESPONSIBILITY

Access to the University’s computing services is a privilege guided by the honor principle. It is assumed that users accept responsibility for their actions and for how their actions affect others in the community. Users also accept the responsibility to abide by the policies of the University as well as any state or Federal laws that pertain. Those who do not abide by the policies listed below risk disciplinary action or criminal prosecution under state or Federal law.

INFORMATION TECHNOLOGY POLICIES

All users are responsible for respecting and valuing the privacy of others, behaving ethically, and complying with all legal restrictions regarding the use of electronic data. University computers or networks should not be used to: install, run, or copy software without a license to do so; conduct commercial business; express animus or bias against individuals or groups; transmit offensive material such as obscenity, vulgarity or profanity, sexually explicit material, name-calling, or cursing; guess or decrypt passwords of other users; deprive authorized users of access; secure a higher level of privilege than allowed by the University; read, copy, change, or delete another user’s files or software without his or her permission; gain unauthorized access to remote servers; or libel, slander, or harass any other person.

Examples of computer harassment include intentionally using a computer to:
General Policies

- Annoy, harass, terrify, intimidate, threaten, offend, or bother another person by conveying obscene language, pictures, or other obscene materials or threats of bodily harm to the recipient or the recipient’s immediate family.

- Contact another person repeatedly with the intent to annoy, harass, or bother, where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease.

- Contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease (such as debt collection).

- Disrupt or damage the academic, research, administrative, or related pursuits of another person.

- Invade or threaten to invade the privacy, academic or otherwise, of another person.

Each user is responsible for the security and integrity of information stored on his or her computer and for ensuring permission or license is obtained before installing or copying copyrighted software. Students, faculty, and staff are not permitted to install software on University-owned computer equipment, with the exception of NIU’s information technology support personnel, who are the only ones authorized to install software on network systems. Computer accounts, passwords, and other types of authorization assigned to individual users or groups must not be shared with or used by others without authorization. Users are responsible for refraining from acts that waste University computer or network resources; that prevent others from using those resources; or that compromise the performance of campus computers, peripherals, and networks.

Users should avoid any willful action that would:

- Damage or modify University-owned hardware or software.

- Introduce computer viruses or other disruptive or destructive programs into NIU/DIA networks.

- Degrade performance of a computer system or network.

- Reconfigure University-owned software or hardware to intentionally allow access by unauthorized users or deprive authorized users of access.

- Create unnecessary multiple jobs, processes, or network traffic (e.g., streaming video, sending email chain letters or mass mailings, or unnecessary use of the “All Students” email address).
Each administrative unit has the responsibility of enforcing these policies. All users and administrative units have the responsibility to report any observed or discovered unauthorized access attempts or other improper usage of University computers, networks, or other information processing equipment to their supervisor, information technology support personnel, or the University Special Security Officer (SSO). The University’s information technology support personnel provide each administrative unit with the resources to enforce this policy and help with data backup procedures as well as virus protection.

**DISCIPLINARY ACTIONS**

Anyone found to have violated this Computer Use Policy may be subject to suspension of computer privileges and possible disciplinary action, including dismissal, under University rules for misconduct.
Defense Intelligence Agency Headquarters is the home of NIU’s main campus at Joint Base Anacostia-Bolling in Washington, DC. NIU also has academic centers consisting of offices and classrooms at the National Geospatial-Intelligence Agency; the National Security Agency; the Regional Joint Intelligence Training and Education Facility at MacDill AFB, Florida; Quantico, Virginia; and the Joint Analysis Center at RAF Molesworth, England.

The University’s main campus occupies approximately 54,000 square feet in DIA Headquarters. These facilities include eight classrooms, a computer laboratory, a science and technology analytic laboratory, a research center, the John T. Hughes Library, an off-campus Cyber Laboratory, and faculty and staff offices. The University has access to the 374-seat Tighe Auditorium, in which numerous University activities are scheduled.

**PORTABLE ELECTRONIC DEVICES (PEDs) PROHIBITED:** Any easily transportable electronic device that has a capability to record, copy, store, or transmit data, digital images, video, or audio is prohibited in DIA Headquarters. Examples of PEDs include laptops, smartphones, thumb drives, cell phones, MP3 players, iPods, Kindles, Nooks, Neos, cameras, camcorders, calculators, and electronic watches with input capability. Any such items are confiscated if found, and the violator’s accesses and security clearance potentially revoked. Those taking public transportation have the option to turn off PEDs and store them in the lock boxes at the entrance of DIA Headquarters.

**THE CENTER FOR STRATEGIC INTELLIGENCE RESEARCH (CSIR)**

CSIR produces strategic intelligence research on behalf of the IC. It does so by coordinating with IC leadership and applying the highest scholarly standards to regional and functional national security issues.
REGIONAL RESEARCH INITIATIVES
CSIR supports Regional Research Initiatives for Africa and for the Western Hemisphere. Personnel in the initiatives consult with IC leadership to formulate research agendas, execute strategic research projects, and connect researchers from academia, international organizations, and the IC to address strategic intelligence topics of interest to senior policymakers.

NIU-IC RESEARCH WORKSHOPS
The NIU-IC Research Workshop series builds relationships among researchers of all types across the IC to facilitate and improve collaboration, and to leverage the strengths of each agency to address research challenges.

NIU RESEARCH FELLOWSHIP
CSIR operates the NIU Research Fellowship to promote and conduct complex, sophisticated academic research within the IC. The Research Fellowship is available to IC civilians and active-duty members of the U.S. military who meet the eligibility requirements of the program. Fellows are nominated by their home offices and are assigned to CSIR for 1 year. CSIR hosts two to four NIU fellows per year, and the application process is highly competitive. Professionals from across the IC must apply directly to the program and have the support of their supervisors and agencies to participate if they are selected. The research fellows work with CSIR mentors and NIU faculty to refine their proposals, execute their research, and complete written products. The fellowships also offer research funding for data collection and analysis. All fellows produce an article, essay, technical report, or book, and finished products may be eligible for publication by the National Intelligence Press. Individuals interested in applying for a research fellow position may contact the Center for more information at Research@NI-U.edu.

NATIONAL INTELLIGENCE (NI) PRESS
The NI Press is a scholarly academic press dedicated to publishing high quality, valuable, and timely books on topics of concern to the IC and, more broadly, the U.S. government.

The University, through the NI Press, publishes the work of NIU faculty, research fellows, students, and IC professionals. The NI Press encourages its authors to exercise their academic freedom to introduce new perspectives on key issues within the community. In order to ensure accuracy and relevance, all NI Press products undergo peer review by senior government officials and subject matter experts before publication.
In 2014, the NI Press established the National Intelligence Press Editorial Board to broaden participation, promote transparency, and advance professionalism in the selection of manuscripts for publication. By including faculty and Board of Visitors members—and drawing on their varied backgrounds and expertise—the NI Press has broadened its perspectives and improved the quality of its decisionmaking.


**JOHN T. HUGHES LIBRARY**

The John T. Hughes Library serves as the all-source research and information resource for NIU and the analytical staff of DIA. John T. Hughes Library staff guides patrons through the library’s many all-source print and electronic resources in order to access the exact information needed—quickly and easily. The library plays a key role in enhancing the competence of intelligence professionals by providing patrons with all-source academic research assistance, instruction, and comprehensive collections and tools that support the curriculum of the University and the all-source intelligence requirements of DIA. The library is committed to building its collections and services to align with the University’s future-focused curricula and the broader mission of DIA.

**GENERAL LIBRARY INFORMATION**

The library is located inside DIA Headquarters. The library’s staff operating hours are 0700–1630, Monday through Friday. However, the library is accessible to users 24 hours a day, 7 days a week.

**LIBRARY RESOURCES**

**Research Librarians:** The library’s professional research librarians strive to help and are freely available for information, research assistance, and instructional assistance in using the library’s resources. Research librarians are experts in the organization and retrieval of information, and they have extensive skills and experience in searching online databases and Internet resources for information. They welcome questions and are pleased to assist with patrons’ research.

The librarians provide general information, in-depth research, including LexisNexis and Dialog searches, assistance with other electronic resources, and assistance and instruction in using the library’s electronic databases during staff operating hours of 0700–1630, Monday through Friday.
For research assistance at one’s desk, at home, or after hours, patrons can contact the research librarians at JTH_Library@dodiis.mil.

**Collections:** The library’s general holdings are composed of more than 70,000 books and reference materials, more than 300 journals and periodicals, an extensive map and atlas collection, audio CDs, and DVDs. In addition, the reference reading room houses the complete collection of unclassified NIU student theses dating back to the late 1960s. This collection includes original research and extensive bibliographies on intelligence-related topics.

**Electronic Resources:** The library provides access to 20 subscription databases focusing on academic research resources. Some examples of the library’s subscriptions include ProQuest Research Library, JSTOR, Congressional Research Reports, EBSCOhost, Gale, and Europa World Plus, as well as e-book subscriptions through Praeger Security International Online, MilitaryNetBase, and Ebrary. These combined subscriptions put millions of research periodicals and books at users’ fingertips. For access information, contact the library staff at JTH_Library@dodiis.mil.

**DINING FACILITIES**

A cafeteria is located inside DIA Headquarters building and serves breakfast and lunch on weekdays, excluding holidays. In addition, food vending machines are located throughout the building. Various other food services are located on Joint Base Anacostia-Bolling (JBAB), including the Bolling Club, a Navy open mess, and fast-food services at the JBAB Base Exchange. Students attending weekend or evening courses at the University should be aware that normal services available to students attending weekday classes, such as dining facilities, are not available after hours or on weekends. Several microwave ovens and a refrigerator are available in the NIU Student Lounge for students who bring their own meals.

**ACCESS, TRANSPORTATION, AND PARKING**

DoD employees with DoD-issued CACs may enter through all JBAB gates. Visitors must enter via the South Gate.

**PARKING**

Parking for students and employees is available around DIA Headquarters and in several nearby parking lots. These lots are located north and west of the building, south across MacDill Boulevard, east of Brookley Avenue, and west of Chappie James Boulevard. Parking is also available at the Navy Reserve Parking Garages, buildings #357 and #358. Parking areas are subject to change.
PARKING FOR STUDENTS AND STAFF WITH DISABILITIES

Students and staff must have a state-issued DMV tag or placard visible on their vehicle. Disability tag or placard permit holders may obtain a special DIA Handicapped Parking Permit and park in any of the appropriately marked spaces in the DIA Headquarters west parking lot. Disabled drivers must produce a letter from their doctor addressed to DIA—in addition to the DMV tag—stating that they are eligible for disability accessible parking. The letter should specify the severity of the disability.

STORK PARKING

Reserved parking is available to DIA students, faculty, and staff who are expectant mothers. Building Services can provide a parking pass.

TRANSPORTATION SERVICES

The University is accessible by public transportation. Schedules are available on the internal DIA website. Students and employees who use Metrorail or Metrobus service, van pools, or commuter bus services are eligible for the Mass Transportation Benefit Program. Application for students is available through the Washington Headquarters Service web location for the NCR Mass Transportation Benefit Program Transit Subsidy. The link and other information can be obtained from the University Operations Office in Room E3-934.
Course Descriptions

MASTER’S CORE COURSES

All master’s-level students at NIU are required to take the following courses.

MCR 607  Intelligence Reasoning and Analysis

This course focuses on the art and science of analysis and explores the methodologies and processes of developing effective intelligence analysis. The course orients itself on the ODNI Analytical Standards that the IC employs, including alternative analysis and effective professional collaboration. Students explore the elements of logic, critical thinking, and argumentation as the fundamental components of assessing and estimating threats and opportunities in the national security environment. Students then examine analytical methodologies with the goal of mitigating traditional analytic pitfalls and enhancing the accuracy of assessments. Throughout the course, the class explores the numerous organizational and ethical issues associated with improving intelligence analysis in today’s highly dynamic and increasingly complex environment.
MCR 608  Leadership and Management in the Intelligence Community
This course examines practices and theories of leadership, and looks at the
dynamics of organizational management and change to identify “best practices”
that can be applied to the unique challenges and missions of the IC. The course
examines corporate and governmental leadership as a process: the people
who become leaders; the influence leaders wield in motivating followers; the
psychology of organizations, including culture, structure, and communications;
and the goals that give groups purpose. The course then examines corporate
management: creating a vision and developing a strategy, implementing lasting
change and transformation, and assessing risk and performance. The course
endeavors to relate the best available theory and scholarship to the specific
attributes of the IC, a unique inter-departmental government construct. This
course concludes with an examination of how the IC can organize, prioritize,
collaborate, and operate in a rapidly changing global environment.

MCR 609  Intelligence Collection
Collection includes a dynamic and integrated set of activities to acquire intel-
ligence information needed to satisfy national intelligence requirements, and is
performed through five primary means: human intelligence (HUMINT), signals
intelligence (SIGINT), geospatial intelligence (GEOINT), measurement and signa-
ture intelligence (MASINT), and open-source intelligence (OSINT). Collection
must continuously produce the right data and information for successful and
aggressive all-source analysis. This course analyzes the collection disciplines of
HUMINT, SIGINT, GEOINT, MASINT, and OSINT to determine their structure and
technology, capabilities, and limitations, in the context of interacting with and
providing evidence for analysts. Case studies drawn from classified intelligence
literature provide the substantive backdrop for the analysis of capabilities and
limitations of each collection discipline.

MCR 611  Intelligence and National Security Policy
Emerging trends manifested in the threats and opportunities of globalization
have altered collective national interests and national security policy formu-
alization. The country’s success in meeting ever-increasing asymmetric and
transnational challenges depends on effective transformation, reorientation,
and coordination of the IC to support the requirements of national security
policy. This course examines national security policy formulation, the factors
that influence and constrain policy choices, and the role of intelligence in this
process. Changing intelligence relationships with policymakers will continue to
serve as benchmarks for national security engagement. Students analyze and evaluate the future political, cultural, and institutional challenges facing the IC as it supports national security policy.

All master’s degree candidates at NIU are required to complete the following thesis courses:

**MCR 701  Thesis Methodology and Design**
This course is designed to prepare students for the graduate-level research and organization needed to complete their graduate theses. Students learn and practice the skill of acquiring and synthesizing archival and original research, and are introduced to literature reviews, human subjects review, institutional review board procedures, analytical frameworks, and research methodologies. Students prepare and review each others’ thesis questions, hypotheses, research strategies, and analytical designs. This course provides the student with a starting point for successfully completing a thesis on a national security- and intelligence-related topic, thus making an important contribution to the body of intelligence knowledge.

**MCR 702  Thesis Proposal**
Under the thesis chair’s guidance, the student develops the proposal and completes his or her committee while beginning IRB approval and research. Proposals must be submitted for approval no later than the 5th week of the quarter and must be approved before students complete the course. (Prerequisite: completion of MCR 701 with a score of 80 or higher.)

**MCR 703  Thesis Research**
Under the thesis chair’s guidance, the student produces a major portion of the thesis draft. The thesis chair, working with the student, sets the deliverables for the course, but, at a minimum, students must show continued progression in research and writing. (Prerequisite: completion of MCR 702 with a PASS.)

**MCR 704  Thesis Completion**
Under the thesis chair and reader, the student completes the master’s thesis. (Prerequisite: completion of MCR 703 with a PASS.)
MASTER OF SCIENCE OF STRATEGIC INTELLIGENCE (MSSI)

MSSI PROGRAM REQUIREMENTS

All MSSI students at NIU must successfully complete the following course:

**MSI 601  Analyzing the Global Strategic Environment**
This course covers key global drivers and trends that impact intelligence in an increasingly interconnected world. Within the context of U.S. intelligence and national security interests, globalization intensifies the velocity of local and world events. The course examines phenomena such as emerging state and nonstate actors; evolving structures within the international system; demographic and migration patterns; expanding trading networks and financial flows; competition for natural resources; health and environmental hazards; disruptive science and technology trends; and transnational threats such as terrorism, proliferation, and crime.

COLLEGE OF STRATEGIC INTELLIGENCE ELECTIVES

MSSI students are required to take electives as part of their required concentration or program courses. In addition, MSSI students take three additional electives selected in coordination with their advisors to support their thesis research.

**MSI 615  National Strategy: Theory and Intelligence Considerations**
National level policy and decision makers rely on strategy to guide their actions in the pursuit of policy objectives. Effective strategies rely on intelligence to develop the proper understanding of the environment and all relevant actors in it. Successful strategies at the highest level, known as national strategies, also effectively use all means necessary and available to achieve the desired ends. Strategy formulation is a continuous process that evaluates the current situation and the means available to shape the future. This course examines the formulation of national strategy, the factors that influence and shape strategic choices, and the role of intelligence in strategy formulation.
### Course Descriptions

**MSI 619  Asymmetric Warfare: Future Strategies**
War is no longer restricted to the realm of the nation-state and conventional military operations. The complexities of asymmetric warfare require the study of the principles of military strategy across cultural and geostrategic boundaries. Transnational threats pose complex problems for societies, and faster global communication creates huge advantages for a variety of anti-Western groups, including al-Qaida and Hezbollah. Both 4th- and 5th-generation warfare are the result of the shift of social and political loyalties from nations to causes and movements. This process continues to be marked by increasing power devolving upon ever-smaller entities that prove capable of shaping perceptions of social constituencies with new or radical ideologies. Students assess 4th- and 5th-generation adversary strategies with a view toward understanding their function, strengths, and weaknesses, and identify intelligence challenges in advising combatant commanders regarding viable countervailing strategies.

**MSI 621  Joint Campaign Planning and Intelligence**
This course explores intelligence planning at the national strategic and theater levels for joint military expeditionary operations within the context of the joint planning process and the Joint Operational Planning and Execution System. It assesses the complex problem of supporting joint and combined organizations and command relationships. Students evaluate new and emerging tools for adaptive planning and intelligence campaign planning both in rapid response and crisis modes, and gain a better appreciation of the role of intelligence in peacetime, crisis, and war.

**MSI 625  Peacekeeping and Stability Operations**
Intelligence plays a pivotal role in the identification, preparation, and execution of peacekeeping and stability operations performed in a multinational context. Stability and peace operations are designed to prevent, contain, or resolve regional conflicts. This course examines the concepts of nation-building, stabilization, reconstruction, and transition across the spectrum of peace operations, and analyzes the roles of various actors, including nongovernmental organizations, intergovernmental organizations, and governmental organizations, including how they interact in the stabilization mission and environment.
Course Descriptions

MSI 627 Engaging International Partnerships
Globalization, the mounting challenges of transnational threats, access to hard targets, and the increasing complexity of the world security environment demand that the United States relies more on collaborative efforts with trusted partners. Defeating transnational threats, building coalitions, maintaining viable and trusted intelligence warning systems, monitoring compliance, and manning intervention forces require that the United States maximizes its ability to collect, process, and analyze intelligence on a 24-hours-a-day, 7 days-a-week basis. This course examines the role of intelligence partnerships and addresses the need for coalition partner operations, intelligence sharing, and elimination of threats to national, regional, and global security.

MSI 629 Strategic Crisis Exercise
This course explores the application of intelligence to operational and strategic crisis planning. Six weeks of classroom instruction prepares students to participate in exercises hosted by the services’ war colleges or a combatant command. Students enhance the intelligence value of the exercise by role-playing in “blue” (friendly), “red” (adversary), or “white” (control) functions. Students are challenged by time-constrained decisionmaking as they evaluate policy and strategy options, assess the impact of threats, resolve conflicting information, and develop and revise intelligence estimates in a rapidly evolving crisis situation. Simulations and gaming help students understand the challenges inherent in effective intelligence planning across a broad spectrum of scenarios: regional wars, military contingencies, homeland defense, humanitarian assistance, and peacekeeping operations. This is a mandatory course for students in JPME studies.

MSI 636 Strategic Decision Analytics and Methods
This course examines the use of applied decision sciences and business analytics in strategic intelligence decisionmaking to determine mission priorities, capabilities, and resources. These disciplines have changed the way senior intelligence executives approach decisions on complex, interdependent systems. For the IC, these tools and methods must be adapted to an interdependent system that combines collection, analysis, technology, infrastructure, workforce, and organizational dynamics that spans the diverse intelligence disciplines. The course introduces the fundamental methods for decision analytics and applies them to real problems in the IC through a case study approach supplemented with advanced textbook exercises.
MSI 637  Intelligence Resource Management: Process, Politics, and Money
The best way to influence policy and build capabilities is by controlling how, when, and where money is spent. IC leadership fights for and spends every budget dollar within a fairly logical resource allocation process. The difficulties lie in knowing how to effectively navigate competing priorities, personalities, and processes. Such knowledge is a critical part of understanding how the IC functions at the strategic level. This course focuses on the National and Military Intelligence Programs, and the legal, political, bureaucratic, and interpersonal forces that define and constrain the IC and DoD resource management processes. Special emphasis is placed on the roles and responsibilities of key players associated with the Director of the Office of Management and Budget, the Director of National Intelligence, the Undersecretary of Defense for Intelligence, and the Congress.

MSI 638  Professional Ethics
Ethics is the science of morals in human conduct. This course examines how moral standards apply to human conduct when related to intelligence work and the implications for the collection, analysis, and production of information. It combines lectures, discussion, case studies, and student presentations to critically analyze assumptions and alternatives, and to address issues of social, political, and environmental perspectives in support of national security objectives.

MSI 639  Intelligence and National Security Law
Constitutional issues such as separation of powers, preservation of civil liberties in light of rapidly evolving surveillance and other collection technologies, and U.S. obligations to other nations under treaty and custom all play a critical role in the creation of effective national security legislation, and in trying to anticipate and avoid unintended consequences of such legislation. While a solid grasp of intelligence-related statutes and regulations is essential to today’s strategic intelligence professional, the underlying Constitutional issues continue to inform ongoing national debate about the balance—for those who avow such a balance exists—between national security and civil liberties.

Students analyze and evaluate the Constitution and a range of national security-related statutes, case law, treaties, and commentaries, in light of their own experiences (both past and potential) as intelligence professionals. Post-9/11
legislation, and subsequent court challenges, forms the basis for an examination of how national security law is developing, and how strategic intelligence professionals can—or should—attempt to predict, if not influence, its path.

MSI 641 Advancing Intelligence Collection
Developing advanced intelligence collection resources to address the most difficult intelligence problems requires understanding of the broader contributions of individual collection systems. This course leverages material presented in “Intelligence Collection” (MCR 609), with a focus on advancing future collection systems and a particular emphasis on hard targets. (Prerequisite: MCR 609.)

MSI 642 Signals Intelligence Resources, Methods, and Operations
This course is designed to present a holistic approach to SIGINT activities and their support to the National Intelligence Priorities Framework. The business of America is mostly conducted on the Internet, which makes that network a national interest. NSA must carefully and skillfully integrate its missions to achieve an effective, persistent, pervasive presence on the Internet. This course is designed to educate the intelligence professional about NSA’s operational missions and how they are leveraged in a new operational architecture that mirrors the global network environment. Students learn how NSA is integrating all missions into a single enterprise that gives the IC a distinct advantage over its adversaries. (Prerequisite: MCR 609.)

MSI 643 Advanced Methods of Intelligence Analysis
To meet the objectives of the National Intelligence Strategy, analysts must anticipate developments of strategic concern and identify opportunities through rigorous application of techniques that explore alternative analytic views. This course focuses on developing and integrating analysis concepts and techniques in order to provide effective estimates of opportunities and threats to U.S. national interests. Key challenges in the national security environment are used as practical frameworks to apply and assess estimative analysis methods, explore issues associated with analytic processes, and develop estimative skills.

MSI 644 Transnational Issues in a Cryptologic Environment
This course explores NSA’s approach to non-traditional topics, including counterterrorism and the proliferation of weapons of mass destruction. The course also discusses the how and why of NSA’s analytic attacks against these targets.
and the policy considerations and academic debates that help shape NSA’s operational actions. This course provides students with an understanding of the range of issues associated with confronting the cryptologic environment. (Prerequisite: MCR 609)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MSI 645</td>
<td>Covert Action</td>
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<td>Covert activities and sensitive operations are an integral part of war, conflict, and counterterrorism operations. Intelligence officers, operators, and policymakers must understand covert activities and the contribution they can make to achieving broader foreign policy or national security objectives. This course explores covert action—from propaganda and psychological or influence operations, through the range of covert political and economic activities, to subversion and paramilitary programs. It also examines the procedures under which covert actions are developed, as well as the oversight established to ensure that covert initiatives are consistent with broader objectives. The course also discusses factors that differentiate the development and implementation of special operations and some information operations from covert activities.</td>
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<tr>
<td>MSI 646</td>
<td>Current Cryptologic Issues</td>
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<td>This course serves as the capstone course for NSA students. It tests and challenges students to continue expanding professional and technical knowledge, while effectively using the full spectrum of previous coursework. Conducted as a research seminar, sessions are designed to provide an understanding of operations and decisionmaking within the U.S. cryptologic system. Students research, analyze, report, and present briefings on the assigned current cryptologic issues to demonstrate in-depth understanding of the full range of decisions associated with the allocation of resources, requirements, and production. (Prerequisite: MCR 609)</td>
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<tr>
<td>MSI 647</td>
<td>Operational Capabilities Analysis</td>
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<td>This course develops and applies a comprehensive strategy-centric conceptual framework for analyzing and forecasting the operational capabilities of state and nonstate actors. It begins by analyzing the historical and current circumstances of the actors together with how they develop and implement strategy, doctrine, and tactics. This background is then used to understand how the forces are raised, equipped, and deployed within the context of a set of missions defined by strategy. The course discusses variables such as command, control, communications, and intelligence; defense economics, which may embrace the</td>
</tr>
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</table>
Course Descriptions

MSI 648  Geospatial Intelligence: A Strategic Introduction
Geospatial intelligence (GEOINT) is the use of imagery, imagery intelligence, and geospatial information to describe, assess, and depict geographically referenced activities and physical features on Earth. GEOINT’s power both to develop and to support strategic intelligence resides in its ability to enhance the situational awareness of policymakers, defense planners, and military operators by gathering information and presenting complex problems in a spatial, geographical context. This course examines the historical foundations of military geography and aerial reconnaissance, and evaluates the ways in which GEOINT provides decision advantage to policymakers and military leaders. It also dissects current GEOINT collection capabilities and analytic approaches, and explores future challenges in the discipline. (Prerequisite: MCR 609)

MSI 650  Economics and Intelligence
This course focuses on the events, forces, and ideas that have shaped the evolution of economics and world economies through an examination of the parallel development of economic thought and conflict theory. The course uses fundamental economic concepts and linkages to enhance students’ knowledge of global economic activity and enhance their ability to incorporate this phenomenon into intelligence analysis. Students evaluate international economic and financial relationships and their relevance to interstate competition and conflict. The course specifically examines cutting-edge research on the application of economic methods of analysis, both alone and in interdisciplinary contexts, such as International Political Economy, to the study of national security. It helps the student better analyze important economic and financial issues relevant to the missions of the IC and the national security and foreign policy communities.

MSI 651  Roots of Terrorism
Terrorism is a result of powerful social forces that impact large portions of a country’s population. These forces produce incentives for people to act, and their action can be violent. Violent action, though, is not necessarily a threat to overall stability if there is no organization to mobilize, organize, lead, and support the actors. The question then becomes why do people rebel? How do
they rebel? Why do large numbers of people choose to act or support the actions of others who act against the stability of their political order? And how do they become effective in their opposition? These are questions that are addressed in this course through an interdisciplinary application of social science methods. Within the context of warfare, this course addresses not only why and how people rebel, but why they choose terrorism as the method of war to achieve their political objectives.

To provide context, the course deals with what war and terrorism are and how they can be analyzed. It then goes on to consider how terrorists are identified, recruited, trained, and employed. In discussions of the primary types of terrorism, seminar members brief the class on specific terrorist groups, applying the methods of analysis developed during the first 3 weeks of the course. Additional methods of analysis are provided with each type of terrorism discussed so that students can gain greater insight into the groups briefed each week. Students gain background knowledge and definitions that can be used across a wide range of analytical approaches. They also are able to employ the line of reasoning developed in the course to their missions immediately upon graduation. This is not a survey course about terrorist groups or actions.

**MSI 653 Transnational Threat Environment**

The dynamics of transnational threats against the complexity of globalization have resulted in significant security challenges that shape the intelligence mission. Fueled by globalization, transnational threats include terrorism, WMD proliferation, environmental degradation, pandemic disease, conflict over natural resources and/or energy, destabilizing migration of large groups of people across borders, and effects of regional economic crises affecting global financial markets. How the IC assesses these new threats will impact how effective decisionmakers are in responding with policies and plans. This course highlights globalization’s interconnected impact on regional and local actors, distribution of power, and sources of stability and instability. Students are challenged to assess the transnational threat environment and recommend analytic and collection solutions. (Prerequisite/Corequisite: MCR 601)

**MSI 654 The Role of Intelligence in Counter-Narcotics**

Drug trafficking is a global issue reaching into the economic, political, and human security of many regions. This course examines the nature of international drug trafficking and its interactions with other global issues (terrorism, illicit finance, trafficking in persons, and smuggling of other contraband). Drug
trafficking groups can be small and local, or they can be globally connected. They evolve and exert influence within their environments, reacting to the efforts to control them. They build networks and relationships that connect to other security issues. The U.S. interagency community has built a complex network of information sharing and support relationships in order to face these challenges. This course explores the threat and the U.S. responses to it from the perspectives of practitioners, policymakers, and policy implementers, as well as the nexus between these groups and the IC.

**MSI 655 Islam and the Modern World**
Understanding Islam is fundamental to successful intelligence operations, especially those that support counterinsurgency. This course, which helps students assess opportunities and threats to the United States and its interests worldwide, provides in-depth explanations of Islam in today's globalized world. Historical patterns help assess the interaction between Islam and the West, and help define the intelligence implications of political, cultural, and economic conflict between the Islamic world and the Western democracies. The course explores the nature of jihad, sources of legitimacy, relationship between religion and the state, human rights issues, and questions of democratic and economic development in the Islamic world. The course also analyzes Islam as it manifests itself regionally and nationally, assessing the interplay between Islam and distinct regional and national cultures, and explores potential threats posed by militant Islamist groups.

**MSI 657 Intelligence to Protect the Homeland**
This course focuses on strategic and operational threats to the U.S. homeland. Students examine friendly and adversarial centers of gravity, critical vulnerabilities, and offensive and defensive strategies consistent with the values of a free and democratic society. Vital linkages, doctrine, and policy between law enforcement and intelligence are explored, as are relationships among Federal, state, local, and tribal entities in homeland security.

**MSI 658 Comparative Intelligence**
A critical mission of U.S. counterintelligence organizations, and of the broader IC, is to assess the intelligence capabilities and activities of foreign powers, and to describe their resources, plans, and methods of operation. This course provides students with multiple approaches to analyzing foreign intelligence systems and services. Students are introduced to theoretical models drawn from academia, as well as to analytic frameworks used by U.S. intelligence agen-
cies. Later in the course, the theoretical models and frameworks are applied in a series of case studies of the intelligence systems and services of both adversaries and allies.

**MSI 659 Countering the Terrorist Threat**
The structure, roles, and missions of the U.S. counterterrorism community are explored in the context of fused intelligence and law enforcement expertise. This course examines specific components of U.S. counterterrorism policy, the role of the media, the key functions of indications and warning, and collection and analysis to derive intelligence futures. Students learn to understand terrorism and the U.S. response to it in a rapidly changing international environment. Integrated studies of information operations, collaboration between and among intelligence and law enforcement agencies, and command and control of counterterrorism efforts further enhance students’ understanding and awareness of counterterrorism capabilities and limitations in a globalized environment.

**MSI 661 Counterintelligence**
Foreign intelligence activities pose a significant threat to U.S. national security and economic interests at home and abroad. This course examines the U.S. counterintelligence effort from a strategic perspective, including the role of counterintelligence in relation to the larger IC, the law enforcement system, and U.S. national security strategy. The course also includes an overview of counterintelligence organizations, laws, and strategies, and an overview of the foreign intelligence threat including espionage, influence operations, economic espionage, and cyber intrusions.

**MSI 670 Iran: Geostrategic Intelligence Issues**
Iran plays a crucial role in Middle East geopolitics. This course is designed to develop a deeper knowledge and understanding of the complex environment governing Iran today. The region is located in what makes up the heart of the United States Central Command (USCENTCOM) area of responsibility. Iran and its neighbors have a special strategic importance to U.S. policymakers and the IC. This course further identifies the various intelligence challenges Iran poses to U.S. regional security interests in the Persian Gulf, as well as to national security interests around the world. The course objectives are to expand students’ knowledge about an important geostrategic actor and area and the issues facing Iran, and to develop analytic
and critical thinking skills with regard to the U.S. intelligence activities and analysis of Iran. How does the Iranian government conduct itself, domestically and internationally? What are the human rights issues? How do the social sciences provide information about the way ahead for Iran? How does the Shia/Sunni divide impact Iran and its neighbors? What role do history, religion, government, military, economics, and demographics have for the future of Iran?

MSI 671 Africa: Geostrategic Intelligence Issues
Social, cultural, religious, political, economic, and strategic issues in Africa are studied as a way to discern the new intelligence challenges of the 21st century. Emphasis is placed on regional rivalries, ethnic conflict, economic and political relations of leading African nation-states, transnational terrorism, and globalization. The effects of climate change and disease are examined in the context of U.S.-African relations and responses by multinational organizations. New and emerging bilateral and multilateral relationships are explored, with direct application to forecasting trends and developing warning issues to guide U.S. intelligence planning and execution.

MSI 672 Introduction to China and East Asia Intelligence Studies
This course identifies and analyzes the key characteristics, drivers, issues, and actors influencing stability within the strategic intelligence and security landscape comprising China and East Asia. Tracing historical, cultural, demographic, and national evolution among this region’s diverse civilizations to modern nation-states, the course identifies influential variables that can be applied to analysis of competition, cooperation, and conflict between state and nonstate actors. Particular focus is on assessing the internal drivers and potential outcomes of China’s comprehensive modernization, including myriad domestic economic reforms; internal social and ethnic instability; leadership, party-state political institutions, and legal system; natural resource and environmental challenges; and key development strategies for infrastructure, industry, services, and technology. Analysis of China’s internal stability and governance challenges is contrasted with China’s expanding activities and influence in trade, finance, and economic cooperation both within the region and globally.

MSI 673 Northeast Asia: Geostrategic Intelligence Issues
This course examines the history, geography, and culture of Northeast Asia to determine its impact on current and future geostrategic intelligence issues in the region. Appraisal of the region’s historical geostrategic trends is a critical
part of framing the discussion for current and emerging security challenges and priority intelligence issues and potential opportunities in Northeast Asia. Evaluation of geostrategic intelligence issues includes North Korea’s cycle of provocations and nuclear programs; proliferation of nuclear, biological, and chemical weapons technology; democratization and alliance evolution in South Korea and Japan; sources of convergence and divergence in bilateral and multilateral relations; and the sub-region’s response to the rise of China as a major regional power and global actor.

### MSI 674 China and East Asia National Strategies and Foreign Policy
This course familiarizes students with the background, drivers, and academic approaches to assessing and synthesizing issues impacting relations between China, East Asian regional powers, and the United States. Students develop a future-oriented assessment in response to a key intelligence question about national strategies, current and potential conflicts, and foreign relations. The course examines how national interests among various states are evolving and what impacts these are having on stability throughout the region and beyond. The course gives students a comprehensive and focused study of the internal, external, and informational characteristics influencing national aspirations, foreign policy formulation, territorial disputes and behaviors, and other key strategic intra- and inter-regional activities. Causal variables are identified and analyzed to evaluate the conditions, causes, effects, and likely future outcomes for a range of priority intelligence issues, including: bilateral and multilateral state-to-state relations and foreign policies; economics, trade, and finance; regional and international institutions; and transnational security issues. Particular focus is on China’s aspirations, activities, and the impacts and trajectories of its re-emergence as a great power both regionally and globally.

### MSI 675 South Asia Intelligence Issues
Students explore the historical and contemporary political cultures of Pakistan, India, and Afghanistan and their resultant interactions and conflicts, both domestically and with each other. The course of study illuminates why South Asia hosts one of the world’s fiercest and most intractable bilateral conflicts and why its nuclear-armed protagonists, one of whom has a history of strategic miscalculation, have been at war 4 times in just 68 years. All three states host, willingly or otherwise, radical militant Islamic extremist groups, some, such as al-Qaida prime and Tehrik-e-Taliban Pakistan, with global agendas. South Asia is now, additionally, a potential emerging venue for the newest ISIL franchise (ISIK
or ISIL-K). Globalization and the end of the 50-year strategic Cold War paradigm have meant that many regional conflicts that once might have been perceived as proxy engagements (e.g., Afghanistan, 1980s) now stand on their own as potential threats to the strategic national security interests of the United States. As such, these conflicts demand a significantly greater analytical granularity, including a much greater need to understand their historical, social, cultural, and political drivers.

**MSI 676 China and East Asia Military Capabilities and Strategies**
This course covers the characteristics, drivers, and objectives of Chinese and East Asian military capabilities and strategies. The course focuses extensively on Chinese and East Asian military force modernization and trends across a range of offensive and defensive capabilities including space, air, missile, maritime, land, electronic warfare, and cyber forces. Students examine the comprehensive aspects of regional conflict issues and create various future phased campaign strategies that could likely occur. Students also assess China’s options for using anti-access and area-denial strategies versus the United States and its Allies throughout East Asia, with an emphasis on the South China Sea, East China Sea, and Taiwan.

**MSI 677 China in the Future**
This course explores the drivers, objectives, and strategies associated with China’s modernization and re-emergence as a great power. Key aspects of how China is expanding and using hard and soft power, both regionally and globally, are examined. The influence of China’s history, culture, geography, and its social, political, and economic development on China’s internal stability are discussed. The course also analyzes goals in foreign and military diplomacy, intelligence and information operations, trade, financial and economic cooperation, acquisition of science and technology, and expanding participation in multinational organizations, along with China’s military capabilities and intentions within the regional and global security environment.

**MSI 678 China and East Asia Intelligence Operations**
This course examines the composition, missions, capabilities, and operations of Chinese and East Asian intelligence and internal security organizations. A primary objective is to enable students to assess the nature of the threat to U.S. national security and economic interests posed by East Asian intelligence organizations. The course also includes discussion of the role of intelligence
MSI 679  Europe: Intelligence Partner and Analytic Subject
Europe is the source of the United States’ most trusted, most like-minded global allies and partners, and provides a critical strategic platform for pursuit of American national security and global political strategy. This course focuses on the reality of contemporary Europe and how U.S. allies meet U.S. expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall U.S. strategic aims, the capacity and will to assist, and the ability to cope with burgeoning domestic challenges. Students explore NATO and European Union cooperation and competition; disputes among various European states; and the extent to which Europe remains a major factor in determining the efficacy of U.S. strategic, political, cultural, and military leadership in the 21st century.

MSI 681  Latin America: Geostrategic Intelligence Issues
The course increases students’ understanding of the threats, current and future, to the United States that come from Latin American countries and regional groups. Students gain a greater appreciation of the roles and responsibilities U.S. intelligence has in collecting, processing, and analyzing Latin American intelligence on behalf of U.S. decision makers. This course explores developments in Latin America and their impact on current and future intelligence challenges. While analyzing security topics such as international terrorism, regional insurgencies, counternarcotics, and smuggling, the course focuses especially on the critical importance of intelligence.

MSI 683  The Middle East: Geostrategic Intelligence Issues
In spite of the oil wealth possessed by some and the youthful population of all, most of the states in the geographic region that once boasted the great Ottoman, Egyptian, Persian, and Assyrian civilizations are in crises, plagued variously by poor governance structures and economic outlooks, revolutionary fervor, lack of effective institutions in civil and political society, external and internal conflicts of various kinds, and extremist political movements. These and many other current and emerging trends are only promising to take most states in this broader region deeper into instability and weakness. This course
MSI 684  Social Analysis
The strategic-level intelligence estimates and grand strategy for contemporary threats require that we know them both empathetically and sociologically, in terms of all of the complex historical, structural and agent-related factors that have shaped their emergence and growth. Key parts of our analytical tool kit for these threats are the conceptual frameworks that have been formulated over decades of formal research and peer review in the social sciences for every category of social phenomena, including conflicts of various kinds, social and political movements, and extremism or radicalization. This course achieves three goals. Students will first critically evaluate the applicable sociological models for every broader category of strategic issue or threat and then discuss specific instances or cases of threats within those broader issues in order to evaluate the utility of the theoretical framework as part of our analytical tool kit. Thirdly, for one particular regional or transnational security threat, students will demonstrate the ability to creatively combine the relevant models and concepts to assess the threat, estimate its future trajectory, and appraise the opportunities to counter or contain it.

MSI 685  Russia: Geostrategic Intelligence Issues
This course assesses the current and future policies and direction of Russia as it continues to redefine itself and its role in the world since the breakup of the Soviet Union in 1991. The course examines major political, economic, military, cultural, and social issues affecting regional stability and U.S. interests. Topics include traditional and newly emerging political culture, leading personalities and institutions, economic reform, and foreign policy. Other key issues include nationalism and ethnic conflict, separatism and terrorism, civil society, the emergence of the rule of law, and the relationship of Russia to its neigh-

Attempts to gain a more strategic-level and empathetic understanding of the various events, social structures and agents, and other factors that are shaping these security and intelligence issues in each state of this broader region. After macro-level, contextual regional introduction, the course proceeds from one vastly diverse subregion to another, and from one vastly diverse state to another, to understand the emergence, persistence, and trajectory of these strategic-level issues. In addition to reading selections from the scholarly literature, students gain a more empathetic understanding through an element of “virtual cultural immersion,” via various informal data streams, including YouTube videos, reporting, and shorter analyses by culturally embedded researchers.
bors. This course develops critical thinking and understanding of the Russian perspectives in the context of globalization. It is designed to provide students with the broad conceptual framework for analyzing key intelligence questions.

**MSI 686 Central Asia: Geostrategic Intelligence Issues**

This course is designed to develop a deep knowledge and understanding of the complex environment governing Central Asia today. This region is located in the critical area between Iran, Russia, China, and Afghanistan. It is a corridor between Europe and Asia and encompasses the historic Silk Road. With the drawdown in Afghanistan, Central Asia has a special strategic importance to the United States and the IC. Students examine the five nations of the area, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan, as well as their relations with neighboring regions. The course further identifies the various challenges and opportunities that the region presents to the IC. The course objectives involve expanding students’ knowledge about an important geostrategic area and the issues facing it, as well as evaluation of the U.S. intelligence activities and existing analysis of this region.

**MSI 687 The Caucasus**

This course is designed to develop a deep knowledge and understanding of the complex environment governing the Caucasus today. The Caucasus region is in the critical neighborhood of Iran, Russia, and Turkey, and between Europe and Asia; it thus presents strategic importance to the IC. This course examines the Caucasus region, which consists of four countries (Russia, Armenia, Georgia, and Azerbaijan) and three unrecognized but self-proclaimed independent states (Abkhazia, Nagorno-Karabakh, and South Ossetia), and identifies the various challenges and opportunities that the region presents to IC.

The course examines the changing environment in select states of the former Soviet Union and the U.S. relations with the region. The course objectives are to expand students’ knowledge about an important geostrategic region and the various issues facing it and to develop analytic and critical thinking skills with regard to the U.S. intelligence activities and analysis of this region.

**MSI 688 The Near Abroad**

This course examines the changing environment in the states of the former Soviet Union and U.S. relations with the region. The first part of the course examines the breakup of the Soviet Union and the states that resulted from this
breakup. These include four geographic regions: the Baltic States (Latvia, Lithuania, and Estonia), the BUM (Belarus, Ukraine, and Moldova), the Caucasus (Georgia, Armenia, and Azerbaijan), and Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, and Tajikistan). The second part of the course examines the issues and problems that have arisen as a result of the breakup, and how they affect the United States. The objective is to expand students’ knowledge of this fascinating topic and encourage critical thinking with regard to the U.S. policies toward these states. This course is designed as a follow-on to Russia: Geostrategic Intelligence Issues (MSI 685), but it stands alone in terms of its content and thus does not have MSI 685 as a prerequisite.

**MSI 698 Special Topics**
This course designation is used for new curriculum topics in strategic intelligence. Such courses may take advantage of special expertise of visiting faculty or meet the needs of a timely intelligence topic. They are also candidate courses for permanent listing in the curriculum.

**MSI 698P Applied Collection and Analysis for Strategic Warning**
This course is designed to allow students to evaluate, synthesize, and apply theoretical concepts of collection and analysis to a real world strategic warning problem. Students apply an advanced analytical methodology to examine a real world problem incorporating collection and analysis priorities while also considering foreign intelligence concepts, adversary denial and deception, and the unique challenges of effective strategic warning that allows strategic decisionmakers ample time to make effective, proactive decisions.

**MSI 698Q North Korea: Geostrategic Intelligence Issues.**
This course examines the modern history, geography, and culture of Korea to determine its impact on current and future geostrategic intelligence issues for the United States. The initial appraisal of the modern history of Korea includes the rise of Japan, Japan’s colonization of Korea, and Kim Il Sung’s guerilla activities in Manchuria and the Russian Far East. The understanding of these events frames the discussion of key geostrategic intelligence issues related to the founding of North Korea, the Korean War, consolidation of power by Kim, the rise of his son Kim Jong Il, the nuclear crisis and the cycle of provocations, and the future of North Korea under Kim’s grandson Kim Jong Un.
### Course Descriptions

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<tbody>
<tr>
<td>MSI 698S</td>
<td>Russian Intelligence</td>
<td>This course examines the organization, missions, capabilities, and operations of Russia’s intelligence organizations. A primary objective is to enable students to assess the nature of the threat to U.S. interests posed by Russian intelligence and information operations (IO). The course also includes discussion of the role of intelligence and IO in Russia’s government and society. In addition, the course covers U.S. efforts to counter Russian intelligence and IO activities. The course draws on readings from a variety of perspectives, including IC products, other government publications, academic writings, and Russian documents.</td>
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<tr>
<td>MSI 699</td>
<td>Directed Readings</td>
<td>This course focuses on a specific aspect of strategic intelligence that is so new or specialized it is not offered in an existing course. A written proposal and list of readings and assignments must be developed by the student and approved by the sponsoring faculty member and the MSSI Program Director. Students may use a Directed Readings course to satisfy an elective course requirement.</td>
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### MASTER OF SCIENCE AND TECHNOLOGY INTELLIGENCE (MSTI)

The following content describes courses that are program requirements or electives within the MSTI degree program.

#### MSTI PROGRAM REQUIREMENTS

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<tr>
<td>MST 613</td>
<td>Science and Technology</td>
<td>This course is designed to develop a common knowledge of the concepts, principles, and applications of scientific and technical issues relevant to intelligence analysis and execution, as well as the ability to assess threats to national security posed by adversarial use of science and technology (S&amp;T). The course focuses on collaboration and understanding of emerging and disruptive technology advances, and identification of effective threat indicators and countermeasures. Students analyze national security problems, identify challenges and opportunities for S&amp;T, and examine how S&amp;T can enable and enhance all-source analysis. The course covers S&amp;T from a global perspective: adversarial development and acquisition of key technologies, elements of important scientific and technical systems, IC S&amp;T organizations, and state and nonstate actors’ application of “benign” technologies as a threat.</td>
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MST 604  Cyber Data Exploitation and Advanced Analytics
This course focuses on advanced analytics and information discovery through an educational foundation and practical exposure to a wide range of cyber-related data. Topics may include data gathering, collection, and transformation into forms amenable to advanced analytics and discovery. Integrating cyber-derived information into intelligence analyses and projections is a key component of this course. This course is an element of the threat and technology components of the Information Operations/Cyber concentration.

MST 629  Strategic Crisis Exercise
This course explores the application of intelligence to operational and strategic crisis planning. Six weeks of classroom instruction prepare students to participate in exercises hosted by the services’ war colleges or a combatant command. Students enhance the intelligence value of the exercise by role-playing in “blue” (friendly), “red” (adversary), or “white” (control) functions. Students are challenged by time-constrained decisionmaking as they evaluate policy and strategy options, assess the impact of threats, resolve conflicting information, and develop and revise intelligence estimates in a rapidly evolving crisis situation. Simulations and gaming help students understand the challenges inherent in effective intelligence planning across a broad spectrum of scenarios: regional wars, military contingencies, homeland defense, humanitarian assistance, and peacekeeping operations. This is a mandatory course for students in JPME studies.

MST 653  Advanced Science and Technology
This course is designed as a follow-on to MST 613: Science and Technology, for students interested in current intelligence on S&T topics. The course focuses on reviewing current intelligence collection, reporting, and analysis of S&T topics introduced in MST 613, as well as topics that emerge from current events, policy interest, or enhanced intelligence focus. Intelligence topic areas include, but are not limited to, emerging and disruptive technologies, weapons of mass destruction (nuclear, chemical, and biological), missile systems, proliferation, cyber, conventional weapons, environment, health, space (and counterspace), and arms control. The course also considers the S&T capabilities of the United States that support collection and analysis on S&T topics and present observations from their research for class discussion. (Prerequisite: MST 613.)
### Course Descriptions

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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>MST 655</td>
<td>Advanced Conventional and Non-Conventional Weapons</td>
<td>This intelligence course is designed to provide a broad level of situational awareness into the essential S&amp;T underpinning modern military capabilities. This course does not cover the specifics of weapons of mass destruction but does, in part, include their delivery systems. The unique capabilities of advanced weapons systems are the result of innumerable advancements in the basic and applied sciences as well as the unique creative problem-solving insights of systems integrators. This nexus between interdisciplinary technical advancement and practical application that results in new or enhanced military capabilities forms the basis of power projection and technological superiority. It is also, by definition, a set of areas that foreign adversaries specifically target in an effort to obtain military or economic advantage through a variety of espionage tactics.</td>
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<tr>
<td>MST 656</td>
<td>The Economics of Technology</td>
<td>This course examines economic theories, technological innovation, and labor, as they apply to technology and innovation. In addition, this course assesses emerging technologies in the context of how they are adapted in society. Students assess how technological innovations impact the economy. Students also evaluate noted economists’ historic writings and their attempts to explain how technology variables impact the larger economy.</td>
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<tr>
<td>MST 657</td>
<td>Case Studies in Technology Transfer</td>
<td>“Technology transfer” is an often-misunderstood term that has multiple usages, ranging from the benign to the strategic. This course defines and assesses the various meanings of that term, but pays specific attention to its tactical, strategic, and intelligence-related aspects. Case studies are the primary learning vehicle whereby the S&amp;T-related implications of technology transfer are explored. Particular focus is given to its organizational, analytical, political, legal, and economic dimensions. Through the use of specific case studies, the real-world implications of technology transfers—as they apply to the development or diminishment of national power, as well as to the underlying economic health of the nation—become clear.</td>
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<tr>
<td>MST 658</td>
<td>Infrastructure Vulnerability Assessment</td>
<td>This course introduces students to a range of issues concerning critical infrastructure. The concept of “critical infrastructure” is defined from a variety of perspectives: economic, military, national, and local. Issues of identification, mapping, assessment, and ranking infrastructure are addressed, as are the</td>
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concept of vulnerability and risk assessment from the perspectives of the attacker and the defender. Viewing infrastructure as an essential enabler of current living standards and social cohesion, the course analyzes the weaponization potential of the same national assets by adversaries. The class uses actual examples wherever possible as a means of conveying the full potential impact of the misuse of ubiquitous but largely unrecognized local and national assets upon the surrounding communities.

**MST 660 Introduction to Denial and Deception: History, Concepts, Issues, and Implications**
This course is designed to set a historical, thematic, and contemporary context that provides the fundamental perspective and foundational knowledge required to initiate counter-denial and deception activities. Part I focuses on fundamental principles, historical events, trends, supporting case studies, and U.S. organizational responses to the foreign denial and deception threat. Part II addresses the existing IC environment and national security issues that permeate and influence the world of the denial and deception analyst. Part III specifically focuses on the role and impact of denial and deception on U.S. strategic warning and national security objectives.

**MST 661 WMD Terrorism**
This course is designed to provide students with an understanding of terrorism involving weapons of mass destruction (WMD-T). The course examines the history of WMD-T, introduces basic technical aspects of improvised and acquired WMD, explores the costs and benefits of WMD-T attack scenarios, and assesses intelligence and policy tools available to combat the threat of WMD-T. At the conclusion of the course, students understand the relationship of political objectives, supporting technologies, required resources, and barriers to WMD-T. This in-depth knowledge enables students to more effectively leverage critical strategic intelligence methods in support of collective efforts to prevent, protect, and respond to the many facets of WMD-T.

**MST 662 Denial and Deception: Psychological/Cultural Aspects, and National Security Decisionmaking**
This course gives students insight into the potential impact that the psychological aspects of deception and self-deception play on effective intelligence analysis, addresses the unique role that culture plays on perceived truth and falsity, and investigates the critical nodes of U.S. national security decision-making that are potentially vulnerable to foreign manipulation via denial and
deception practices. Part I examines the students’ psychological and organizational filters that can distort the search for ground truth. Part II underscores the critical decisionmaking points in the U.S. national security structure and identifies how those decisions can potentially be manipulated. Part III delves into the unique nature of several specific cultures, with the intent of highlighting the importance of judging, assessing, or analyzing foreign events through the culture’s particular experience and mindset.

**MST 663  WMD: Counterproliferation**
This course outlines the structure and role of the IC in U.S. efforts to combat weapons of mass destruction (WMD). Students assess the role intelligence plays in negotiating, ratifying, and verifying arms control agreements. The course focuses on specific components of U.S. policy in combating WMD and the vital role played by intelligence collectors and analysts working collaboratively in the national counterproliferation effort. The course derives intelligence futures for the counterproliferation and WMD problem set, and examines change in U.S. intelligence priorities, resources, and policies.

**MST 664  Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures**
This course examines various threat organizations and the execution of denial and deception activities, to gain insight into the impact of technology on denial and deception, and to investigate current techniques for countering foreign manipulation via denial and deception practices. Part I builds on cultural considerations established for the world’s most significant denial and deception practitioners (both state and nonstate actors) by delving into their organizations and infrastructures and analyzing the techniques and procedures used in executing denial and deception inimical to U.S. interest. Part II examines the impact of selected technology on warfare and intelligence, while narrowing the focus to examine the impact on denial and deception today. (Prerequisite: MST 660 or MST 662.)

**MST 665  The Biological Threat**
This course addresses the intelligence implications of the biological threat in warfare, terrorism, and criminal activities, and examines the scope of biological agents and their potential for deployment against humans, animals, and plants, along with relevant aspects of prophylaxis and therapeutics. Students distinguish indicators and warnings associated with the properties of agents,
production facilities, and enablers presenting risk to national security, and students are introduced to the intelligence functions, activities, and mechanisms to counter this threat

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<tr>
<th>MST 667</th>
<th>The Nuclear Threat</th>
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<td>This course addresses technical and policy issues associated with weapons that may be used in warfare, terrorist actions, or criminal activity, and provides a comprehensive understanding of the nuclear and radiological categories of WMD. Distinctions are made between this and other classes of WMD, and the effects of each type of weapon are examined, along with the current state of the art. The course also discusses intelligence indicators and warnings necessary to develop and employ weapons associated with adversarial systems.</td>
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<tr>
<th>MST 668</th>
<th>Denial and Deception: Tradecraft, Tools, and Methodology</th>
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<td>This course serves as the culmination of the denial and deception sequence. It is available only to students pursuing certification in the Denial and Deception Advanced Studies Program (DDASP). It also prepares the DDASP students for the 8-day offsite capstone exercise necessary for obtaining the DDASP certification. (Prerequisites: MST 660, MST 662, and MST 664.)</td>
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<tr>
<th>MST 669</th>
<th>The Chemical and Explosive Threat</th>
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<td>This course addresses technical and policy issues associated with weapons that may be used in warfare, terrorist actions, or criminal activity, and provides a comprehensive understanding of the chemical and explosive categories of WMD. Distinctions are made between this and other classes of WMD, and the effects of each type of weapon are examined, along with the current state of the art. The course also reviews and discusses intelligence indicators and warnings necessary to develop and employ weapons associated with adversarial systems.</td>
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<th>MST 672</th>
<th>Intelligence and the Changing Global Resource Environment</th>
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<td>This survey course assesses land, energy, food, water, and mineral global resource markets and related intelligence issues and outlooks. Students examine how natural resources and the environment, along with energy and power market issues, can inform, constrain, and affect issues of strategic intelligence. Understanding adversarial adaptations and uses of global resources is an essential component to analyzing geopolitical objectives and intent.</td>
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<td>MST 673</td>
<td>Geology and Intelligence</td>
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<td>MST 674</td>
<td>Nuclear and Other Alternative Energy Sources</td>
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<td>MST 675</td>
<td>Electrical Power Systems and Distribution</td>
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<tr>
<td>MST 680</td>
<td>Information Power and National Security</td>
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physical, informational, and cognitive dimensions of the information domain. This course is an element of the cognitive component of the IO/Cyber concentration.

MST 681 Propaganda, Persuasion, and Influence
Building on the concept of information power, this course critically examines issues at the intersection of intelligence and propaganda, persuasion, and influence. Students examine and evaluate theories of influence and persuasion within the constructs of attitudes and attitude change. Intelligence-related case studies provide a background from which to examine state and nonstate actor utilization of propaganda. This course is an element of the cognitive component of the IO/Cyber concentration.

MST 682 Cyber Intelligence
This course educates students on cyber intelligence issues. The learning objectives focus on IC cyber activities and authorities, enabling cyber technologies, supply chain dynamics, systems architecture, information communications technology, and identity intelligence. This course is an element of the technology component of the IO/Cyber concentration.

MST 683 Foreign Information and Cyber Strategies
Building on the concepts and skills of information and cyber constructs, students examine foreign state and nonstate actor information and cyber strategies in relation to U.S. strategic interests. Students acquire the ability to analyze and compare and contrast foreign information and cyber strategies through the use of case studies in intelligence. This course is an element of the threat component of the IO/Cyber concentration.

MST 684 Cyber Threat
This course examines the technology, knowledge, methodologies, and tools needed to assess contemporary and emerging cyber intelligence issues. Topics include worldwide cyber capabilities, cyber attack processes, attack vectors, exploitation, espionage, and denial and deception. This course is an element of the threat component of the IO/Cyber concentration.

MST 685 Social Networks and Intelligence
This course covers the rapidly changing foundations and dynamics of the S&T of social networks and intelligence. Students gain a greater understanding
of recent developments in social networks, as well as S&T foundations. This enhanced perspective should enable the student to provide strategic intelligence support as it relates to social networks. This course is an element of the cognitive and threat components of the IO/Cyber concentration.

**MST 686  Network Operations Environment—Engagement**
Through an educational foundation and practical exposure to network characterization and exploitation, this course focuses on understanding an opponent’s capabilities, expertise, and activities. Students participate in exercising these capabilities in a standalone network environment. This course is an element of the technology component of the IO/Cyber concentration.

**MST 687  Advanced Information Power Seminar**
This seminar enhances students’ abilities to anticipate, understand, and synthesize the complexities of operating against a peer-competitor in the global information environment. Using nested scenarios, students confront and analyze problems in information power, develop intelligence support requirements, and synthesize potential solutions. This course is an element of the cognitive component of the IO/Cyber concentration.

**MST 698  Special Topics**
This course designation is used for special topics in strategic intelligence. Such courses may be created to take advantage of special expertise of visiting faculty or to meet the needs of a timely intelligence topic. They are also candidate courses for permanent listings to the curriculum.

**MST 698A  Identity Intelligence**
Identity intelligence (I2) performs two primary functions: discover/reveal threat identities and protect/conceal friendly identities from foreign entities. The course examines the conceptual foundations, supported missions, organizations, technologies, tools, and policy and legal considerations involved with conducting identity discovery/reveal operations. Additionally, students learn I2 enterprise best practices, tools, authorities, and trends associated with protecting/concealing friendly identities from foreign intelligence and law enforcement entities.
MST 698O  Information Influence and Deception
This course provides an overview of data, information manipulation, and analytic techniques of various video and still imagery modalities. Topics may include encoding, encryption, embedding data in innocuous data forms, and analysis of video and still imagery. Students criticize and analyze existing techniques and methodologies, based on current intelligence issues. This course is an element of the cognitive and technology components of the IO/Cyber concentration.

MST 698P  Advanced Cyber Intelligence
This advanced cyber course builds on the use of cyber intelligence in the operational environment. The focus is on the application of analytic capabilities to assess field-gathered data, combined with other multisource intelligence. Students enhance their command of the cyber operational domain and system exploitation. This course is an element of the threat and technology components of the IO/Cyber concentration. (Prerequisite: MST 604, MST 686, or MST 6980.)

MST 699  Directed Readings
This course focuses on a specific aspect of strategic intelligence so new or specialized it is not offered in an existing course. A written proposal and list of readings and assignments must be developed by the student and approved by the sponsoring faculty member and the MSTI Program Director. Students may use a directed readings course to satisfy an elective course requirement.

BACHELOR OF SCIENCE IN INTELLIGENCE (BSI)

The following content describes courses that are program requirements and electives within the BSI degree program.

BSI 401  Globalization and the Intelligence Landscape
The dynamics of globalization have resulted in the development of new challenges shaping the intelligence mission. These challenges include the impact of the global migration of people, rapid spread of information, environmental degradation, natural resource scarcities, disease, financial crises, terrorism, organized crime, and WMD proliferation. The information revolution and advances in science and technology provide both threats and opportunities.
This course explores the nature and dynamics of the emerging global environment in the context of U.S. national security and challenges for intelligence analysis and collection, both now and in the future. The course examines globalization’s impact on transnational issues that affect regional stability, such as demographic shifts and migration movements, the environment and health, competition over natural resources, ethnic and other forms of internal conflict, terrorism, WMD proliferation, and organized crime.

**BSI 403  Intelligence Analysis**
How does information become meaningful intelligence? As information is analyzed, meaning is created. This course examines the logic of reasoning, critical thinking, argumentation, and analytical methodologies applied against a wide range of intelligence problems. Assessment of key intelligence failures lays the foundation for addressing methodologies and possible pitfalls such as prejudice and preconceptions, mirror imaging, cultural bias, and other perceptual filters. The course examines the IC’s analytical process and organizational measures to focus on key issues, including the relationship of analysis to the policymaker, military commanders, and military planners, and current IC efforts to improve analytical standards, assessments, collection, evaluation, and warning.

**BSI 405  Collection Assets and Capabilities**
This course evaluates key U.S. intelligence collection assets and capabilities that are applied to national intelligence requirements. Topics include the capabilities and limitations of assets corresponding to the five intelligence collection disciplines: human intelligence (HUMINT), geospatial intelligence (GEOINT), signals intelligence (SIGINT), measurement and signature intelligence (MASINT), and open-source intelligence (OSINT). Intelligence collection assets are examined to determine their organizational structure, the collection infrastructure (technologies, systems, and institutions), and the collection tasking system.

**BSI 407  The Nature of Conflict and Conflict Capabilities**
This course focuses on the definitions and fundamental causes of conflict, including inter- and intra-state crises; deterrence failures; hegemonic or colonial, economic and preemptive, and ideological and religious contention; balance of power and quests for dominance; resource access and scarcity; and relative deprivation factors. The spectrum of conflict examined includes gangster, surrogate/proxy, irregular, asymmetric, conventional, and national types of warfare. The course then examines and applies the principles of state and nonstate actors, operational and military capabilities analysis, and key methods of study-
ing the influence of non-military factors that either enhance or degrade the ability of an actor to engage in conflict. To achieve an integrated perspective, a “system of systems” approach is employed to define and analyze the complex relationships between the key elements of conflict capability, including strategy, doctrine, geography, logistics, defense economics, technology, leadership, and order of battle.

BSI 409  Intelligence and National Security Strategy
Today’s intelligence professionals must understand the role intelligence plays in the formulation and execution of the U.S. national security strategy. These strategies provide the intellectual framework for the evolution and application of U.S. instruments of national power. This course focuses on the tenets of U.S. national security and warfighting strategies and the context of influencing the development of national security strategies. Globalization provides the backdrop to discuss contextual factors, along with the primary principles, doctrine, and theories underpinning successful and unsuccessful strategies, the interactive nature of warfare, and the evolution of strategies in conflict. Students develop a framework for thinking about conflict at the strategic and operational levels, and examine the role of intelligence in formulating strategy.

BSI 411  Culture and Identity in an Age of Globalization
Highly distributed and dispersed global operations in recent years—from Timor to Bosnia, Baghdad, and Kabul—underscore the importance of conducting uniquely tailored missions in different environments. The pressures of globalization challenge the ability of individuals and nations to maintain “identity.” The mix of cultural groups, languages, religions, customs, and beliefs occurring in nation-states can shape an official identity. However, individuals and nonstate actors also seek to forge their own identities, as identification with a particular group provides a sense of belonging, empowerment, and security. The lack of identity among minorities and outsiders can yield exclusion, intolerance, and conflict. The principal focus of this course is to learn to recognize the complexity and dynamics of national, ethnic, cultural, and religious identities. Understanding individual and group identities and practices is key to knowing both one’s adversaries and one’s allies.

BSI 413  Science, Technology, and Intelligence
Science and technology (S&T) are key drivers shaping the national security environment. This course introduces students to basic physical principles, organizations, resources, and processes associated with science and tech-
nology affecting intelligence and national security. The application of these concepts includes exploiting S&T advances for generating effective intelligence products, and assessing technical capabilities and corresponding intelligence actions, both of the United States and of its adversaries. The course introduces terminology, principles, operations, and limitations of specific scientific and technological applications that most affect national security.

BSI 415  Terrorism: Origins and Methodologies
Terrorism represents one of the most palpable threats to U.S. security interests. This course examines the terrorism phenomenon within the context of the social sciences. Particular emphasis is placed on introducing basic techniques for analyzing the causes, strengths, and weaknesses of key forms of terrorism, with a view toward facilitating intelligence capabilities to develop preemptive and countervailing strategies.

BSI 417  Intelligence: Building Stability and Peace
The United States conducts stability operations to prevent, contain, or resolve regional conflicts that threaten U.S. national interests. Stability operations have been designated a core U.S. military mission, and are becoming a priority comparable to combat operations. The immediate goals are to provide conflicted societies with security, restore essential services, and meet humanitarian needs. The long-term goals are to help develop indigenous capacity for securing essential services, a viable market economy, rule of law, democratic institutions, and a robust civil society. This course examines the challenges and requirements facing intelligence professionals engaged in planning and supporting U.S. and multinational stability and peace operations in global regions, including how intelligence supports U.S. and multinational plans and operations for stabilization, security, reconstruction, and transition operations for sustainable peace.

BSI 419  Introduction to Denial and Deception
The accuracy and credibility of the IC rest upon its ability to determine ground truth in an environment characterized as information-competitive, with extensive foreign knowledge of intelligence sources, methods, and analytical techniques. Deception analysis equips the intelligence analyst with the information and tools necessary to identify both the deception and the larger strategic picture that drive potential adversaries to implement advanced deception operations against the United States. This course establishes a historical, thematic, and contemporary context that provides the fundamental perspective and founda-
tional knowledge required to successfully initiate counter-denial and deception activities. This course is divided into three parts. Part I examines the fundamental principles and historical events through supporting case studies by focusing on the impact of denial and deception that permeates and influences the world of the denial and deception analyst. Part II outlines operational and strategic deceptions and illustrates their impact on leadership and intelligence analysis. Part III focuses on influence operations, offensive counterintelligence, and the impact of denial and deception on surprise, strategic warning, and U.S. national security objectives.

BSI 421  Information Operations
The power of information lies at the heart of cooperation and conflict, as state and nonstate actors, groups, and individuals adapt to and exploit the “Global Commons.” This course examines the global information environment and its effects on U.S. national security strategy and military operations. Essential paradigms and concepts, policies, doctrines, and practices of information operations are viewed from a strategic intelligence perspective in support of U.S. information operations planning and strategy. The course analyzes U.S., coalition, and adversarial information operations and examines the exploitation of the global information environment in conducting national security operations at the strategic and operational levels of conflict. Additionally, the course explores intelligence-related aspects of theater, interagency, and international planning and execution of information operations across the physical, informational, and cognitive dimensions of the information environment.

BSI 425  Homeland Security and Intelligence
This course evaluates the role, structure, composition, missions, capabilities, and limitations of homeland security, the IC, and key law enforcement institutions, in light of the strategic security environment and probable threats. Students apply national security strategy and policy to the homeland security environment. Students gain an understanding of how intelligence capabilities are applied to information sharing, prevention of national security threats, protection of critical infrastructure, and protection of the economy in a world of interconnected global transportation systems. The course examines threats and threat doctrines that adversely impact intelligence and law enforcement practices, including insider threats, and provides analytic frameworks for modeling threats, evaluating those threats against homeland security mission capabilities, and proposing intelligence strategies.
Course Descriptions

BSI 427  Proliferation of Weapons of Mass Destruction
This course examines the role of intelligence in analyzing threats from adversarial state and nonstate actors possessing or aspiring to acquire WMD for use against the U.S. homeland and global interests. It explores the capabilities and consequences of current and emerging revolutionary advances in science and technology that can be used by adversaries to perfect nuclear, biological, and chemical weapons. An overview of the intelligence analysis challenges surrounding the threats posed by state and nonstate adversaries provides the framework to examine the basic technologies of nuclear, chemical, and biological weapons, as well as threats posed by WMD. The course explores the motives for and means of acquiring and developing WMD, and encourages students to think analytically and critically about the causes and consequences of nuclear proliferation.

BSI 431  Africa: Intelligence Issues
The highly diverse and complex nations that compose the continent of Africa pose specific challenges for the intelligence, foreign policy, and national security communities. This course provides a basic understanding of the geographic, historical, social, cultural, religious, economic, political, and military factors affecting events in Africa. Students examine contemporary domestic and international problems confronting the people of Africa, as well as their governments, non-governmental organizations, and social movements. The course highlights issues affecting U.S. national security interests on the African continent and the related challenges faced by the IC.

BSI 433  Middle East: Intelligence Issues
This course examines cultural, social, political, and economic underpinnings crucial to understanding the challenges for U.S. national security and the role of intelligence warning, analysis, and collection in the region. The course examines the importance of Islam, the history of Western involvement, and regional political and security issues such as terrorism, the promotion of democracy, and prospects for economic development. The course also addresses specific issues such as the Arab-Israeli conflict, Persian Gulf security (including issues pertaining to Iraq and Iran), WMD proliferation, and access to hydrocarbon reserves.
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<td>BSI 435</td>
<td>Eurasia: Intelligence Issues</td>
<td>This course focuses on Russia and its relations with five major regional and world groups: the successor states of the former Soviet Union, the nations of the former Warsaw Pact, Western Europe and NATO, the United States, and other specific states such as Iran. Current and emerging security challenges, including regional stability, terrorism, criminal activities, transnational threats, and socioeconomic factors that impact regional and global security, are discussed, along with implications for intelligence collection and analysis.</td>
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<tr>
<td>BSI 437</td>
<td>South Asia: Intelligence Issues</td>
<td>This course provides students with a basic understanding of the drivers and causes of conflict and instability in South Asia, focusing particularly on the intertwined relations between India, Pakistan, and Afghanistan. The course explores the historical and cultural sources of the region’s extremism; its ethnic, communal, and sectarian conflict; and its potential flashpoints, including Kashmir. The course examines the historical and contemporary decision points and challenges that have brought India global stature as an economically dynamic democracy, yet have yielded a struggling and conflict-ridden state in Pakistan, nuclear proliferation, and safehaven for a range of militant Islamist groups. Students also explore the nature of Afghan governance, Afghanistan’s current and future prospects, and Indian-Pakistani competition there for influence. The course concludes with a look at the region’s future prospects and the enduring nature of U.S. strategic interests there.</td>
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<tr>
<td>BSI 439</td>
<td>East Asia: Intelligence Issues</td>
<td>This course explores key cultural, historical, political, economic, security, and intelligence issues for East Asia. It develops an understanding of East Asia’s current and emerging regional security challenges, including political and societal instability, military developments, demographic shifts, trade, and tensions over natural resources. Recognizing that China is emerging as a global power, the course addresses priority intelligence challenges such as China’s grand strategy, military modernization, Taiwan and the Korean Peninsula, ethnic tensions, and regional security.</td>
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<tr>
<td>BSI 441</td>
<td>Latin America: Geostrategic Intelligence Issues</td>
<td>The goal of this course is to increase awareness of threats and opportunities, both current and future, that originate in Latin America. Students gain a greater understanding of recent developments in Latin America, as well as the historical, sociopolitical, and cultural fabric of this important region. This enhanced</td>
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<td>perspective should enable the student to intelligently collect, process, and analyze data on Latin American society, politics, economics, trends, and issues. Students thereby improve their ability to cogently articulate analytical assessments. The course focuses on the vital role of intelligence in understanding and dealing with critical Latin American security issues such as increased Chinese, Iranian, and Russian influence in the region. The course also studies transnational criminal organizations, terrorism, insurgencies, and trafficking in humans, drugs, and arms.</td>
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<th>BSI 495 Analytic Methods</th>
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<td>This course strengthens analytic tradecraft to foster critical thinking and provide the opportunity to develop and implement innovative approaches to analyzing complex intelligence problem sets. Tenets and functions of one or more advanced analytic methodologies are introduced and applied to resolve a significant intelligence problem set. The course is designed to support BSI 497: Capstone Integration.</td>
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<th>BSI 496 The Analyst-Collector Integration</th>
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<td>In this course, students integrate collection strategies and all-source intelligence analysis in a mission-centric approach to strategic-level intelligence problems listed in the National Intelligence Priorities Framework. Case studies drawn from classified intelligence literature provide substantive examples that demonstrate the interdependence between collectors and analysts. Students apply analytic methods and full-spectrum collection capabilities in ways that satisfy priority intelligence requirements, provide indications and warning, and identify intelligence information gaps for policy, planning, and operations against significant intelligence problems.</td>
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<th>BSI 497 Capstone Integration</th>
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<td>Understanding the dynamic and complex relationships between analysis, collection, and warning is one of the key challenges facing the IC. This capstone project requires students to experience the dynamics of a significant intelligence problem while integrating the challenges of analysis, warning, and collection. The goal of the course is for students to successfully apply research and data collection, carry out a comprehensive project, and complete a final written product.</td>
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BSI 498  Special Topics in Intelligence
This course designation is used for one-time-only courses on special topics in intelligence. Such courses may be created to take advantage of special expertise of a visiting professor or to meet the needs of a timely intelligence topic. A BSI 498 topic may evolve into a permanent NIU course.

BSI 498E  Europe: Intelligence Issues
Europe contains many of the U.S. allies who provide a critical strategic platform for pursuit of American national security strategies. This course focuses on the reality of contemporary European and American national security strategies. It also focuses on how U.S. allies meet U.S. expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall U.S. strategic aims, the capacity and will to assist, and the ability to cope with burgeoning domestic challenges. Students explore NATO and European Union (EU) cooperation and competition, disputes among various European states, and the impact of a resurgent Russia on NATO and EU cohesion. The course examines lessons learned in NATO’s operations in the Balkans and Afghanistan, in addition to focusing on the cyber and terrorist threats in the region.

CERTIFICATE OF INTELLIGENCE STUDIES PROGRAM (CIS)

CIS IN AFGHANISTAN AND PAKISTAN (AFPAK)
Although there is widespread agreement among U.S. policymakers and military leaders that the ongoing conflicts and instability in Pakistan and Afghanistan cannot be resolved solely by military means, there is no clear agreement on a methodology to address the governance and related issues in both states. Because governance is in part a function of culture and history, it is essential that analysts grasp and accommodate these foundational factors, as well as a range of related social, economic, religious, and educational factors, in order to provide optimal support to policymakers and military commanders. The Afghanistan-Pakistan Certificate provides students with a solid foundational knowledge of Afghanistan and Pakistan and of the dynamics between them across a spectrum of core issues.

In addition to MSI 583 and MSI 584 described below, students must also take and complete MSI 675: South Asia Intelligence Issues and MSI 655: Islam and the Modern World.
MSI 583  Pakistan Intelligence Issues
The course is dedicated solely to an in-depth exploration of Pakistan and its key institutions (including the Army), political culture, regions, ethnicities, and religion, and how these factors drive Pakistan’s troubled relationships with India and Afghanistan. The course offers a detailed look at the historical and contemporary relationship between U.S. and Pakistani intelligence organizations. It examines Pakistan-based insurgent groups and terrorist organizations and, in particular, explores the origins and mutations of Pakistan’s national security strategy, focusing on contemporary commonalities and points of divergence between Pakistani and U.S. strategic and operational objectives.

MSI 584  Afghanistan Intelligence Issues
The course provides students with an in-depth look at Afghanistan. The course examines the nature and historical parameters and styles of Afghan governance, drawing on, among other things, Pashtun culture. In particular, the course offers students an opportunity to analyze how Afghans have reacted to the importation, forced or otherwise, of outside ideologies, including various schools of Islamic thought.

CIS IN AFRICA: STRATEGIC INTELLIGENCE STUDIES

This graduate certificate prepares students to critically identify and analyze the factors that influence and constrain policy choices, and to comprehend the significance of how the IC uses key intelligence indicators to predict, forecast, and develop warning trends in Africa. The courses examine the role that strategic intelligence plays in understanding and analyzing the impact of globalization, U.S. national security policies, regional conflict, and peacekeeping missions among the African people and throughout the African continent.

In addition to MSI 572, 573, and 574, described below, students must also take and complete MSI 671: Africa: Geostrategic Intelligence Issues.

MSI 572  Africa: Intelligence and National Security Strategy
This course provides students with an understanding of how the U.S.-African national security policy is developed within the U.S. interagency process. Students learn about (1) how U.S. foreign policy in Africa is formulated and developed, (2) who the key strategic actors and agencies in the interagency process are, and (3) how intelligence informs the interagency policy process.
MSI 573  Conflicts in Africa
On the African continent, violent conflict was an integral component of the colonial scramble for Africa, the decolonization process, and the Cold War. In the current era of globalization, the states of Africa are still vulnerable to the threat of violent conflict. Whether the factors affecting it are class, economic, ethnic, religious, or social, the political stability of many African nations remains in peril, and this has implications for U.S. national security. This course examines some fundamental questions: What is conflict? Who are the key actors? Who are the major academic contributors to the study of conflict? What are the theories of conflict? What are the causes of conflict? What are the types and levels of conflict? The study of conflict in Africa requires a comparative multidisciplinary approach that uses a broad range of academic frameworks, micro- and macro-level theories, models, and analytical tools. This course examines how triggers of conflict embedded in deeper and broader conditions can create a balance of power relationship; create disputes over history, memory, and precedence; create conditions of relative deprivation and competition over common resources and economic access; and involve internal and external actors whose activities and interests are related to the disputants.

MSI 574  Africa: Peacekeeping and Peace Enforcement
Intelligence plays a pivotal role in the identification, preparation, and execution of peacekeeping missions on the African continent. This course examines why and how the United Nations, African Union, African Regional Security Institutions, and the Arab League engage in the full spectrum of peacekeeping missions and operations such as stabilization, disarmament, demobilization, reintegration, and resettlement in war-torn areas. The course also discusses the role of non-governmental organizations, inter-governmental organizations, and governmental organizations, as well as how they interact during African peacekeeping missions.

CIS IN CHINA: INTELLIGENCE CONCERNS
This certificate prepares students to critically identify, analyze, and forecast to the IC current and emerging intelligence and security concerns regarding China. The courses address warning, analysis, and collection challenges for China, including internal stability and governance, grand strategy, global security engagement, and foreign policy. Critical issues, such as Chinese military modernization, campaign strategies, and intelligence and information operations, are also discussed.
**MSI 576  Introduction to China and East Asia Intelligence Studies**

This course identifies and analyzes the key characteristics, drivers, issues, and actors influencing stability within the strategic intelligence and security landscape comprising China and East Asia. Tracing historical, cultural, demographic, and national evolution among this region’s diverse civilizations to modern nation-states, the course identifies influential variables that can be applied to analyzing competition, cooperation, and conflict between state and nonstate actors. Particular focus is on assessing the internal drivers and potential outcomes of China’s comprehensive modernization, including domestic economic reforms; internal social and ethnic instability; leadership, party-state political institutions, and the legal system; natural resource and environmental challenges; and key development strategies for infrastructure, industry, services, and technology. Analysis of China’s internal stability and governance challenges is contrasted with China’s expanding activities and influence in trade, finance, and economic cooperation within the region and globally.

**MSI 577  China and East Asia National Strategies and Foreign Policy**

This course familiarizes students with the background, drivers, and academic approaches to assessing and synthesizing issues affecting relations between China, East Asian regional powers, and the United States. Students develop a future-oriented assessment in response to a key intelligence question about national strategies, current and potential conflicts, and foreign relations. The course examines how national interests among various states are evolving and what impacts these are having on stability throughout the region and beyond. The course gives students a comprehensive and focused study of the internal, external, and informational characteristics influencing national aspirations, foreign policy formulation, territorial disputes and behaviors, and other key strategic intra- and inter-regional activities. Causal variables are identified and analyzed to evaluate the conditions, causes, effects, and likely future outcomes for a range of priority intelligence issues, including bilateral and multilateral state-to-state relations and foreign policies; economics, trade, and finance; regional and international institutions; and transnational security issues. Particular focus is on China’s aspirations, activities, and the impacts and trajectories of its re-emergence as a great power both regionally and globally.

**MSI 578  China Military Capabilities and Strategy**

This course covers the characteristics, drivers, and objectives of China’s military capabilities and strategy. The course examines the pace and scope of China’s military force modernization and trends across a range of People’s
Liberation Army (PLA) offensive and defensive capabilities. These capabilities include space, air, missile, maritime, land, electronic warfare, and cyber forces. Students examine China’s global and regional security activities and military engagement, with an emphasis on analyzing China’s ongoing military development of roles and missions for the PLA that exceed China’s immediate territorial interests. Students assess China’s options for using military force to gain diplomatic advantage or resolve disputes in its favor, as well as the potential for PLA anti-access and area-denial strategies in the region. The course emphasizes PLA capabilities that could deter Taiwan’s independence or influence Taiwan to settle the dispute on Beijing’s terms while simultaneously attempting to deter, delay, or deny U.S. support for the island. The objective of the course is to produce a future-oriented intelligence assessment for a key intelligence question about China’s military.

**MSI 579 Chinese Intelligence and Information Operations**

This course examines the composition, missions, capabilities, and operations of China’s intelligence, influence, cyber, and internal security organizations. A primary objective is to enable students to assess the nature of the threat to U.S. national security and economic interests posed by People’s Republic of China (PRC) intelligence and information operations (IO). The course also includes discussion of the role of intelligence and IO in PRC national security policy. In addition, the course covers U.S. efforts to counter PRC intelligence and IO activities. The course draws on readings from a variety of perspectives, including IC products, other government publications, academic writings, and media reports.

**CIS IN COUNTERINTELLIGENCE**

The Certificate of Intelligence Studies in Counterintelligence prepares students to critically evaluate the efforts of U.S. counterintelligence (CI) agencies to mitigate the foreign intelligence threat to the United States. The courses examine the U.S. CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and U.S. national security strategy. The courses also address the organization and mission of the U.S. CI organizations, as well as the legal, civil, and policy considerations that shape and constrain the CI effort in a democratic society. Students gain an understanding of various aspects of the foreign intelligence threat, including espionage, influence operations, economic espionage, and cyber intrusions. The certificate courses also explore criticism of the U.S. CI effort, alternative approaches to CI, and the future of China’s globalized information environment.
In addition to MSI 562: Counterintelligence Analysis, MSI 563: Counterintelligence Operations and Investigations, and MSI 579: Chinese Intelligence and Information Operations, students must also take and complete MSI 661: Counterintelligence.

**MSI 562  Counterintelligence Analysis**
This course provides students with an understanding of the principles and practice of CI analysis from a strategic perspective. Topics covered in the course include the relation of CI analysis to operations, investigations, and collection; the culture and psychology of CI analysis; CI analytic methodology; IC analytic tradecraft standards; all-source CI production; indications and warning; and the differing analytic needs of investigators, warfighters, and policymakers. Several case studies focus on how CI analysts have approached significant espionage cases.

**MSI 563  Counterintelligence Operations and Investigations**
This course provides students with an understanding of the principles and practice of CI operations and investigations from a strategic perspective. Topics covered in the course include offensive CI tradecraft; investigative techniques; CI collection techniques, including Foreign Intelligence Surveillance Act (FISA) collection; technical CI operations; use of the polygraph; and considerations regarding prosecution versus exploitation of CI suspects. Several case studies focus on how CI case officers and special agents have approached significant espionage cases.

**CIS IN EURASIA**
The Graduate Certificate in Eurasian Studies is designed for students who want to develop a deeper understanding of Russia and the countries of the Near Abroad. With the end of the Cold War and the breakup of the Soviet Union, many thought that U.S. security concerns with the region would decrease. Instead, concerns relating to this part of the world have increased and have become more complex. Regional conflicts; the security of materials that could be used to produce WMD; the growth of organized crime, and with it the trafficking of drugs, arms, and human beings; economic, health, and demographic problems; and the spread of radical Islam and cyber threats are just some of the concerns that affect not only Eurasia, but—through association—the rest of the world. By studying these and other issues, as well as how they impact the various parts of the former Soviet space (Russia, the Baltics, the BUM [Belarus, Ukraine, and Moldova], the Caucasus, and Central Asia), students develop the in-depth understanding that will allow them to serve as regional specialists and analyze events and their impact on U.S. national security.
In addition to MSI 589: Graduate Colloquium in Eurasian Studies (described below), students must take and complete MSI 685: Russia: Geostrategic Intelligence Issues; MSI 686: Central Asia: Geostrategic Intelligence Issues; MSI 687: The Caucasus; and MSI 688: The Near Abroad. Students must also complete an individual research project on a relevant topic.

**MSI 589  Graduate Colloquium in Eurasian Studies**
This course allows students to pursue topics of strategic and intelligence interest relating to Russia and the former Soviet States, and acts as the capstone course for the Eurasian Certificate. Areas of focus include internal political development, including the impact of globalization; foreign policy and regional dynamics; issues regarding the development of democracy and the rule of law; internal conflict areas (the North Caucasus), frozen conflicts, and the potential future conflict and regional instability; energy policy and its economic, political, and policy dimensions; military policy and military reform; intelligence and counterintelligence issues; and indicators and warning for the region. Students are expected to be familiar with all of these topics and how they are interrelated, as well as focus on one or more areas for intensive study. The course requires a major research paper, suitable for submission to NI Press.

**MSI 598  Special Topics**
This course designation is used for new CIS topics. They are candidate courses for permanent listing in the curriculum.

**CIS IN LEADERSHIP AND MANAGEMENT IN THE INTELLIGENCE COMMUNITY**

This certificate program provides IC professionals with an educational experience in a collaborative interagency environment that furthers knowledge and use of leadership theory and practice, organizational management skills, national security law and ethics, and the role of intelligence in national security policy formulation. Designed for intelligence professionals of all job series and backgrounds with at least 10 years of experience, the program integrates education and information sharing, as participants in this four-course program explore and analyze real-world intelligence challenges and use tools immediately applicable to their daily environment.

The courses are completed in series during a single academic year. Ultimately, participants graduate better positioned to serve as future leaders of a more adaptive and agile IC. Courses in the certificate program are balanced to ensure student representation from across the IC.

Students in this certificate program will comprehend the complexities involved in leading and problem solving within the IC. They analyze IC challenges that cross organizational lines and
Course Descriptions

study optimal interagency decisionmaking and information sharing. They also develop realistic and feasible solutions based on application of leadership principles, best practices, bureaucratic skills, and legal/ethical considerations.

MSI 501  Leadership and Intelligence
This course explores and applies the tenets of leadership within the context of the IC. The course examines current challenges impacting IC leaders, leadership theories and roles, organizational culture, motivation theory, building trust and influence, and leadership philosophy. The sessions combine seminar instruction with experiential activities, case studies, facilitated group discussions, and personal reflection exercises.

MSI 502  Leadership, Intelligence, and National Security Decisionmaking
This course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. Relationships among primary actors are examined using a combination of theory and real world examples. Participants better understand and appreciate how the interagency process, resource management, and oversight of the IC affect the process of developing and executing U.S. national security policy.

MSI 503  National Security Law and Ethics
Senior intelligence officers, responsible for leading mission-oriented organizations and managing public resources, require an appreciation for the complex legal and ethical issues they may encounter. Senior officers further require an appreciation for the roles and responsibilities of attorneys in government, including agency General Counsel and the Inspector General, as critical team members who enable mission accomplishment consistent with American law and values. This course facilitates lifelong learning by introducing students to the complex interaction of issues, theories, and concepts facing senior intelligence officers.

MSI 504  Organizational Management and Change
The purpose of this course is to explore and apply tenets of business management to the IC by studying group dynamics, organizational change theories, business decisionmaking, business analysis, strategic communications, and marketing. During the session, attendees combine materials from previous sessions with organizational management applications to examine issues with-
in the IC. Attendees complete an IC case study analysis, combining leadership and change management theories, before the next session.

**CIS IN STRATEGIC WARNING ANALYSIS**

The ability to provide leaders with the knowledge and awareness needed to anticipate and prepare for possible events requires analysis of a very high order. NIU’s CIS Strategic Warning Analysis provides the intellectual platform for this analysis. Students study historical successes and failures of warning intelligence, contemporary challenges, methodologies, analytical techniques, and a region or intelligence function where such practices can be applied. Students are better equipped to evaluate and analyze not only why an event happened, but also possible events in the future.

**MSI 511  History of Warning Intelligence**

This course provides a historical perspective of the experiences of the United States and other nations in providing warning to policymakers. It addresses both warning successes and failures and covers methodological and organizational lessons learned in order to place this critical analytical mission into perspective. The course also discusses the origins and development of strategic warning analysis in the United States, as well as obstacles to successful analysis within the context of the psychology of analysis and heuristics. The course is largely oriented around student case-study presentations and class discussion.

**MSI 512  Challenges in Strategic Warning**

This course addresses the increasingly complex environment that has made strategic warning intelligence analysis, always a difficult mission, all the more challenging since the end of the Cold War. The course is divided into three parts. The first discusses the revolutionary developments of globalization: phenomena such as emerging state and nonstate actors; evolving structures within the international system; demographic and migration patterns; expanding trading networks and financial flows; competition for natural resources; health and environmental hazards; and disruptive science and technology trends. This discussion focuses especially on three transnational issues, which have proven especially challenging to warning analysis: threats related to cyber, terrorism, and proliferation of WMD. The second general topic involves examining a critical component of analysis, intelligence collection, in order to understand the relationship between these two functions, as well as how to maximize and coor-
dinate the effort. Third, the course discusses intelligence collaboration, both international and interagency, which studies have found to be critical to intelligence successes.

**MSI 513  Warning Theory and Methodologies**
This course surveys the menu of analytical techniques compiled since 9/11 that help address the challenges of producing effective warning intelligence. The course begins with a more in-depth discussion of the analytical pitfalls and then discusses methods to help overcome them. The course reviews the methodology developed during the Cold War, indicator-based scenarios analysis, and discusses whether this methodology remains relevant. Students explore concepts and methods under consideration since 9/11, including enduring issues, emerging issues, strategic surveillance and reconnaissance, horizon scanning, and communities of interest for warning analysis. The class explores relevant structured analytical techniques compiled since 9/11, particularly those designed to enhance imagination and to challenge conventional wisdom, addresses the possibility of deception, and discusses decisionmaking theory in order to understand the dynamics of the target. Finally, the course addresses methodologies and analysis practiced in the business world and in the related field of futures analysis in order to provide relevant insights.

**Warning Elective**
The student should enroll in a regional or functional elective related to his or her interests or assignment. If possible, a deliverable in this course should be applicable to warning analysis in a broad sense.
NIU Leadership

President: David R. Ellison
Rear Admiral, U.S. Navy (Ret.). B.S., U.S. Naval Academy; M.S., George Washington University; Ph.D., Pennsylvania State University.

Chief of Staff: Michael E. Senn
Colonel, U.S. Army. B.S., United States Military Academy; M.A., University of North Carolina-Chapel Hill; M.S., Missouri University of Science and Technology; M.S.S.I., National Intelligence University; M.S., U.S. Army War College; Ph.D., University of South Carolina.

Executive Vice President and Provost: Susan M. Studds
B.A., Hanover College; M.S., Miami University; Ph.D., University of Maryland, College Park.

Vice President for Finance and Administration: Paul Legere
Colonel, U.S. Army (Ret.). B.S., University of New Hampshire; M.S., University of Southern California; M.A., U.S. Naval War College.

Vice President for Research: Terrence C. Markin
B.A., Occidental College; M.S., Columbia University; Ph.D., Johns Hopkins University.

Vice President for Outreach and Institutional Advancement: Frederick P. Hammersen
B.A., Virginia Military Institute; M.A., University of Virginia; M.S.S.I., Joint Military Intelligence College.
NIU Leadership

**Director of Institutional Effectiveness (Acting): Ellen Rosenthal**  
Commander, U.S. Navy (Ret.) B.S.Ed, Cleveland State University;  
MBA, Golden Gate University.

**Dean, College of Strategic Intelligence: Donald J. Hanle**  
B.A., University of South Carolina; M.A., Naval Postgraduate School;  

**Dean, Oettinger School of Science and Technology Intelligence: Brian R. Shaw**  
B.S., Western Michigan University; M.S., University of Michigan;  
Ph.D., Syracuse University.

**Director, John T. Hughes Library: Denise M. Campbell**  
B.A., University of Mary Washington; M.L.S., Florida State University.

**Director of University Operations: Stephen J. Kerda**  
B.A., Drew University; M.P.A., Western Kentucky University.

**Director of Enrollment Services: Eric H. Stupar**  
B.A., Chaminade University of Honolulu; M.S.I., National Defense Intelligence College;  
M.A., American Public University.

**Director of Educational Technology: Ryan C. Burr**  
B.S., Excelsior College; M.S., University of Maryland University College.
NIU Honorary Degrees

HONORARY DEGREE RECIPIENTS

2015  Judge William Webster

2014  GEN Keith B. Alexander, USA (Ret.)
       LTG Samuel V. Wilson, USA (Ret.)
       Ms. Letitia A. Long

2013  Gen John R. Allen, USMC (Ret.)

2012  Honorable Michael J. Rogers

2011  Mr. A. Denis Clift
       ADM Bobby R. Inman, USN (Ret.)

2010  Dr. Anthony G. Oettinger
       Honorable Dennis C. Blair, Admiral USN (Ret.)

2009  BGen Richard M. Lake, USMC
       VADM Robert B. Murrett, USN
Honorary Degrees

2008  LTG John F. Kimmons, USA  
       Mr. James F. Sloan

2006  Ambassador John D. Negroponte

2005  Dr. Rita Colwell

2004  GEN Alexander M. Haig, Jr., USA (Ret.)  
       Professor Christopher Andrew

2003  Ms. Joan A. Dempsey  
       Ms. Ann Z. Caracristi

2002  Representative Porter J. Goss  
       LtGen Michael P. DeLong, USMC

2001  Senator Richard G. Lugar  
       Lt Gen Michael V. Hayden, USAF

2000  Senator Richard C. Shelby

1999  LTG Patrick M. Hughes, USA  
       Honorable George J. Tenet  
       VADM Thomas R. Wilson, USN

1998  Representative Ike Skelton  
       Lt Gen Robert H. Fogelsong, USAF  
       LTG Paul E. Menoher, USA (Ret.)

1997  RADM Marsha J. Evans, USN  
       ADM Isaac C. Kidd, Jr., USN (Ret.)

1996  Representative Larry Combest
<table>
<thead>
<tr>
<th>Year</th>
<th>Honors</th>
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<tbody>
<tr>
<td>1995</td>
<td>Lt Gen James R. Clapper, Jr., USAF (Ret.)</td>
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</tbody>
</table>
| 1994 | Mr. Dennis M. Nagy  
      | Lt Gen Ervin J. Rokke, USA |
| 1993 | Mr. Whitney E. Reed |
| 1992 | RADM John M. McConnell, USN  
      | Maj Gen Frank B. Horton III, USAF |
| 1991 | Gen Alfred M. Gray, USMC  
      | LTG Harry E. Soyster, USA |
| 1990 | Senator William S. Cohen  
      | Mr. John F. Blake |
| 1989 | Representative Anthony C. Beilenson  
      | Mr. Maurice A. Sovern  
      | Lt Gen Brent Scowcroft, USAF (Ret.)  
      | Mr. Gordon Negus  
      | Ms. Eloise Randolph Page |
| 1988 | Dr. Robert M. Gates  
      | Dr. William F. Scott  
      | Lt Gen Leonard H. Perroots, USA |
| 1987 | Gen Robert T. Herres, USAF  
      | Dr. Edward Teller  
      | LTG Sidney T. Weinstein, USA  
      | RADM Jerome L. Johnson, USN  
      | Representative Louis Stokes  
      | Dr. Robert L. Plumb  
      | VADM William O. Studeman, USN |
Honorary Degrees

1986  Ambassador Clare Boothe Luce
      Maj Gen Jack E. Thomas, USAF (Ret.)
      VADM Edward A. Burkhalter, Jr., USN (Ret.)
      Mr. John T. Hughes

1985  Col Lee D. Badgett, USAF
      Senator Orrin G. Hatch
      Professor Lyman B. Kirkpatrick, Jr.
      Dr. Walter L. Pforzheimer
      Maj Gen Schuyler Bissell, USAF
      CAPT Richard W. Bates, USN (Ret.)
      LTG James A. Williams, USA

1984  Senator Daniel P. Moynihan
      Col Allen E. Wolf, USAF
      Representative Dave McCurdy

1983  LTG Vernon A. Walters, USA (Ret.)

1982  Gen Lucius D. Clay, Jr., USAF (Ret.)
      Lt Gen Eugene F. Tighe, Jr., USAF (Ret.)

1981  COL Bruce F. Williams, USA
Academic Calendar 2017–2018

THIS CALENDAR IS SUBJECT TO CHANGE

FALL QUARTER 2017

AUG 14     Report date for full-time military students
AUG 17–25  Orientation for full-time students
AUG 25     Orientation for part-time students
AUG 26–27  1st Fall Reserve Monthly weekend
AUG 28     Fall Quarter begins
AUG 28     Convocation (mandatory for full-time students)
SEP 1      Last day to add a course
SEP 4      Labor Day Holiday
SEP 8      Last day to drop a course
SEP 16–17  2nd Fall Reserve Monthly weekend
SEP 29     Last day to withdraw from a course
OCT 9      Columbus Day Holiday
OCT 14–15  3rd Fall Reserve Monthly weekend
NOV 1      Last day to submit thesis for December graduation
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>NOV 4–5</td>
<td>4th Fall Reserve Monthly weekend</td>
</tr>
<tr>
<td>NOV 10</td>
<td>Fall Quarter ends</td>
</tr>
<tr>
<td>NOV 9–14</td>
<td>Research Period</td>
</tr>
<tr>
<td>NOV 10</td>
<td>Veterans Day Holiday observed</td>
</tr>
<tr>
<td>NOV 13</td>
<td>Fall Quarter grades due</td>
</tr>
</tbody>
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**WINTER QUARTER 2017–2018**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>NOV 15</td>
<td>Winter Quarter begins (this is a Wednesday)</td>
</tr>
<tr>
<td>NOV 21</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>NOV 22–24</td>
<td>Thanksgiving Holiday recess</td>
</tr>
<tr>
<td>DEC 1</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>DEC 9–10</td>
<td>1st Winter Reserve Monthly weekend</td>
</tr>
<tr>
<td>DEC 22</td>
<td>Last day to withdraw from a course</td>
</tr>
<tr>
<td>DEC 22</td>
<td>Last day to submit T-1 for July graduation</td>
</tr>
<tr>
<td>DEC 23–JAN 1</td>
<td>Winter Reading Period</td>
</tr>
<tr>
<td>JAN 1</td>
<td>New Year’s Day Holiday</td>
</tr>
<tr>
<td>JAN 2</td>
<td>Winter Quarter resumes</td>
</tr>
<tr>
<td>JAN 6–7</td>
<td>2nd Winter Reserve Monthly weekend</td>
</tr>
<tr>
<td>JAN 15</td>
<td>Birthday of Martin Luther King, Jr., Holiday</td>
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<tr>
<td>FEB 3–4</td>
<td>3rd Winter Reserve Monthly weekend</td>
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<tr>
<td>FEB 7</td>
<td>Winter Quarter ends</td>
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<tr>
<td>FEB 8–19</td>
<td>Research Period</td>
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<tr>
<td>FEB 13</td>
<td>Winter Quarter grades due</td>
</tr>
<tr>
<td>FEB 19</td>
<td>Washington’s Birthday Holiday</td>
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SPRING QUARTER 2018

FEB 20   Spring Quarter begins
FEB 26   Last day to add a course
FEB 24–25 4th Winter Reserve Monthly weekend
MAR 2   Last day to drop a course
MAR 10–11 1st Spring Reserve Monthly weekend
MAR 26   Last day to withdraw from a course
APR 7–8  2nd Spring Reserve Monthly weekend
APR 28–29 3rd Spring Reserve Monthly weekend
APR 30   Spring Quarter ends
MAY 1–6  Research Period
MAY 3   Spring Quarter grades due

SUMMER QUARTER 2018

MAY 7   Summer Quarter begins
MAY 11  Last day to add a course
MAY 18  Last day to drop a course
MAY 19–20 4th Spring Reserve Monthly weekend
MAY 28  Memorial Day Holiday
JUN 4–15 Reserve Monthly Intensive term
JUN 4   Last day to withdraw from a course
JUL 2   Summer Quarter ends
JUL 3   Final Thesis Turn-in Date
JUL 4   Independence Day Holiday
JUL 6   Summer Quarter grades due
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>JUL 13</td>
<td>Graduation Award decisions due</td>
</tr>
<tr>
<td>JUL 26</td>
<td>Commencement Rehearsal</td>
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<tr>
<td>JUL 27</td>
<td>Commencement Ceremony</td>
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