NIU NATIONAL INTELLIGENCE UNIVERSITY

# CATALOG FOR ACADEMIC YEAR 2023-24

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# 2023-24 ACADEMIC CALENDAR

| **Phase 1 (In-Residence/Full-Time Programs Only)** | |
|---|---|
| Student In-Processing with Student Affairs, Security, Library, and IT | 31 July-4 August |
| BSI CAP 400 Capstone Introduction | 4-24 August |
| MCR 609 Intelligence Collection | 4-24 August |
| New In-Resident Student Orientation and Research Workshops | 7-11 August |
| Research Topic Refinement and Student-Faculty Engagement | 14-24 August |
| **Phase 2** | |
| Convocation | 25 August |
| Monthly Program Weekend 1 | 26-27 August |
| **Fall Term Begins** | **28 August** |
| Last Day To Add a Class | 1 September |
| LABOR DAY HOLIDAY–No Class/Offices Closed | 4 September |
| Last Day To Drop a Class | 8 September |
| Monthly Program Weekend 2 | 9-10 September |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 11 September |
| Fall Student Census | 13 September |
| Last Day To Withdraw Without Penalty | 29 September |
| Last Day To Submit Intent To Graduate Forms for December 2023 Graduation | 6 October |
| COLUMBUS DAY HOLIDAY–No Class/Offices Closed | 9 October |
| Monthly Program Weekend 3 | 14-15 October |
| Student Surveys Open | 27 October-6 November |
| Monthly Program Weekend 4 | 28-29 October |
| Deadline for Applications (EAC and SAC only) for Spring 2024 | 31 October |
| **Last Day of Fall Term**<br>**In-residence/full-time master's students must have T-1 signed by thesis committee** | **3 November** |
| Research Period—No Scheduled Classes | 4-12 November |
| Fall Grades Due to Registrar | 9 November |
| VETERANS DAY HOLIDAY–No Class/Offices Closed | 10 November |
| **Winter Term Begins** | **13 November** |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 13 November |
| Last Day To Turn in Thesis for December 2023 Graduation | 13 November |
| Last Day To Add a Class | 17 November |
| Monthly Program Weekend 1 | 18-19 November |
| No Scheduled Classes – Thanksgiving Break | 18-26 November |
| THANKSGIVING HOLIDAY–Offices Closed | 23 November |
| Last Day To Drop a Class | 1 December |
| Winter Student Census | 6 December |
| Monthly Program Weekend 2 | 9-10 December |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 11 December |

| | |
|---|---|
| **In-residence/full-time and part-time master's students who intend to graduate in June 2024 must submit full T-1 thesis packet to CSI and SSTI by Today** | **11 December** |
| WINTER BREAK–No Scheduled Classes<br>(Offices Closed 25 December 2023) | 18 December-1 January |
| Last Day To Withdraw Without Penalty | 5 January |
| Monthly Program Weekend 3 | 6-7 January |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 8 January |
| MARTIN LUTHER KING JR HOLIDAY–No Class/Offices Closed | 15 January |
| Monthly Program Weekend 4 | 27-28 January |
| **Deadline for Full-Time Applications for Fall 2024** | **29 January** |
| Student Surveys Open | 2-12 February |
| **Last Day of Winter Term** | **9 February** |
| Last Day To Turn in Final Capstone Proposal to BSI Program Director | 9 February |
| Research Period—No Scheduled Classes | 10-25 February |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 12 February |
| Winter Grades Due to Registrar | 16 February |
| Last Day To Change Thesis Chair or Reader for June 2024 Graduation | 16 February |
| PRESIDENTS' DAY HOLIDAY–Offices Closed | 19 February |
| Spring New Student Orientation | 20-21 February |
| Monthly Program Weekend 1 | 24-25 February |
| **Spring Term Begins** | **26 February** |
| Deadline for Part-time, MP, Certificate, and CE Applications for Fall 2024 | 26 February |
| Last Day To Add a Class | 1 March |
| Last Day To Submit Intent to Graduate Forms for June 2024 graduation | 1 March |
| Last Day To Drop a Class | 8 March |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 11 March |
| Spring Student Census | 13 March |
| Monthly Program Weekend 2 | 16-17 March |
| Last Day To Withdraw Without Penalty | 29 March |
| Monthly Program Weekend 3 | 6-7 April |
| NIU Presidential Lecture Series (ICC-B Auditorium) | 8 April |
| Student Surveys Open | 26 April-6 May |
| Monthly Program Weekend 4 | 27-28 April |
| **Last Day of Spring Term** | **3 May** |
| Research Period—No Scheduled Classes | 4–12 May |
| **Phase 3** | |
| **Phase 3: Thesis and Capstone Completion Period for Students Graduating in June 2024** | **4 May-7 June** |
| Spring Grades Due to Registrar | 10 May |
| **Summer Term Begins** | **13 May** |
| Last Day To Add a Class | 17 May |
| Last Day To Drop a Class | 24 May |
| MEMORIAL DAY—No Class/Offices Closed | 27 May |

| | |
|---|---|
| Summer Student Census | 29 May |
| 2-Week Summer Intensive Program–Monthly Program | 3-14 June |
| Last Day To Turn in Thesis for June 2024 Graduation | 7 June |
| Last Day To Turn in BSI Capstone for June 2024 Graduation | 7 June |
| End-of-Program Student Surveys | 9-24 June |
| Last Day To Withdraw Without Penalty | 14 June |
| **All Graduation Requirements Met and Reported to Registrar** | **14 June NLT 1200** |
| Final Student Awards Decisions Due | 18 June NLT 1200 |
| Thesis Symposium | 18 and 20 June |
| JUNETEENTH—No Class/Offices Closed | 19 June |
| Graduation Rehearsal | 27 June |
| **Graduation** | **28 June** |
| Student Surveys Open | 28 June-10 July |
| INDEPENDENCE DAY–No Class/Offices Closed | 4 July |
| **Last Day of Summer Term (for students not graduating in June 2024)** | **8 July** |
| Summer Grades Due to Registrar | 15 July |

# ABOUT THE UNIVERSITY

## The Catalog

The *National Intelligence University Catalog* is published annually. This catalog documents undergraduate and graduate regulations, University policies, academic programs of study, and approved courses effective Fall 2023 for Academic Year 2023-24. Students who matriculate at National Intelligence University (NIU) at the beginning of the 2023-24 academic year will use the *2023-24 National Intelligence University Catalog* for the official description of policies they must follow and requirements they must satisfy in order to graduate. Students may, however, elect to follow the curriculum requirements of a *National Intelligence University Catalog* published subsequent to the year of their matriculation. NIU reserves for itself and its departments the right to withdraw or change the announcements in this catalog.

## An Academic Institution Focused on Intelligence

Imparting state-of the-art knowledge and skills to future Intelligence Community (IC) leaders is more important than ever as advancements in technology, communications, and data management place greater demands on the intelligence process to be quicker and strategic analysis to be more thorough and incisive. NIU brings unparalleled aptitude and innovation to the IC through teaching, research, and engagement to better position its leaders to make significant contributions to national intelligence in a complex global environment. At NIU, students develop a deep understanding of adversaries' capabilities and intentions, within the context of a broader spectrum of intelligence challenges including, but not limited to:

- Artificial intelligence/machine learning.
- Asymmetric warfare.
- Climate change and economic instability.
- Cultural and religious conflicts.
- Digitization and globalization.
- Great power competition and competitive influence.
- Information operations, cyber warfare, and critical infrastructure.
- Insecurity and migration flows.
- Instability and nation-state failures.
- Integration and excellence in the intelligence enterprise.
- Omnipresent and evolving terrorism threat.
- Proliferation of weapons of mass destruction.
- Transnational and nonstate actors.

Students, faculty, and research fellows integrate their experience with that of other IC professionals to develop new ideas, concepts, and perspectives on intelligence issues of today and tomorrow. NIU is the

IC's higher education institution whose primary mission is to educate and conduct intelligence research at the classified level. NIU incorporates a dynamic, challenging, and integrated curriculum utilizing intelligence and national security information. The NIU curriculum supports the degree learning outcomes expected of its students. These learning outcomes reflect the IC's professional competencies.

A global perspective is one of the most valuable characteristics of intelligence professionals. This includes a deep understanding of the interconnected nature of economic, ethnic, social, and political factors shaping the global environment today. The NIU curriculum focuses on the communication of complex issues, critical thinking skills against complex problems, ethical approaches to the analysis of classified intelligence, engagement and collaboration across the IC, development of needed knowledge and skills, and the ability to contribute to the body of intelligence knowledge. NIU's Mission, Vision, and Values drive these characteristics and are echoed in NIU's Institutional Learning Outcomes.

## Mission

NIU advances the intelligence profession through a holistic, integrative, and contextual approach to education that promotes dynamic teaching, engaged learning, original research, academic outreach, analytical problem-solving, rigorous research methods, collaborative processes, and lifelong learning.

## Vision

NIU—the Center of Academic Life for the Intelligence Community—preparing today's Intelligence Community leaders for tomorrow's challenges.

## Values

- Academic Freedom: NIU embraces the principle that students, faculty, and staff have the academic freedom to explore significant and controversial questions as an essential precondition to fulfilling the mission of educating students and advancing knowledge.
- Collaboration: NIU embraces the spirit of collegiality; the mission is accomplished only if we work as a team. Students, faculty, and staff must have the character and conviction to lead and the strength to follow.
- Diversity: NIU embraces the fact that differing backgrounds and experiences make us stronger, promotes inclusion in our workforce, and encourages diversity in our thinking.
- Integrity: NIU holds a special public trust. We practice careful stewardship of our resources, both financial and human. We will not just say the right thing—we will do the right thing and remain accountable to ourselves, and ultimately to the American people.
- Learning: Students, faculty, and staff embrace a culture of continuous learning. Every new challenge presents the opportunity for growth; every interaction presents the opportunity for the acquisition of new knowledge.

## Institutional Commitment

- Produce and maintain degreed intelligence professionals who meet the needs and requirements of the IC guided by national strategies for intelligence, security, and defense.
- Uphold the highest standards of education and promote both classified and open-source research as an accredited institution that promotes academic freedom in the pursuit of the intelligence mission.
- Prepare intelligence professionals with both foundational and tailored educational opportunities that help them meet the ongoing and future demands of the IC.
- Provide an academic center of excellence that embraces a professionally diverse environment to support and develop the career paths of faculty and staff in higher education, research, and national security.
- Enhance diversity, equity, inclusion, and accessibility to complement the academic culture and use critical thinking to increase inclusion and facilitate a welcoming educational and organizational culture that reinforces ODNI's "respect" values.

## University Administration

J. Scott Cameron, Ph.D., *President*

Patty Larsen, *Executive Vice President*

Susan Perlman, Ph.D., *Provost (Acting)*

Manolis Priniotakis, *Vice President for Research and Infrastructure*

Colonel Jennifer McAfee, U.S. Army, *Vice President for Operations and Engagement*

## NIU Board of Visitors

The NIU Board of Visitors (BoV) is the governing board composed of individuals with a broad spectrum of intelligence, military, private sector, and academic experience, enabling them to offer strategic oversight to NIU leadership on all facets of University matters. The BoV provides independent advice and recommendations to the Director of National Intelligence on matters related to the mission, policy, accreditation, faculty, students, facilities, curricula, educational methods, research, and administration of NIU. The BoV meets twice each year.

Gilman Louie, Chair

Admiral Thad Allen, U.S. Coast Guard (ret.), Vice Chair

Robert Cardillo

Joanne Isham

Carmen Medina

John Pistole

Harvey Rishikof

Timothy Sands, Ph.D.

# University Profile

## Degree Programs

- Bachelor of Science in Intelligence (BSI)
- Master of Science of Strategic Intelligence (MSSI)
- Master of Science and Technology Intelligence (MSTI)

## Certificate Program

- Certificate in Intelligence Studies
  - 7 College of Strategic Intelligence Topics
  - 5 School of Science and Technology Topics

## Faculty

NIU faculty are leading scholars in national security affairs and experienced professionals in the IC or national security enterprise:

- 99 full-time and part-time faculty from ODNI cadre, military, IC agencies, and industry.

## Students

NIU students are members of the IC, the military, and other Federal agencies:

- 802 students (Academic Year 2022-23).
- 23% of students are in-residence/full-time bachelor's or master's degree students.
- 77% of students participate in NIU's part-time programs at the ICC-B and Academic Centers.

## Locations

Degree programs, the graduate certificate, and individual courses are available at NIU's main campus in Bethesda, Maryland; its global Academic Centers; and affiliated instructional locations.

# Contact Information

Office of Admissions: 301-243-2094

Office of the Registrar: 301-243-2093

Office of Educational Technology: 301-243-2095

Office of Security: 301-243-2177/2097

## Institutional Learning Outcomes

Our graduates will advance the nation's intelligence enterprise through:

- Communication: Effectively convey information to a variety of audiences using multiple approaches.
- Critical Thinking: Apply logic, analysis, synthesis, and creativity to address intelligence-relevant problems.
- Ethical Reasoning: Evaluate information to ensure judgments are rational, well-supported, and objective.
- Engagement: Integrate diverse perspectives through IC and academic collaboration.
- Expertise: Demonstrate professional knowledge, skills, and perspectives contributing to mastery of an intelligence topic.
- Research: Contribute to the body of knowledge through indepth academic inquiry.

## Accreditation and Assessment

NIU is a Federal, degree-granting institution, authorized by Congress to offer accredited graduate degrees, an undergraduate degree, and a graduate certificate. NIU is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, an institutional accrediting agency recognized by the U.S. Department of Education and the Council on Higher Education Accreditation. NIU's accreditation was reaffirmed in June 2019. In November 2018, the Chairman of the Joint Chiefs of Staff reaffirmed NIU's Joint Professional Military Education (JPME) Phase I accreditation to October 2024. The program allows selected, qualified military officers to receive Phase I JPME credit after completing designated JPME courses concurrent with the NIU master's degree.

NIU's Academic Assessment Policy includes an ongoing process for measuring effectiveness for quality improvement to ensure students receive the knowledge, skills, and competencies upon completion of each course or institutional program. This process includes a documented annual academic assessment plan, quarterly status reports, and the incorporation of these assessment findings into academic program reviews, accreditation reports, stakeholder reviews, and NIU's long-term assessment plan.

## Nondiscrimination

Title VII of the Civil Rights Act of 1964 created the Equal Employment Opportunity Commission ("EEOC" or "the Commission") to enforce the Federal laws that prohibit employment discrimination and to eradicate unlawful employment discrimination. To accomplish this mission, NIU is committed to the principles of equal employment opportunity (EEO) for all employees and applicants. It is our policy to ensure we promote the full realization of EEO for prospective students and employees without regard to age, color, gender, national origin, physical or mental disability, race, religion, or sexual orientation through continuing affirmative programs that are efficient, responsive, and legally compliant.

# ADMISSIONS

## General Eligibility Requirements for Admission to NIU

All prospective NIU students, regardless of the academic program to which they are applying, must be U.S. citizens and either members of the U.S. Armed Forces or U.S. Government civilian employees. Government contractors are not eligible to attend NIU unless they are members of the military reserves or National Guard.

In addition, applicants must possess an active Top Secret/Sensitive Compartmented Information (TS/SCI) security clearance at the time of application. Any change to employment or clearance status during the application period or while enrolled as a student at NIU must be reported immediately to the Office of Admissions and the Security Office as it may impact eligibility to attend.

Nominations are required from the applicant's home agency for the in-residence/full-time MSSI, MSTI, or BSI degree programs. In-residence/full-time applicants are responsible for gaining their home agency's endorsement to attend NIU. Applicants should contact their home agency's education, training, or human resources department to determine the nomination process. In addition, some agencies require that applicants obtain internal approval for part-time study, whether pursuing a degree, Continuing Education, or a graduate certificate. Part-time applicants must adhere to their home agency's rules and qualifications regarding educational attendance.

Although home agencies ensure that MSSI, MSTI, and BSI nominees meet internal eligibility requirements—such as job performance, seniority, availability, and other factors—NIU uses traditional academic criteria to determine admissibility. Regardless of internal home agency processes and deadlines, nominated applicants must still complete NIU's application requirements for the program to which they are applying by NIU's posted deadline. Final determination for admission rests with the University.

It is also important to note that prospective students can only apply to one academic program at a time.

## Undergraduate Admissions

### Undergraduate Degree Eligibility Requirements

NIU carefully examines BSI applicants' previous education, academic preparation, and demonstrated ability to excel in undergraduate work. In addition to a formal nomination, BSI applicants must submit an application form, statement of purpose, relevant test scores, and official transcripts from all institutions where credit was earned. BSI applicants are encouraged to take part in admissions counseling before submitting their applications.

Please refer to NIU's Admissions website for specific information on these requirements: **https://ni-u.edu/wp/apply-to-the-bachelor-of-science-in-intelligence/**.

### Undergraduate Transfer Credits

NIU accepts undergraduate transfer credits in the admissions process to document eligibility for the BSI degree program, which is a unique, senior-year degree completion program. 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 U.S. college or university that is accredited by one of the regional accreditors recognized by the Council on Higher Education Accreditation (CHEA).
- 9 hours in communication skills, 6 hours of which must be in composition courses.
- 12 hours in math or science, 3 hours of which must be in math.
- 15 hours in the humanities, social sciences, or fine arts.

In evaluating BSI admissions eligibility, NIU will accept transfer credits, where the student earned a grade of C or better, from a U.S. college or university that is accredited by one of the regional accreditors recognized by the CHEA. In addition, NIU accepts a maximum of 50 semester hours of credit from testing and military training that has been evaluated by the American Council on Education for the undergraduate program only.

The University does not accept transfer credits for any required courses in the BSI curriculum. NIU will not accept any transfer credits to meet BSI program requirements beyond the 80 credits applied as part of the admissions process. NIU does not have any articulation agreements established with other institutions. Foreign credits must be evaluated by a foreign accrediting service before being presented for transfer credit consideration.

BSI applicants are responsible for requesting that each institution previously attended submit official transcripts of all work completed directly to the Admissions Office. Failure to report all previous academic work will be considered sufficient cause for rejection of an application or for dismissal from the University.

### Undergraduate Conditional Admission

A BSI student may be conditionally admitted to the BSI program with a portion of the 80 semester hours of credit not yet completed. Students admitted with fewer than 80 approved credits must agree to a Credit Completion Plan, establishing expected dates of completion. These credits must be approved by NIU and completed no later than the end of the fall quarter in the academic year in which the student enrolls. Extensions may be granted under extenuating circumstances.

## Graduate Admissions Requirements

### Degree-Seeking (MSSI and MSTI)

NIU carefully evaluates MSSI and MSTI applicants' previous education, academic preparation, and proven ability to excel in graduate work. Graduate degree applicants must submit an application form, official transcripts, two letters of recommendation, a preliminary research prospectus and statement of purpose, and a résumé in accordance with published deadlines. Graduate Record Examination (GRE) scores are optional; they are not required.

Applicants pursuing a MSSI or MSTI degree must possess a baccalaureate degree from a U.S. college or university that is accredited by one of the regional accreditors recognized by the CHEA. Foreign

transcripts must be submitted with an official transcript evaluation from an approved foreign credential evaluation service.

Please refer to NIU's Admissions website for specific information on these requirements: https://ni-u.edu/wp/admissions/.

### Continuing Education and Certificate in Intelligence Studies

Applicants pursuing either Continuing Education or a graduate certificate in one of the topics offered in the Certificate in Intelligence Studies program must possess a baccalaureate degree from a U.S. college or university that is accredited by one of the regional accreditors recognized by the CHEA. Applicants for either of these programs must submit an application form and official transcripts, in accordance with NIU's posted deadlines.

Students in this status are not degree-seeking, but if they later decide they wish to pursue the MSSI or MSTI degree they must apply separately to the program, in accordance with NIU's posted deadline. If a student moves into a degree-granting program, no more than two courses (not to exceed six credit hours) taken as a Continuing Education or certificate student may be transferred and used to meet the degree requirements. Students are encouraged to apply to the degree program before completing their second continuing education/certificate course. A student who decides not to continue pursuing a degree may apply concentration courses to earn a certificate instead, assuming all certificate requirements are met. The student must inform the Registrar that they intend to close out their program and request the certificate. Having applied concentration courses to a certificate, students may not use those classes toward any future degree.

Please note that participation in the Leadership and Management in the Intelligence Community graduate certificate program requires a nomination from the applicant's home agency, a résumé, and a 500-word statement of interest. In addition, applicants to this program must submit a statement of purpose.

Please refer to NIU's Admissions website for specific information on these requirements: https://ni-u.edu/wp/admissions/. Circumstances beyond NIU's control may prevent the University from offering all courses in a certificate topic; likewise, some certificate topics may require more than one year to complete due to limited faculty resources.

## General Admissions Information

Application forms and information on admissions eligibility, requirements, and deadlines can be found on NIU's website: https://ni-u.edu/wp/admissions/.

Applicants are responsible for requesting that official transcripts and test scores are sent directly to NIU from the issuing entity. NIU will not accept unofficial transcripts or test scores, which are those sent to NIU by the applicant. Official transcripts are delivered by mail in a sealed, stamped envelope with the seal or other security feature intact or sent electronically from a secure site formally linked to the sending institution.

GRE scores are not an admissions requirement; however, applicants who wish to submit official GRE scores can send them by mail in a sealed, stamped envelope with the seal or other security feature intact

or request to have the scores sent electronically from the Educational Testing Service (ETS). NIU's GRE code in the ETS system is 5205, and its location is listed under the District of Columbia.

NIU can accept application materials by mail through FedEx or USPS, but they will take several weeks to arrive. Applicants must take this delay into consideration when submitting their applications. NIU strongly encourages applicants to submit via email at niu_admissions@niu.odni.gov whenever possible.

Applicants are responsible for confirming that NIU receives all application materials and transcripts before the posted deadline. Applicants can request confirmation of receipt of their application materials from the Office of Admissions by email at niu_admissions@niu.odni.gov.

### Notification of Admission

In-residence/full-time applicants to the BSI, MSSI, and MSTI degree programs are typically notified by email of their admission status 8-10 weeks after the application deadline.

Part-time applicants to the MSSI or MSTI degree programs, Continuing Education, or Certificate in Intelligence Studies programs are typically notified by email of their admission status in May.

### Deferred Applications

In-residence/full-time applicants who have been nominated by their home agency are not eligible to request a deferral. Part-time applicants may defer for two quarters only. If they have not matriculated by the third quarter, they will have to reapply. Part-time students who defer for one or two quarters are responsible for ensuring that all security clearance verifications and briefings, as well as any other administrative requirements, are met prior to attending.

### NIU Academic Location

Students admitted to the NIU Main Campus at ICC-B are expected to report in-person to their courses as long as those classes are held in person. Students who cannot physically access one of the approved instructional sites will not be admitted. NIU is currently not offering distance learning outside of the Academic Center construct. Students who begin at the ICC-B or an Academic Center but must PCS to an area without access to an NIU instructional site during the course of their studies or students who must deploy, may, on a case-by-case basis, continue their studies via remote SVTC. This must be approved by the Center Directors or Dean(s), and in coordination with the Associate Provost for Academic Integration and Services in advance and the student must be made aware that the onus is on them to ensure they have access to a secure VTC.

# ENROLLMENT AND REGISTRATION

## Eligibility

To be eligible for course enrollment each term, the student must remain compliant with the general eligibility requirements for admission to NIU (e.g., maintain proper security clearance). Failure to meet these qualifications may result in removal from the course and/or Program.

# Course Registration

Students register each term by accessing NIU's registration portal online. Registration dates, announcements, and procedures are provided to students through Blackboard. It is the responsibility of the student to monitor for updates. In-residence/full-time students are automatically registered in core courses with their assigned seminar or as administratively appropriate. No changes in seminar assignments will be made without approval by the appropriate Dean.

Students are responsible for identifying implications for their satisfactory academic progress and enrollment status at the University that result from any change in registration. Any student returning from an extended leave of absence should email Enrollments at least six weeks prior to the advertised start date for the term with a request to be included in registration activities. Students are also responsible for verifying that all changes in registration are reflected in their official student record. Students must be registered for a class or be on the waitlist during the add/drop period to participate in that class.

Students must meet all prerequisites, permissions, and restrictions to register for a class. If a student fails to successfully satisfy the prerequisites for a registered course, the student may be removed from that course, unless the prerequisite, permission, or restriction has been waived by the academic unit. It is the responsibility of the student to seek appropriate approval from Academic Advisors when planning their programs to ensure progress toward academic goals and program completion.

Undergraduate students may, with the permission of the BSI Program Director and course instructor, enroll in up to two graduate courses.

## Course Identification Codes

Each course is designated by a subject code and a course number. The subject code identifies a particular academic discipline or teaching unit in the curriculum (e.g., RSI = Regional Security Issues, MST = S&T courses). The numbers identify the level of the course: undergraduate courses, 400-499; select graduate certificate courses, 500-599; graduate courses, 600-799. Undergraduate students may take up to two 600-level graduate courses on a space-available basis with the permission of the BSI Program Director and the course instructor. Descriptions of courses currently in the University curriculum are listed by course number in **Course Descriptions** at the end of this catalog. Some unique course offerings may occur during the academic year which are not listed in the course catalog and will be advertised to students.

## Student Schedules

New students receive a hard copy of their schedules during the in-person orientation. All students may access upcoming term schedules online through Blackboard. Though timeframes vary, students will generally be able to view their schedules at least two weeks prior to the term start date. Changes to schedules may take three-to-four business days to update in Blackboard. If students note discrepancies in their schedule, they should reach out to the NIU Enrollments team for assistance.

## Add/Drop

Students enrolled in graduate or undergraduate courses may add or drop a course from their registration. Students may add a course until the end of the first week of the quarter and may drop a course until the end

of the second week of the quarter. To request an add/drop, students must email Enrollments prior to the add/drop deadline. If a student wishes to add a course, that request is based on space availability and is not guaranteed. The timelines for adding and dropping courses are strictly enforced. Students in the Monthly Program must execute all add/drop actions during the first weekend of the quarter. Students wanting to withdraw from a course, please see Withdrawal under the Grading section below.

## Waitlist Rules

Waitlists for courses are managed by the University Registrar and Program Directors during open registration. Once registration has closed, the waitlist is cleared for all courses. Students are responsible for reaching out to Enrollments after closed registration to see if there is any space availability. Please note that available seats in a classroom may not indicate course capacity.

## Changing Academic Programs

Students who wish to change master's degree programs, must submit a request through the Registrar to be approved by the gaining Program/Center Director and Dean. Students who wish to change from master's degree programs to another program (e.g., certificate), must submit a request through the Registrar to be endorsed by the gaining Program/Center Director and Dean and approved by the Provost.

## Academic Planning

The Office of the Registrar may address course enrollment questions and assist with academic record reviews. It is the responsibility of students to seek the appropriate advice of an Academic Advisor within their program when creating an academic plan. An Academic Advisor assists with setting an academic plan to chart academic goals toward program completion. See the section on Academic Advising below for more details.

## Intent to Graduate

All students intending to graduate in June must complete and submit the diploma order form (available on Blackboard) no later than 3 May 2024. Students who intend to graduate in December should submit their diploma order form no later than 6 October 2023. Students are not cleared for graduation if the form is not submitted by the specified deadline. **All NIU full-and part-time students who intend to graduate in June must complete all graduation requirements by the deadline noted in the Academic Calendar**.

## Graduate Transfer Credits

Students may request to transfer credit for courses taken prior to their admission to a graduate program at NIU. The number of total credits transferred for a single degree program may be no more than two courses (not to exceed six credit hours). In no case may graduate credit be given for coursework designated as solely undergraduate by the institution where the coursework was completed.

Proposed transfer courses must have been completed with a grade of B (3.00) or better and must have been completed no earlier than seven years prior to the beginning of the semester in which the student is admitted to a graduate program at NIU. Courses submitted for transfer credit must be relevant to the

degree being sought. NIU considers transfer credit from U.S. colleges or universities which are accredited by one of the regional accreditors recognized by the CHEA. Foreign credits must be evaluated by a foreign accrediting service before being presented for transfer credit consideration. MSSI or MSTI programs may require that the proposed transfer courses have been completed more recently than the seven years prior if the course curriculum and content are out-of-date. The programs may also limit the number of allowable transfer credits to fewer than six, provided these requirements are published in places accessible to current and prospective students and faculty.

Courses taken at NIU toward a graduate degree earned before admission to a subsequent graduate program cannot be transferred but may be shared. Transfer credits may not be awarded for any JPME courses or certificate courses. 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 required core, program, or concentration courses. NIU does not have articulation agreements established with other institutions.

After acceptance to NIU, a student may obtain transfer credit evaluation forms from the NIU Office of the Registrar or on Blackboard. The student must give the responsible Associate Dean an official transcript from the institution at which the proposed course(s) was completed as well as a syllabus for each course requested for transfer and a justification for why the transfer credit should be given. Transfer credits must be approved by the relevant Associate Dean during the student's first term of study and be included in the student's course plan. The academic unit must inform the Office of the Registrar which courses will be transferred during the student's first term of study.

Transfer credit will appear on the student's transcript, but grades from approved transferred courses at other institutions will not be counted in the student's NIU cumulative GPA.

## Student Requests for Transcripts

Students may request an official or unofficial NIU transcript at any time during or after their academic careers. Transcript request forms can be found in the Registrar's Office, on Blackboard, or on the NIU website (**www.ni-u.edu**). Transcripts are provided free of charge.

## Student Academic Records

NIU students have the right to inspect and review their education records within 45 days after the day the University receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar's office makes arrangements for access and notifies the student of the time and place where the records may be inspected. Students who are not located in the National Capital Region may request records be faxed or emailed, although electronically transmitted records may be redacted to comply with personally identifiable information (PII) policies.

NIU students have the right to request the amendment of education records that they believe to be inaccurate, misleading, or otherwise in violation of student privacy rights:

- A student who wishes to ask the University to amend a record should write the Registrar's office, clearly identify the part of the record the student wants changed, and specify why it should be changed.

- If the University decides not to amend the record as requested, the University notifies the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.

NIU follows the Privacy Act of 1974, as amended (5 U.S.C. 552a), ODNI policies, and NIU policies for protecting student records. NIU collects, stores, and processes personally identifiable information (PII) about students, to include academic records, in its System of Records (NIU Program Records). Under ODNI and NIU policies, NIU students generally have the right to request written consent before the University discloses PII from the student's education records. However, federal law and ODNI/NIU policies permit the disclosure of such records in certain circumstances. For example, NIU generally may disclose education records without a student's prior written consent to University officials with legitimate educational interests. A University official is a person employed by NIU in an administrative, supervisory, academic, research, or support staff position (including law enforcement or unit personnel); a person serving on the Board of Visitors; or a student serving on an official committee, such as a disciplinary or grievance committee. A University official also may include a volunteer or contractor outside of NIU, who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney or auditor. A University official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibilities for NIU. Additionally, NIU may disclose student information for other reasons permitted by law as described in ODNI's Privacy Act policy (see 32 C.F.R. Part 1701).

## Tuition, Fees, and Other Charges

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.

To contact the University Registrar's Office, please use the group email **niu_enrollments@niu.odni.gov** or call 301-243-2093. All student forms are located on the Registrar Communities of Practice in Blackboard.

# UNIVERSITY REGULATIONS AND POLICIES

## Student Responsibilities

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 academic standards are student responsibilities. Each student must be familiar with University degree requirements and academic policies. This catalog codifies all academic and general policies. Corrections and changes may occur during the academic year, and the most current version of policies can be found on Blackboard and/or the NIU website. The Student Handbook offers other information

relevant to the student experience. Specific items not covered by the catalog are at the discretion of the NIU President and NIU's executive leadership.

## Official University Communications

Official communication with students, including notices about academic standing, operating status, leadership messages, and other University-wide notifications, occurs via electronic means. Students are responsible for viewing all announcements posted on the Office of Student Affairs' Blackboard site, and for accessing University communications sent to ODNI UView, Nonsecure Internet Protocol Router Network (NIPRNET), and Joint Worldwide Intelligence Communications System (JWICS) accounts. Students are required to activate all accounts and check them regularly.

The University recognizes that not all students will have access to JWICS or NIPRNET when offsite. Therefore, the University will actively use Blackboard, UView Outlook, and MS Teams as platforms for student communication. The Office of Student Affairs, in collaboration with the Office of Engagement, is responsible for all official University communications with students.

## Information Technology Policies

All personnel will provide full name and unclassified email for UView account use. They will also sign a user agreement that will include their student ID. This agreement will be kept on file. If the student does not attend classes for a quarter, their account will be disabled until such date they return to NIU to take classes.

All users are responsible for respecting and valuing the privacy of others, for behaving ethically, and for 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; conduct commercial business; express animus or bias against individuals or groups; transmit offensive material such as obscenity, vulgarity, profanity, sexually explicit material, or name-calling; guess or decrypt passwords of other users; deprive authorized users' access; secure a higher level of privilege than allowed; read, copy, change, or delete another user's files or software without 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:

- 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, whether any actual message is communicated, and/or 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 they desire such communication to cease (such as debt collection).

- Disrupt or damage the academic, research, administrative, or related pursuits of another.
- Invade, or threaten to invade, the privacy, academic or otherwise, of another.

Each user is responsible for the security and integrity of information stored on their computer system and for not installing or copying copyrighted software without permission or license. Students are not permitted to install software on University-owned computer equipment. Only information technology support personnel authorized by NIU are permitted 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 NIU 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/destructive programs into NIU or Intelligence Community 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; or create unnecessary multiple jobs, processes, or network traffic (e.g., prolonged use of Internet chat, 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 NIU Security Office. The University's information technology support personnel will provide each administrative unit with the resources to enforce this policy and help with data backup procedures as well as virus protection. Under certain (extraordinary) circumstances, students may be required to ensure computer access from home in order to access NIU virtual materials and classrooms.

### Disciplinary Actions for Violation of Information Technology Policies

Anyone found to have violated these Information Technology Policies may be subject to suspension of computer privileges and possible disciplinary action, including dismissal, under University rules for misconduct.

## Weapons on Campus

All weapons are generally prohibited at ICC-B—and it is a federal crime to knowingly possess a weapon or cause to be present a weapon on ICC-B premises—unless one of the limited exceptions apply from 18

U.S.C. 930 and any applicable ICC-B property regulations. Those exceptions are unlikely to apply to any NIU student while attending NIU. Any questions regarding possession of weapons at ICC-B should be directed to the NIU Security Office at (301) 243-2097 or niu_security@niu.odni.gov.

## Updating Records

Each student is required to maintain current contact information, including permanent and local addresses, telephone numbers, and a government email address. Each student must also maintain UView, NIPRNET, and JWICS accounts (or appropriate NSA Academic Center, Southern Academic Center, Quantico Academic Center, or European Academic Center accounts) assigned at orientation. Students are responsible for accessing official communications directed to these official accounts. All record changes should be submitted to the Registrar's Office (niu_enrollments@niu.odni.gov).

## Status Changes

Students must retain their government employment affiliation to study at NIU. Students who transfer to another organization while attending NIU must notify the Office of the Registrar and the NIU Security offices due to a change in security status. If students are debriefed at the organization that they are departing, 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 and confirmed by the NIU Security Office. All clearances need to be active. If a student's new organization or job does not require a TS/SCI clearance, they are not permitted to return to school.

## Security Clearance Requirements

All students must have a current/active TS/SCI clearance. The NIU Security Office can be reached at 301-243-2097 and NIU_Security@dodiis.mil with any questions.

Clearances need to be maintained to cover the entire period of time at NIU. Students attending the University in-residence must have their servicing organization (e.g., Air Force, DHS, FBI, Navy, Marine Corps, Army, Coast Guard, etc.) SSO certify their clearances. This must be done prior to attending any classes.

## Attendance

Students are expected to attend all scheduled class sessions. Students missing more than two sessions in a 10-week term, or more than one class session in an 8-week term, face penalties, ranging from the lowering of the final grade to failure in the course, at the discretion of the faculty member teaching the course, and will be required to make up instructional time or asked to withdraw from the course. Monthly program students should be aware that the attendance rule applies to a single class session. Missing a monthly program weekend would involve absences in multiple class sessions and would put the student at risk of course failure.

All designated ICC-B students in the in-residence/full-time, part-time, certificate, and monthly programs are expected to attend classes held on the ICC-B campus in person. Appeals will only be considered in extraordinary circumstances and should be directed to the appropriate Dean and approved by the Provost. With the exception of the European Academic Center, students enrolled in part-time programs through one of NIU's academic centers are expected to attend classes through their center locations. Appeals should be addressed to the appropriate Center Director and Dean.

## Reporting Class Session Absences

Students should contact their instructor to report an absence in order to make up any missed work. Students are solely responsible to contact their instructor to report an absence. Additionally, faculty must report unexplained or excessive absences to the Registrar's Office, Agency Chairs, Senior Service Advisors, and Department Chairs when appropriate. The appropriate Associate Dean initiates administrative warnings.

## 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 submitted to the Registrar for review and approval. An academic leave of absence does not automatically alter the student's completion date for finishing their degree. All students on a leave of absence must out-process from the University, and in-residence/full-time students must report to their parent military or civilian organization. Once approved and finalized, a leave of absence will stop the clock on course time limits (see below). Leaves of absence are granted for up to 18 months. If a student wishes to extend the leave of absence, the burden is on the student to petition for another leave of absence prior to the expiration of their previous leave of absence. A Dean may disapprove leaves of absence if they will adversely impact the applicability and relevance of the degree as program materials change over time.

## Separation from the University

Students in good academic standing wishing to separate from the University the following term must notify the Office of the Registrar in writing and may do so at any time up to and inclusive of the last day of classes, provided their academic progress during the term does not result in academic dismissal. If a student must separate during a current term, they should take action to withdraw from each of their courses and notify the Registrar's Office of intent to withdraw in advance of the next term. A separation can be initiated by either a student or a representative of the University. If students are considering separating from the University, they should consult with their academic unit as soon as possible to determine whether there are other viable alternatives. Students whose grades would have led to dismissal may not voluntarily separate from the University. Separation from the University results in the loss of active student status. Following a separation, students in good academic standing may apply for readmission and regain active student status. Students who separate from the University without notifying the Office of the Registrar will only be considered for readmission under exceptional circumstances. Students who separate from the University and are subsequently readmitted will not be readmitted again after they separate from the University for a second time for any reason.

## Time Requirements

In-residence/full-time bachelor's and master's students are expected to complete all coursework and thesis or capstone requirements within one year; for example, in-residence/full-time students entering in Fall 2023 are expected to finish all degree requirements by the thesis or capstone completion date of 7 June 2024 in order to be cleared for graduation.

Students' parent services or agencies may require them to finish the thesis in the one year allotted or receive a negative report. Such requirements are imposed by the students' home service or agency, not NIU. For more information on service or agency requirements, students should consult the appropriate NIU Senior Service Advisor or NIU IC Agency Chair.

Part-time students are typically expected to complete all coursework and thesis requirements within three years but must complete all requirements within seven years.

### Time Limits on Coursework

All requirements for the master's degree must be completed within seven years. Time-to-degree begins with the earliest course to be applied toward the degree, including credits transferred from other institutions. Work more than seven years old is not accepted toward degree requirements.

## Grading

NIU faculty members use different direct assessments for evaluating student work, including examinations, classroom participation, papers, oral presentations, and performance in simulation exercises. In all cases, students have the right to a grade that is based on their actual performance against an articulated standard applied to all those taking the course. Students must understand that evaluating student work and assigning grades based on academic criteria are first and foremost the individual responsibility and prerogative of the faculty member teaching the course.

- Faculty members must have uniform, identifiable grading criteria in each course syllabus. Before the end of the first class session, the faculty member must clearly articulate to students the grading criteria and the methods for grading student performance.
- Faculty members must define their grading policies explicitly. If there is any deviation from the original statement of grading policy, faculty members must inform all students. The University presumes that faculty members are in the best position to know the range of excellence of the students in the class and to award grades in good faith; the University reaffirms its confidence in the qualifications and good judgment of its faculty.
- Faculty members must provide timely feedback to students on all graded work during the grading period. Evaluating 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.

## NIU Grade Scale

| Grading | | | | | |
|---|---|---|---|---|---|
| Graduate Courses | | | Undergraduate Courses | | |
| Letter | Numeric | Point Value | Letter | Numeric | Point Value |
| A | 93–100 | 4.0 | A | 93–100 | 4.0 |
| A– | 90–92 | 3.7 | A– | 90–92 | 3.7 |
| B+ | 87–89 | 3.3 | B+ | 87–89 | 3.3 |
| B | 83–86 | 3.0 | B | 83–86 | 3.0 |
| B– | 80–82 | 2.7 | B– | 80–82 | 2.7 |
| C+ | 77–79 | 2.3 | C+ | 77–79 | 2.3 |
| C | 70–76 | 2.0 | C | 73–76 | 2.0 |
| F | 0–69 | 0.0 | C– | 70–72 | 1.7 |
| | | | D | 60–69 | 1.0 |
| | | | F | 0–59 | 0.0 |

## Incomplete (I)

A faculty member may assign an incomplete (I) grade to a student whose work is satisfactory but who is unable to meet all course requirements due to extenuating circumstances. It is the student's responsibility to discuss the possibility of receiving an incomplete (I) grade with the faculty member. **Students must complete all requirements by the ninth week of the following ten-week quarter, or the seventh week of an eight-week quarter.**

The faculty member must turn in the final grade to the Registrar by the final week of the following quarter. If a faculty member does not submit a final grade by this deadline, the grade is converted to an F, which will result in academic probation and possible dismissal from the University. The Dean may extend the deadline in exceptional cases. As long as the incomplete (I) remains on the transcript, it is treated as unsatisfactory academic performance.

## Pass/Fail (P/F)

Pass/fail grading is used only in courses specifically authorized by the Deans, and in MCR 702, 703, and 704. Students enrolled in thesis courses MCR 702 and MCR 703 receive a grade of pass (P) or fail (F) at the end of these courses. Receiving a grade of pass (P) is a prerequisite for proceeding to the next thesis course. Students enrolled in MCR 704 must receive a grade of pass (P) to complete the course, indicating they have successfully completed a graduate thesis approved by their thesis committee and accepted by the Assistant Dean. Students may re-register for MCR 704 if the thesis is not completed in one quarter, if they received either an in progress (IP) or no progress (NP) grade. The receipt of a failing grade (F) will result in possible dismissal from the University.

## In Progress (IP)

An in progress (IP) grade notation may only be assigned in MCR 704 Thesis Completion, in which the thesis is not completed within one quarter by design. The in progress (IP) grade remains as an official

grade on the transcript. Students who receive an IP in MCR 704 must reenroll into MCR 704 to continue their thesis progression.

### No Progress (NP)

A no progress (NP) grade is assigned only for MCR 704, when there has been no contact with the Thesis Chair or no discernible progress toward completing the thesis during that quarter. A student goes on academic probation for their first NP in MCR 704. A student who receives a no progress (NP) for two consecutive quarters, or for two quarters in any one four-quarter period, faces possible dismissal from the University.

### Withdrawal (W)

Withdrawal from a course after the midpoint of that course is allowed only for non-academic reasons and requires permission of the faculty member teaching the course and/or the approval of the Dean or Associate 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 an academic warning. Students withdrawing at any time must complete the necessary documentation through the Registrar's Office. Students who stop attending classes without an official withdrawal or the Dean's approval receive a grade of F for the course.

### Audit (AU)

Current students and alumni 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 members must approve and document the audit. The student requesting the audit must provide a signed audit form to the Registrar's Office before the close of the drop/add period. This form can be found on Blackboard or by visiting the Registrar's Office. Any alumni requesting to audit a course will need to go through a security verification once an audit form has been approved and prior to attending the course. Audited courses receive no credit and appear on the transcript with the notation AU (audit).

### Waiver (WV)

The Dean may authorize a waiver for a required course if a highly qualified student has demonstrated mastery of a subject; for example, the Dean might authorize a waiver for the MCR 701 Thesis Methodology and Design course when the student has already completed a doctoral dissertation. The Dean may also grant a waiver based on a change in curriculum when a previously required course is not offered. Waived courses appear on the transcript but carry no credit value. The student must take a 3-credit elective course in place of the waived course to earn the credits required of the degree. Waivers are granted solely at the Dean's discretion.

### Grade-Point Average Calculation

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 (2.00 GPA); graduate students must maintain a B average (3.0 GPA).

## Student Surveys

Student surveys are intended to empower students to take an active part in the University's efforts to improve all aspects of the student experience. NIU encourages its students to support the University's surveys in order to exercise the right to have your voice heard and accept your responsibility to the University and your peers by thoughtfully completing all the surveys given throughout the year. There are three main types of surveys that students will be expected to complete during their time at NIU.

### Onboarding Survey

The Onboarding Survey is conducted during the first two weeks in September, following Phase 1 orientation, to collect student feedback about the entire onboarding process (application, admissions, security, orientation, academic preparation, registration, communications, etc.) and the offices with which they have interacted. The aim is to ensure pre-arrival and Phase 1 activities lay a solid foundation for student success for the remainder of the academic year.

### End-of-Course Surveys

End-of-Course (EOC) Surveys are conducted at the end of each academic quarter, in order to collect information from students about their courses and instructors. There will be one EOC survey per course taken each term. These surveys are designed to provide the faculty insight into what is working well and to suggest improvements in order to refine future iterations of a course and improve the student learning experience.

EOC surveys are confidential and anonymous to prevent any bias in the grading process. These surveys open on the Friday of the 9th week of a 10-week quarter (7th week of an 8-week quarter) and close approximately 10 days later. Faculty submit final grades approximately 3 days after the EOC survey closes. Thus, the 10-day EOC survey period before the grades are submitted protects the faculty from potentially negative student feedback due to perceived grievance over the final grade. At the same time, student fear of faculty retaliation due to perceived unwarranted negative feedback in the EOC survey is satisfied by not providing the EOC survey results to faculty until they have turned in all their grades to the Registrar. This approach is intended to address both faculty and student concerns over potentially inappropriate use of EOC surveys and it will be adhered to even for courses offered with shorter periods during Phase 1 and the Summer Intensive Period.

### End-of-Program Survey

The End-of-Program (EOP) Survey is conducted at the end of each academic year (during June, prior to graduation) to collect information from graduating students about their entire NIU experience. This includes collecting feedback on academic experiences (learning outcomes, thesis/capstone processes,

faculty) and administrative/engagement experiences (Student Affairs, Ed Tech/IT, Admissions, Registrar, Library, Office of Research, Operations & Engagement, Security, Facilities, Student Senate). Your active participation in the EOP survey will contribute to improving all aspects of University life to enhance the student experience for future classes of NIU students.

## Academic Advising

Academic advising is available to all students empowering them to make informed decisions to achieve their educational goals. Advising is available to assist students with review of academic evaluations, effective degree planning, course selections, and interpretation of NIU policies and procedures in preparation for successful completion of degree requirements and graduation.

### CSI Academic Advising

The CSI advising program is designed to give all students immediate help navigating NIU, with a subsequent transition to advising focused on the thesis and relevant coursework. At the beginning of Phase 1, all in-residence/full-time MSSI degree-seeking students are assigned a faculty advisor within their respective Department. Concentration students will be advised by the Concentration Lead or their designee. If the student is a non-concentration student, they will be advised by the Department Chair. The Thesis Chair—once identified—becomes the student's primary advisor, overseeing the thesis and helping the student identify key course electives that support thesis completion. All MSSI degree-seeking in-residence/full-time students will identify their Thesis Chair in the fall quarter.

MSSI degree-seeking part-time students at ICC-B will be assigned a faculty advisor within the first quarter of enrollment. MSSI degree-seeking part-time students will identify their Thesis Chair no later than the fall of their second year of enrollment. CSI Certificate students will be advised by the Certificate Lead or their designee during the first quarter of enrollment.

Every MSSI and CSI Certificate student should be confident that there are many sources of academic support within the College. If a student is having difficulty in a class, they may seek out support from the Instructor, the Course Director, the Concentration or Certificate Lead, or the Department Chair. Advice and counsel may be sought through a student's appropriate home agency representative: Agency Chair or Senior Service Officer. Any matter that cannot be readily resolved through this support network should be brought to the attention of the Program Director in the Dean's Office without hesitation.

The BSI Student Advisor welcomes every student and supports them in achieving academic success. BSI students are expected to first meet with course faculty regarding all related academic and/or course concerns. For all military service or USCG concerns, BSI military service and USCG students are expected to first meet with the appropriate military or USCG senior enlisted advisor and/or military or USCG senior advisor. BSI government civilian students are expected to first meet with the appropriate agency chair, if applicable, regarding all related agency concerns. In the event the student's agency is not represented by an agency chair, the student is expected to bring the concern to the attention of the BSI Student Advisor. If the BSI student feels the need for additional consultations, then the student is expected to meet with the BSI Student Advisor, BSI Program Director, and/or the appropriate Department Chair.

If the BSI student still feels the need to consult other sources of academic support within the College, then the appropriate Department Chair will assist the student with identifying the next appropriate NIU leadership level to discuss the issue.

### SSTI Academic Advising

Academic advising within the School of Science and Technology Intelligence will be managed through Department Chairs and the Program Director. The Department Chair will serve as the academic advisor to all in-residence/full-time, part-time evening, and weekend MSTI degree-seeking students pursuing a concentration under their department. The Program Director will serve as the academic advisor for all non-concentration MSTI students. The Department Chair will also serve as the initial academic advisor for certificate students until a Certificate Lead is identified. The Thesis Chair will serve as the thesis advisor for MSTI degree-seeking students. The Program Director will serve as the curriculum advisor to all students, brief students on upcoming scheduled offerings, and assist with unique academic issues. The Associate Dean and Assistant Dean are the central point of contact regarding any questions related to the NIU student experience. Note: the Associate Dean and Program Director are duties of one administrator in the School. If a student is having difficulty in a class, they may seek out support from the Instructor, the Course Director, the Department Chair, or Associate Dean. Advice and counsel may also be sought through a student's appropriate home agency representative: Agency Chair or Senior Service Officer.

### Academic Centers and MEP Advising

MSSI and MSTI degree-seeking and Certificate part-time students at the Academic Centers and the Monthly Executive Program (MEP) will be advised by the Academic Center personnel or the Director of the MEP. MSSI degree-seeking, part-time students will identify their Thesis Chair no later than the fall of their second year of enrollment. All Academic Center and MEP students are also encouraged to consult their Thesis Chairs, Certificate leads, Department Chairs, and/or the Deans at ICC-B as additional sources of academic support.

## Academic Probation and Dismissal

### Academic Probation for Undergraduate Students

- The Office of the University Registrar will place students on academic probation when their cumulative GPA falls below 2.00, when they receive a second grade of D, or when notified by the Office of the Dean that the student has failed to meet other conditions for academic progress toward degree completion. A failing grade of F automatically results in academic probation and consideration for dismissal from the University.
- The Office of the University Registrar will notify students via official email to their email address on file of their academic probation status, and will courtesy copy the Office of the Dean and the appropriate Program or Center Director on the email. The Office of the Dean will provide the student a description of any conditions associated with the academic probation.

- Conditions to which students must adhere during the academic probationary period may include, but are not limited to, successful completion of specific courses, minimum grades in courses, or the overall GPA to be achieved in the academic probation period. Students can be placed on academic probation for no more than two terms.
- A student on academic probation may be subject to course-load restrictions during any term for which the student may subsequently register.
- Students on academic probation are ineligible to hold office in student organizations.
- Once placed on academic probation, students must maintain a minimum term GPA of 2.33 and show academic progress toward degree completion.
- If, at any point while a student is on academic probation, it becomes mathematically impossible to raise the student's cumulative GPA to 2.00 within the allotted credits given, the student will be academically dismissed.
- Academic probation is not recorded on the official transcript but will be noted by the Registrar in the student's file.

## Academic Dismissal for Undergraduate Students

- Students will be considered for immediate dismissal from the University upon receiving a third grade of D or one grade of F in an undergraduate course.
- A student who fails to meet the conditions of probation may be dismissed.
- Students who have been on academic probation for two terms in total and do not achieve a 2.00 cumulative GPA will be dismissed.
- The University will dismiss immediately students whose cumulative GPA, after attempting or completing 12 credits on academic probation (excluding courses in which the recorded grade is W, I, or IP), falls below a 2.00 GPA.
- The Dean will review each potential dismissal and will notify the student via official email of the intent to dismiss. The Dean will courtesy copy the Office of the Registrar.
- When dismissing students from the University, the University may give students the option of applying for readmission after one calendar year has passed from the final day of the term during which the dismissal was implemented.
- Dismissed students are not allowed to enroll in NIU courses on a non-degree basis at any time after being dismissed from NIU.
- Students who are dismissed with a GPA lower than 1.00, or whose cumulative GPA makes it mathematically impossible to satisfy the conditions of probation within one term, will not be considered for readmission.
- Readmission applications are evaluated based on the total record of the student and consistent with the admission practices in effect at the time of application.

- A readmitted student is governed by the academic requirements in effect at the time of readmission.
- Academic dismissal is permanently recorded on the official transcript.

## Academic Probation for Degree-seeking Graduate Students

- The Office of the Registrar will place students enrolled in a graduate degree program on academic probation when, after attempting and receiving credit in at least 9 credit hours of coursework, their cumulative GPA falls below 3.00, when students receive a second grade of C in a course, or when notified by the Office of the Dean that the student has failed to make satisfactory academic progress for any academic reason. A failing grade of F automatically results in academic probation and consideration for dismissal from the University.
- The Office of the Registrar will inform students of their probationary status via official email to the student email on file, and will courtesy copy the Office of the Dean and the appropriate Program or Center Director on the email. This notification will inform the students of the period of the academic probation and advise them that they cannot receive an Incomplete grade while they are on academic probation status. The Office of the Dean will provide the student a description of any other conditions associated with academic probation.
- Conditions to which students must adhere during the academic probationary period may include, but are not limited to, successful completion of specific courses, minimum grades in courses, or the overall GPA to be achieved in the academic probation period.
- A student on academic probation may be subject to course-load restrictions during any term for which the student may subsequently register. Students can be placed on academic probation for no more than two terms.
- Students on academic probation are ineligible to hold office in student organizations.
- Academic probation is not recorded on the official transcript but will be noted by the Registrar in the student's file.

## Academic Dismissal for Degree-seeking Graduate Students

- Students will be considered for immediate dismissal from the University upon receiving a third grade of C or one grade of F in a graduate course, or upon failing a thesis course that prevents the student from registering for the next thesis course.
- Students who fail to raise their cumulative GPA to 3.00 or fail to raise their course completion rate after the period of academic probation is completed will be academically dismissed.
- If at any point while a student is on academic probation it becomes mathematically impossible to raise their cumulative GPA to 3.00 within the allotted 12 credits from the onset of academic probation, the student will be academically dismissed.
- Additionally, if a graduate student is not on probation and their GPA drops such that it is mathematically impossible to return to a cumulative GPA to 3.00 within 9 credits, the student will be academically dismissed.

- The Dean may also academically dismiss the student without academic probation if the student has a failing grade or would be unable to meet the 3.0 overall GPA in the remaining time. The academic unit must notify the Office of the Registrar of the decision to apply a sanction.
- The Dean will review each potential dismissal and will notify the student in writing via official email of the intent to dismiss and the reason for the decision. The Dean will courtesy copy the Office of the Registrar. The student has the right to appeal dismissal actions (see Appeal of Academic Dismissal).
- Academic dismissals are permanently recorded on the transcript.

## Academic Probation and Dismissal for Students Enrolled in a Graduate Certificate Program

- The Office of the Registrar will place students enrolled in a graduate certificate program on academic probation when, after attempting at least 6 credit hours of coursework, their cumulative GPA falls below 3.00 or when students receive a second grade of C. A failing grade of F automatically results in academic probation and consideration for dismissal from the University.
- Students will be placed on academic probation for the time it takes them to attempt 6 more credits.
- If at any point while a student enrolled in a graduate certificate program is in academic probation status, it becomes mathematically impossible to raise their cumulative GPA up to 3.00 within the allotted 6 credits from the onset of academic probation, or if the student receives a third C or a failing grade of F, the student will be academically dismissed.
- All other regulations concerning academic probation and academic dismissal for students enrolled in a graduate certificate program are the same as those for students enrolled in a graduate degree program.

## Academic Probation and Dismissal for Non-Degree Graduate Students

- All regulations concerning academic probation and academic dismissal for graduate non-degree students are the same as those for students enrolled in a graduate degree program.

## Incompletes and Probation

- If a student who is not placed on academic probation is assigned an Incomplete grade and the final assigned grade brings the student's cumulative GPA to below 3.00 GPA for graduate students or 2.00 GPA for undergraduate students, the student will be placed on academic probation at the end of the term when the grade was converted to the final assigned grade.

## Appeal of Academic Dismissal

- The student will have 10 working days from date of receipt of the dismissal notification to appeal to the Dean in writing. The student may notify the Office of the Dean via an email to the Dean's official account.
- The Dean will ask the appropriate Graduate or Undergraduate Program Director to assemble an Academic Policy and Standards Committee (APSC).

- Upon notification of the intent to appeal academic dismissal, the student has the right to address the APSC. The student should make themselves available to meet with the APSC. The APSC will provide their recommendation to the Dean within 14 working days of the assembly of the APSC.
- The student will be notified of the decision within two weeks of the appeal. Until that time, the student may remain enrolled in class. However, following a negative finding, the student will be disenrolled immediately.
- If the student is an in-residence/full-time student or a student with an agreement to use duty time to attend the University, the appropriate agency will be notified by the Office of the Registrar or the responsible Associate Provost.

### Student Records

- All formal records will be maintained by the Office of the Registrar in the student's official file.

## Academic Review Practices

### Academic Policy and Standards Committee

The Academic Policy and Standards Committee (APSC) is an administrative committee designed to address relevant policies and standards of the University and provide recommendations to the Deans for management actions. Cochaired by the College of Strategic Intelligence and the School of Science and Technology Intelligence Graduate Program Directors and other selected faculty, the committee reviews issues of academic policy, admissions criteria, and standards for the institution that include, but are not limited to, academic integrity issues, grade appeals, student dismissal appeals, student grievances, and admissions appeals.

### Grade Appeals

NIU recognizes that students should not be subject to prejudicial or capricious grading. Neither a clerical error nor an arbitrary grade should be allowed to remain as part of the student's permanent record. In such cases, students are offered a means of appeal. Student appeals should address deviations from stated standards, or variance across student grading. Grading should be fair, consistent, and understood. All students should be graded in the same fashion.

The formal grade appeal process is a serious procedure. The University is cautious about changing the grade of any individual, which may diminish the apparent achievements of other students. It is important to know that a formal grade appeal places the burden of proof on the student, except in cases in which a student appeals on the grounds that the faculty decision was arbitrary, capricious, or prejudicial. In these cases, the faculty member must demonstrate that these claims are false. In all cases in which there is a reasonable doubt as determined by the APSC, the original grade is retained.

#### *Recognized Grounds for Challenging a Grade*

Grade appeal hearings are granted if they are based on alleged scholastic dishonesty. As this is a matter of integrity, an independent panel is assembled to hear the case. In these appeals, the following 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" is defined as the assignment of a grade on some basis other than performance in the course.
- 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.
- The assignment of a grade in a way that represents a substantial and unreasonable departure from the faculty member's articulated standards.
- The assignment of a grade in the absence of a clearly articulated standard.

### *Procedures for Appealing a Final Class Grade*

All students have until 30 days after the final day of the term to make a formal written notification of their desire to appeal a grade. If a faculty member fails to post their grades in the allotted time, this time will be extended in favor of the student appeal. The first written appeal should be made to the faculty member who assigned the grade to request a meeting to discuss the matter. Most grading issues can be easily explained or amended if it is a simple clerical error. If the student and faculty member can 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 or that the grade was awarded in an arbitrary or capricious manner, the student may initiate a formal grade appeal to the appropriate Program Director, within seven business days of the formal consultation between the faculty member and student. The student must submit a formal memorandum for the record (MFR) justifying the grade appeal to the appropriate Program Director. Failure to meet this requirement will jeopardize any appeal the student may make.

In the MFR, 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.
- Provide written evidence of the claim (e.g., syllabus, graded documents, emails).
- Detail the remedy or resolution sought (i.e., what the student feels is a fair resolution of the matter).

Upon receipt of the MFR, the appropriate Program Director notifies the faculty member that the student has filed a formal grade appeal. If all parties agree, the Program Director will meet with the faculty member and the student within seven business days to mediate the grade appeal.

If a mutually acceptable outcome cannot be reached, the Program Director convenes an APSC review. The APSC reviews all pertinent information related 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 MFR 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 that the process was fair to both the student and the faculty member.

The University also reserves the right to dismiss students for failure to:

- Maintain ODNI or Federal employee standards of conduct.
- Abide by academic standards or academic integrity.
- Follow University policies.
- Maintain the basic eligibility requirements, such as security clearance or Federal employment status.

## Institutional Review Board

NIU protects the rights of all human subjects when conducting research consistent with DoD Regulation 32 C.F.R. 219, "Protection of Human Subjects," and a current Health and Human Services Federal-wide Assurance (FWA). The Human Research Protection Program is administered under the Office of the Provost.

Each degree-seeking student is required to complete NIU's Human Research Protection Program (HRPP) training, given during MCR 701 for graduate students and during CAP 400 for undergraduates. Following the training, each graduate student must submit a thesis proposal, a valid T-1 Form entitled "Thesis Committee and Proposal Approval," and a T-1B Form entitled "Human Subjects Research Determination," in a package, to the CSI Assistant Dean's office (for MSSI students) or the Assistant SSTI Dean's office (for MSTI students). Likewise, undergraduate students, assigned as members of capstone teams, must submit a capstone proposal, a valid C-1 Form entitled "Capstone Team and Proposal Approval," and a C-1B Form also entitled "Human Subjects Research Determination," in a package, to the BSI Program Director. After the Assistant Dean, Associate Dean, and BSI Program Director review and accept the respective thesis and capstone packages, as appropriate, they will forward them to NIU's Institutional Review Board (IRB) for assessment.

If the IRB determines a thesis student's or capstone team's research proposal includes research on human subjects, the thesis student or capstone team members involved may be required to complete additional training through the Collaborative Institutional Training Initiative (CITI). In accordance with U.S. Government regulations, students may not begin human subjects research (for example, conducting a survey or interview) until an IRB determination has been completed.

NIU faculty and student research is generally considered an ODNI intelligence activity. Accordingly, such research must be undertaken consistent with ODNI Instruction 10.00, ODNI Intelligence Activities Procedures Approved by the Attorney General Pursuant to Executive Order 12333. As intelligence activities, surveys and other collections of information from the public are generally excepted from the Paperwork Reduction Act (PRA).

## Graduate Thesis

Students conclude the thesis process by successfully completing the thesis courses (700 series) and ultimately producing an approved graduate thesis. To graduate, students must also submit the specified approval forms for their committee: thesis proposal, human subjects training letter, and IRB review and approval by the specified due dates for the academic year.

**Phase 1 Pre-Term, Research Basics (In-residence/full-time students only):** During this period, NIU will introduce in-residence/full-time students to the IC's problem-set landscape; basics of research design and methods; and fundamentals of the full thesis research process.

**MCR 701 Thesis Methodology and Design:** In-residence/full-time students typically take MCR 701 in the Fall Quarter at NIU. This is a formal, graded, classroom course. By the end of the course, in-residence/full-time students are expected to secure a Thesis Chair and Reader. Students must pass MCR 701 to advance in the thesis process. On behalf of the student, the Thesis Chair is responsible for submitting a completed thesis package during the Winter Quarter (please see Academic Calendar) to the appropriate Assistant Dean and Staff Assistant. This package includes the T-1 Form (Blocks 1 and 2 completed), the T-1B Form, the Data Collection Strategy Checklist (DCS-1), and the Final Thesis Proposal. Once the appropriate Assistant Dean approves the package, it is forwarded to the IRB for Human Subjects Review (HSR). A student should not engage in any data collection until they receive clearance from the IRB. Once the IRB makes an HSR determination, they notify the student, Chair, Assistant Dean, Staff Assistant, and the Registrar. Upon notification from the IRB, the Registrar notifies the student, Chair, Assistant Dean, Staff Assistant, and IRB that the Thesis Proposal package has been formally accepted and enrolls the student in MCR 702 with their Chair.

Part-time students typically take MCR 701 in the spring quarter of their first year at NIU. At the end of MCR 701, students should have completed a draft Thesis Proposal. By the Summer Quarter of their first year at NIU, part-time students typically secure a Thesis Chair and Reader and finalize their Thesis Proposal. Before the Fall Quarter of the second year, the Thesis Chair submits the completed thesis package to the appropriate Assistant Dean and Staff Assistant. Part-time students who do not intend to graduate in June of their second Academic Year, must consult with their Thesis Chair to determine when they are ready to enroll in MCR 702. The process for submitting the completed thesis package to the appropriate Assistant Dean and Staff Assistant and gaining HSR determination from the IRB is the same as for in-residence/full-time students.

**MCR 702 Thesis Research:** This Pass/Fail course is supervised by the student's Thesis Chair. Students will gather and analyze data in support of their thesis and begin to produce written chapters of the thesis. This is not a formal classroom course.

**MCR 703 Thesis Writing:** After passing MCR 702, the student submits a request to the Registrar to enroll in MCR 703 and includes the Chair, appropriate Assistant Dean, and Staff Assistant in the notification. This Pass/Fail course is supervised by the student's Thesis Chair. Students will complete a data analysis and write up their findings. Students are expected to make further progress on written chapters of the thesis. This is not a formal classroom course.

**MCR 704 Thesis Completion:** After passing MCR 703, the student submits a request to the Registrar to enroll in MCR 704 and includes the Chair, appropriate Assistant Dean, and Staff Assistant in the notification. This In Progress (IP)/No Progress (NP)/Pass/Fail course is supervised by the student's Thesis Chair. Students will complete and submit their thesis for review. This is not a formal classroom course, and it can be taken multiple times if needed (suggested especially for part-time students who need to sustain continuous enrollment and not be subject to disenrollment). In-resident/full-time students will also prepare to present their findings at the NIU Thesis Symposium in accordance with the academic calendar. Part-time students who would like to participate in the NIU Thesis Symposium should consult with their Thesis Chair. Note: If a part-time student plans to graduate in December, their Chair submits the final thesis, thesis turn-in checklist, and questionnaire in accordance with the academic calendar. If the Assistant Dean approves the package, they will inform the Registrar. The Registrar records "P" in MCR 704. It is also important to note that a grade of No Progress in two consecutive terms or in two of four quarters will result in dismissal from the University.

To graduate, the student must submit all of the requisite forms to include the final thesis (in Microsoft Word and PDF formats), a fully signed thesis signature form, the NIU Thesis Turn-In Checklist, and the NIU Thesis Questionnaire, no later than the thesis completion deadline in accordance with the academic calendar.

Any changes to the T-1 Form must be approved prior to the June graduation date in accordance with the academic calendar. This includes changes to the Thesis Chair or Reader(s).

Thesis forms are available on Blackboard. Students are responsible for selecting the most current electronic form, which does change over time. Forms must be typed and filled out completely. Digital signatures are highly encouraged.

Unless placed on academic leave of absence—coordinated with the Registrar and Thesis Chair—students must stay enrolled in MCR 704 until they complete the thesis or until their eligibility expires.

## Thesis Committee (Chair and Reader) and Thesis Topic

As a rule, Thesis Chairs must be members of the University's full-time faculty, including the Reserve faculty and the NIU full-time faculty at Academic Centers. Adjunct faculty may serve as Thesis Chairs if they have Dean approval and meet all of the IRB requirements. Students should select Chairs who specialize in their thesis research design or are subject matter experts. Students should select Readers based on either subject matter expertise, professional experience, or methodological expertise. 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 an expert in other areas the thesis may cover.

If the Reader is from outside the University, the Thesis Chair must establish the Reader's bona fides through a curriculum vitae or résumé prior to submission of the T-1 package to the appropriate Assistant or Associate Dean.

The information should show that the Reader is a SME or fills some other necessary role to ensure a high-quality thesis. The Reader is required, at minimum, to have a master's degree from an institution of higher learning that is accredited by a regional accreditor recognized by the Council on Higher Education Accreditation. The Reader's curriculum vitae or résumé must show all degrees earned and the awarding school, major, and year earned. The Thesis Chair must use this information to either approve or disapprove the outside Reader.

The thesis should cover an appropriate IC topic for the degree sought and contribute to the overall knowledge base of the IC. The thesis committee must approve the final thesis. The appropriate Associate/Assistant Deans make the final determination on whether to accept the thesis as meeting degree program requirements.

## Undergraduate Capstone and Capstone Process

Undergraduate students complete capstone projects as teams during their year at NIU. Students conduct group and individual work on a comprehensive research project. NIU provides an overall capstone theme and applied topic areas during Phase 1 of the academic year, and the student teams develop specific areas of focus. A faculty committee made up of a Capstone Chair and Reader works closely with each team throughout the academic year. The Capstone Chairs and Readers must meet the same qualifications (described above) as graduate Thesis Chairs and Readers. BSI students complete classroom courses by the end of the spring term. Then, capstone teams, under the guidance of their faculty committees, refine and present their capstone projects during Phase 3 of the summer term. Final papers and presentations are due by 7 June or as prescribed by the BSI Program Director. The following capstone courses support student progress on their capstone projects:

- CAP 400: This is a graded, classroom course, taught during Phase 1, which familiarizes students with the BSI capstone process, including the annual capstone theme and the associated research frameworks, tools, techniques, and resources available to assist them. During the course, students are organized into capstone teams by topic, meet their capstone chairs, and prepare to embark on their selected capstone projects.
- CAP 401: This is a graded, classroom course, taught during the fall term. It is designed to prepare students with the undergraduate-level research and design skills they need to complete their capstone projects. The course teaches the fundamentals of scholarly research on selected intelligence problems and results in each capstone team creating a draft capstone research proposal that supports the capstone theme and the team's topic.
- CAP 402: This is a Pass/Fail course, conducted during the winter term, where each capstone team, under the direction of the Capstone Chair, recruits a Capstone Reader, develops the CAP 401 draft proposal into a final capstone proposal, and obtains approval for it from the Chair and Reader, IRB, and BSI Program Director.
- CAP 403: This is a graded course, taught during the spring term, combining classroom instruction and focused collaboration with IC agencies during visits they host at their locations within the National Capital Region. The course is designed to demonstrate the interdependence between

collectors and analysts in addressing complex intelligence problems, such as those undertaken by the capstone teams.

- CAP 404: This is a Pass/Fail course, conducted during the spring term, under the guidance of the Capstone Chair and Reader and designed to assist the capstone team in accomplishing specific research and writing goals for the capstone project.
- CAP 405: This is a Pass/Fail course, conducted during Phase 3 of the summer term, under the guidance of the Capstone Chair and Reader and designed to assist capstone teams as they complete their capstone project, including a final presentation and written document. Students must achieve a "pass" to graduate.

## Academic Freedom

Academic freedom is a cornerstone of academia to include NIU. 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 (MSCHE), 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 are not related to the class subject. This concept, as discussed in the "Statement of Principles on Academic Freedom," is not intended to avoid controversy because dealing with controversial topics is critical to academic freedom; rather, it is intended to reinforce the need for faculty members to avoid material that is not related 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.
- By publishing articles, books, and book reviews.
- By appearing in public in professional and academic forums.

In these activities, NIU personnel speak for themselves and not for the University or the U.S. Government, but they should be aware that they are still deemed to be representing the University, the IC, and the U.S. Government; therefore, 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 access, information they produce must undergo NIU and ODNI pre-presentation (or prepublication as appropriate) classification and policy review before being released to the public—whether the presentation is written, oral, or electronic. This process is described in the section of this catalog on Publication Procedures. Academic freedom does not relieve any NIU faculty member, student, or staff member from their obligations to protect intelligence sources and methods. Discussion and debate involving classified information is encouraged, with the caveat that all participants must be cleared for access to the material involved.

## 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 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. Visiting speakers have the ability to waive non-attribution for recorded or other on-the-record events.

### NIU Classroom and Research

Because all NIU students and many faculty members have professional careers outside the University in U.S. Government agencies or the military services, the University has a non-attribution policy to cover student and faculty interactions 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 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 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 are defined as follows:

- "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 taking ideas from others' grant proposals or articles during the peer review process and including them in their own publications.
    - Students taking material from the Internet verbatim, without attribution, during write-ups of research.
    - Faculty taking thesis material from students and including it in publications without giving due credit.

Academic integrity specifically prohibits cheating, plagiarism, and tolerance of those practices by other students. Cheating is defined as committing an act with the intent to receive undeserved credit or to gain an unfair advantage or assisting or attempting to assist others in doing so. Students are expected to properly and accurately credit 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.

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. Students normally receive a grade of F for any work proven to be undertaken or performed in violation of academic integrity standards. All instances of alleged violations of academic integrity are handled in accordance with published NIU policies.

## 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 up to 25 percent of a paper for another course's requirement. The new paper must be clearly footnoted as such. **Students may use, and are encouraged to use, sections, or entire parts, of their own course papers in their thesis or capstone paper with proper annotation and footnoting**.

## Actions for Suspected Academic Integrity Violations

The process for reviewing academic integrity violations is as follows:

1. Students must report any suspected violations of academic integrity to their faculty members.
2. The faculty member then discusses the matter with the student(s) in question.
3. The faculty member reports any suspected violations, whether based on their own findings or those forwarded by a student, to the appropriate Program Director.
4. The Program Director investigates the suspected violation, talks to all parties involved, and, if necessary, convenes the APSC to review the validity of the suspected violations.
5. As required by the APSC, students and faculty members submit detailed information for the record.
6. The APSC reviews the record to determine if a violation occurred.
7. The APSC determines whether a violation occurred and notifies the appropriate Dean of its findings and recommendations in writing.
8. The Dean reviews the APSC findings and recommendations and makes a final written determination, which is then communicated to the student and APSC. The student may appeal the punishment to the Provost. If the applicable Dean or the Provost is unavailable, the Associate Dean or Associate Provost fills the role.

Punishments for violations include, but are not limited to:

- 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.
- Any proven violations of academic integrity will be reported to the student's home agency or military service.

## Intellectual Property Rights Policy

NIU recognizes and supports faculty, staff, and student intellectual property rights to the fullest extent permitted by law and policy.

Prior to 23 December 2022, NIU students, staff, and faculty members were precluded from asserting copyright for any works produced in the course of performing the official duties of the author.

However, with passage of the Intelligence Authorization Act for Fiscal Year 2023 (FY23 IAA) (Public Law 117-263, 23 December 2022), all civilian members of the NIU faculty now own the copyright of a literary work produced by that civilian faculty member in the course of their employment for publication in a scholarly press or journal. Thus, civilian faculty members of NIU may assert copyright for certain works produced in relation to their employment at NIU. However, under the FY23 IAA, the Director of National Intelligence, may at any time, direct the civilian faculty member to provide the Federal Government with an irrevocable, royalty-free, worldwide, nonexclusive license to reproduce, distribute, perform, or display the work of the civilian faculty author for the purposes of the U.S. Government.

ODNI and NIU will issue further policy guidance on implementation of these protections. While this guidance is being drafted, students, faculty, fellows, and staff should direct any questions on intellectual property rights to the ODNI Office of General Counsel via their Department Chair, Program Director, Academic Advisor, or supervisor as appropriate. University personnel interested in maintaining intellectual property rights on published work and/or the potential for receiving royalties, honorariums, or patents should consult with their management as early as possible.

Note that whether a student, staff, or faculty member can accept or direct compensation (e.g., royalties, honorariums) for a particular work is a separate question from whether they can assert copyright protection for that work. Government employees are subject to additional laws and regulations regarding ethical conduct and conflicts of interest that may preclude the employee from compensation for a work produced in relation to their employment, on government time, or with government resources.

Additionally, patent rights regarding inventions that may result from faculty or student research are separate from those regarding copyrights. Any patent from such research by a Federal Government employee related to the employee's official duties, made during working hours, or made with contribution of any Government resources belongs to the U.S. Government.

Any work intended for release to the public is still subject to prepublication security and policy review, as specified by NIU and ODNI. See "Publication Procedures" below and ODNI Instruction 80.04 for additional details.

## Publication Procedures

**Unclassified materials intended for release to the public are subject to required NIU and ODNI prerelease, prepublication review.**

Information 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 the IC or the U.S. Government.
- Subjects of significant concern to ODNI or the IC.
- Any subject about which the author has had access to classified information during his or her affiliation with NIU, ODNI, or the IC.

NIU personnel may publish two types of materials: (1) official, produced as part of one's official NIU duties, and (2) nonofficial, produced outside of one's NIU duties. Both official and nonofficial products must undergo a review process, defined by the respective NIU supervisor, to ensure that the product does not contain classified or operational security (OPSEC) information and would reasonably not be expected to impair the author's performance of duties, interfere with authorized functions of NIU or ODNI, or have an adverse effect on the security or foreign relations of the United States.

NIU personnel may prepare information in a private and nonofficial capacity for disclosure in the public domain if such action would reasonably not be expected to impair the author's performance of duties, interfere with the authorized functions of the ODNI, or have an adverse impact on the security or foreign relations of the United States.

ODNI policy specifically recognizes academic freedom at NIU. Students and faculty members of 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 OPSEC critical information or jeopardize U.S. national security interests and the author accurately portrays official policy, even if the author takes issue with that policy.

NIU personnel must obtain their supervisor's concurrence prior to their submission of material to ODNI Prepublication Review. Supervisory concurrence is to ensure the individual's supervisory chain (to include the Deans) is aware of the submission and 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 NIU.

After completion of NIU review, NIU personnel may submit the product to appropriate ODNI officials 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.

## Copyright Compliance for Faculty and Students

Reproduction of copyrighted materials at NIU is governed by the Copyright Law of the United States (https://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 1 January 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 to be considered 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**.

Faculty members are allowed to make one copy of the following for the purposes of research, lesson preparation, teaching, etc.:

- A book chapter.
- An article from a periodical or newspaper.
- A short story, essay, poem, etc., whether or not from a collected work.
- 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:

- 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.

    - No more than one chart, graph, diagram, drawing, cartoon, or picture 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 two 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 newspaper 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 previous criteria and the work is protected by copyright, the user should obtain permission to use the work from the copyright holder or its agent.

Each copy must include the following copyright statement:

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

## Copyright and Foreign Works

The United States is a member of the Berne Convention, the leading international copyright treaty. 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.

## 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 University 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 five years before the date of request would be too many under CONTU.
- Use of electronic materials licensed by ODNI or the IC: The University 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 University Library:

> "The Copyright Law of the United States (Title 17 U.S. Code) Governs the Making of Photocopies and Other Reproductions of Copyrighted Material. The Person Using This Equipment Is Liable for Any Infringement."

### Obtaining Copyright Permission

When required, permission to use copyright-protected materials should be obtained before using those materials. The staff of the University Library provide assistance once the materials have been identified, and it has been determined that copyright permission is required. 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 University Library. For assistance in obtaining copyright permissions, contact the Library at library@niu.odni.gov.

Because 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.

- U.S. Copyright Office, http://www.copyright.gov.
- "Reproduction of Copyrighted Works by Educators and Librarians," http://www.copyright.gov/circs/circ21.pdf.
- Copyright Clearance Center, http://www.copyright.com.

## OFFICE OF RESEARCH

The Office of Research (OOR) aims to serve as the IC's premier resource for intelligence ideas, innovation, and research excellence. Its mission is to promote research distinction at NIU by leading on research standards and providing the outlets and infrastructure necessary for intelligence scholarship to flourish. To that end, OOR incorporates the Ann Caracristi Institute for Intelligence Research, the National Intelligence Press (NI Press), and the University Library.

### The Ann Caracristi Institute for Intelligence Research

The Ann Caracristi Institute for Intelligence Research (CIIR) represents the IC's principal resource for academic intelligence research. CIIR serves to support, advance, and promote NIU's academically rigorous research on topics critical to U.S. intelligence and national security. The Institute houses NIU's expert research faculty, prestigious Research Fellowship Program, and a number of pioneering intelligence research centers, which use state-of-the-art research methods and tools to analyze a synthesis of classified and unclassified data on cutting-edge topics.

## Caracristi Research Faculty and Fellows

- Faculty members specialize in applying the scientific method to a broad range of research topics pertaining to current and emergent intelligence and national security issues.
- Fellows conduct innovative research on issues of U.S. national security and intelligence interest during an academic year at NIU.

## Caracristi Research Initiatives

- *Blue Sky*: a portfolio of research initiatives that takes an open-minded approach to informing national and IC leaders on what the future intelligence enterprise could be and how that vision can be achieved.
- *North Star*: focuses on defining the future intelligence mission and examining longstanding debates regarding definitions, purpose, and scope of intelligence, as well as who the IC should serve and how.

## Caracristi Institute Research Centers

CIIR administers the following research centers in partnership with NIU's College of Strategic Intelligence and School of Science and Technology Intelligence:

- Center for Anticipatory Intelligence and Adaptive Influence (C[AI]2): Applying complexity theory and advanced computational methods to better understand intelligence problems and improve policymaking.
- Center for Futures Intelligence (CFI): Driving research and engagement at the nexus of geopolitical futures, disruptive technology, and strategic foresight to prepare intelligence leaders for tomorrow's security challenges.
- Center for Global Politics and Societies (CGPS): Conducting academically rigorous, indepth research on regions and dynamics of critical and emergent significance to U.S. intelligence and national security.
- Center for Intelligence in Extremis (CIX): Providing indepth, STEM-related, multidisciplinary intelligence research, education, and programmatic support to address existential threats.
- Center for Truth, Trust, and Transparency (Tr3): Focusing on identifying public attitudes, perceptions, and biases related to what an interested citizenry knows, believes, and seeks to learn about what the IC does, how it performs its various missions, whom it serves, and its role in protecting U.S. national security and supporting national interests.
- Data Science Intelligence Center (DSIC): Leveraging classified and unclassified datasets from across the U.S. Government and open sources to push the limits of data science research in support of U.S. intelligence and national security.
- Geospatial Science Center (GSC): Supporting research and teaching using geospatial analysis.

### NIU Research Seminars

Research workshops build 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. This includes opportunities for students to present their research to the Community.

### NIU Research Fellowship

CIIR sponsors 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. Intelligence professionals are competitively selected for the opportunity to conduct critical, innovative, and academically rigorous research on a full-time basis in support of U.S. intelligence and national security. Fellows are assigned to a 12-month tenure, which may be extended by the agreement of CIIR and the fellow's home agency. Professionals from across the IC must apply directly to the program and have the support of their supervisors and agencies to participate.

The research fellows work with CIIR mentors, NIU faculty, and IC experts to refine their proposals, execute their research, and complete written products, as well as oral briefings. The Fellowship program offers research funding for data collection and analysis. Finished products may be eligible for publication by NIU's National Intelligence (NI) Press. Individuals interested in applying for a research fellow position may contact CIIR for more information at **Fellowship@niu.odni.gov**. Please direct queries and interest in the Institute to: **Caracristi@niu.odni.gov**.

## National Intelligence Press

The NI Press is a scholarly academic press dedicated to publishing high quality, valuable, and timely books and other publications 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 authors to exercise their academic freedom to introduce new perspectives on key issues within the IC. To ensure accuracy and relevance, NI Press products undergo peer review by senior government officials and subject matter experts before publication.

### Books

The NI Press Editorial Board promotes transparency and professionalism in the selection of book-length manuscripts for publication. The Editorial Board includes NIU faculty to draw on their varied backgrounds and expertise to maintain the high quality of NI Press publications.

Anyone may download free electronic copies of NI Press books at **http://www.NI-U.edu**. U.S. Government employees may request a complimentary copy of any book by contacting the NI Press at **NIPress@niu.odni.gov**. The general public may purchase copies of some NI Press books from the Government Printing Office at **http://bookstore.gpo.gov**.

### Research Monographs, Shorts, and Notes

The NI Press collaborates closely with the Caracristi Institute in the publication of NIU *Research Monographs*, including those prepared by the Institute's research fellows. The Press also publishes NIU *Research Shorts* and NIU *Research Notes*, which blend intelligence information with academic insights on topics of interest across the IC. Some of these publications are available at **http://www.NI-U.edu**.

### NIU Podcast Series

The NI Press also produces the *Intelligence Jumpstart* podcast. This NIU podcast series explores relevant issues that impact national security, engaging thought leaders from academia, the IC, and the private sector to offer academic perspectives on timely and relevant topics.

## University Library

The University 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 needs of the IC. The Library is committed to building its collections and services to align with the University's future-focused curricula and the broader mission of the IC.

### Location

The Library is located on the basement level of Roberdeau Hall at ICC-B. The Library's staff operating hours are 0800–1800, Monday through Friday, but the Library is physically accessible to users 24 hours a day, 7 days a week, as are its electronic resources via the Library's Blackboard page.

### 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, indepth research assistance with electronic resources, and assistance and instruction in using the Library's electronic databases during staff operating hours.

For research assistance at one's desk, at home, or after hours, patrons can contact the research librarians. Contact information can be found on the Library's Blackboard page.

### Collections

The Library's physical holdings consist of 50,000 books and reference materials and more than 300 journals and periodicals, as well as audio CDs and DVDs. The Library also maintains several special collections available to users for research purposes.

### Electronic Resources

The Library provides access to subscription databases, focusing on academic research resources. These combined subscriptions put thousands of research periodicals and books at users' fingertips. For access information, contact the Library staff. Contact information can be found on the Library's Blackboard page.

# STUDENT AFFAIRS

The Office of Student Affairs supports NIU students with a variety of non-academic and extracurricular services to enhance the overall student experience. This office is headed by the Associate Provost of Student Affairs and consists of three components:

- Student Life (including student communications, orientation, and support of student leadership/organizations)
- The Writing Center
- Alumni Relations

Student Affairs is also responsible for the Student Handbook, the onboarding and end-of-program surveys, and the coordination of the University's two largest annual events: the Convocation at the start of each academic year and the Commencement Ceremony at its culmination.

Contact Student Affairs at NIU_Student_Affairs@niu.odni.gov or look for more information in the NIU Student Handbook.

## Student Reasonable Accommodations

NIU is committed to ensuring that all students have the opportunity to perform to the best of their abilities while enrolled in University programs. Students in need of reasonable accommodations should review the guidance in the Student Handbook and then contact Student Affairs.

## Student Grievance and Complaint Process

NIU grants students the opportunity to seek resolution for any University-related, academic and non-academic grievances, as defined in the NIU Student Grievance Policy, which is contained in the Student Handbook. For grievances related to a course grade, please see the Grade Appeals section of this catalog.

# NIU ACADEMIC PROGRAM OVERVIEW

NIU is focused on fostering a common, rigorous learning experience for each student regardless of program or format. The following is an overview of NIU's academic programs.

## One Year in Residence, Full-Time

NIU students can earn a degree by attending classes, in-residence/full-time, over 11 months starting in August and ending in June. The in-residence/full-time program comprises both a Master of Science of Strategic Intelligence (MSSI) and a Master of Science and Technology Intelligence (MSTI), as well as a completion program for Bachelor of Science in Intelligence (BSI). These programs have unique requirements, foremost of which is an endorsement by the student's home agency or department.

## Two-Year, Part-Time

NIU students may also earn their master's degree by attending class part-time. NIU offers courses in the day, evening, during a monthly weekend/executive program, and at its academic centers. Although NIU offers these formats every year, actual degree and concentration offerings are subject to enrollment interests and course availability. Most part-time students attend class during the evening. Students are typically registered for two classes per quarter. The first year is focused on the core and degree program requirements. In the second year, students take their electives and complete an academic thesis. It is also possible for part-time students to attend class during the day if their schedule and agency permit.

## Monthly Program

NIU students can earn a MSSI or MSTI degree by attending class part-time on the weekend. This weekend format is typically scheduled for one weekend per month with classes meeting on select Saturdays and Sundays during the year. Students enrolled in the monthly format can also attend a two-week intensive/in-residence period each summer. This is a competitive program that blends active-duty military, reserve military, and IC civilians. At this time, concentrations and the certificate program are not formally offered in the monthly format due to faculty resource constraints.

## Certificate Program

NIU offers the Certificate in Intelligence Studies in several topical areas.

## Continuing Education

Students who wish to take courses for professional development may apply as a continuing education (CE) student. CE students can apply up to six credit hours, earned in CE status, toward a graduate degree from NIU.

## Academic Opportunities

### Student Research Funding

A limited amount of research funding is available to all students. Funds support offsite research outside the Washington, DC, area or attendance at conferences related to an approved thesis topic. Eligibility requirements are:

- Successful completion of MCR 701, Thesis Methodology and Design.
- In good academic standing.
- Approval from the Dean.
- Institutional Review Board determination letter.

In-residence/full-time students are eligible during their year at NIU. Part-time students are eligible when they have completed the core and required electives with only thesis courses (702, 703, 704) remaining. Additional information is available through the Office of the Dean of each program.

### Joint Professional Military Education Studies Program

NIU is accredited by the Chairman, Joint Chiefs of Staff, as a program for in-residence/full-time Joint Professional Military Education (JPME) Phase I. Students must be service-nominated, service-selected, and qualified to enroll in the in-residence/full-time master's degree program. Students are not authorized to self-select for the JPME program. Students are notified of their selection for the program during NIU orientation. Enrolled students in the JPME Phase I program must complete the full curriculum for the MSSI or the MSTI degree, take the designated JPME courses with the academic year JPME cohort, and complete a Joint Doctrine Exam. Interested students may contact the JPME Program Director for further details.

The following courses are mandatory for JPME credit in both the MSSI and MSTI degree programs:

- *DEF 601* *National Strategy: Theory and Intelligence Considerations*
- *DEF 602* *Joint Campaign Planning and Intelligence*
- *DEF 603* *Strategic Crisis Exercise*
- *DEF 604* *Staff Ride*

## NIU Global Campus

To effectively meet its mandate to provide relevant, accessible, and continuous intelligence education to globally dispersed personnel beyond the National Capital Region, NIU has established a global campus structured around regional academic centers.

Each academic center is managed by an onsite NIU center director and offers courses taught by full-time and adjunct NIU faculty. To maximize accessibility, the academic centers work with approved instructional sites where students can participate via secure VTC. Students who begin at an Academic Center but must PCS to an area without access to an NIU instructional site during the course of their studies or students who must deploy, may, on a case-by-case basis, continue their studies via remote SVTC. This must be approved by the Center Directors and Dean(s), and in coordination with the Associate Provost for Academic Integration and Services in advance, and the student must be made aware that the onus is on them to ensure they have access to a secure VTC.

## NIU Academic Center at Ft. Meade (NAC)

The NSA Academic Center (NAC) is located at NSA headquarters on Ft. Meade, Maryland, and includes an instructional site at NSA Georgia on Fort Gordon, Georgia. The NAC primarily serves students who work at NSA but is also available to other IC-affiliated staff who can readily access NSA spaces. As NIU's longest standing academic center, the NAC has a large student and alumni population and is seeking to expand to other NSA locations across the country.

NAC students receive local support from a dedicated team of civilian and contractor personnel who ensure they have classroom space, textbooks, and other learning materials, and that they enjoy a positive experience throughout their program. NSA recognizes the value of an NIU degree and provides the resources necessary to offer the MSSI degree in a convenient location and format for its civilian and military personnel.

NAC program offerings:

- MSSI Degree (generally 24 months)

NAC students earn NIU's Master of Science of Strategic Intelligence (MSSI) degree in the part-time/day-time program, which allows students to dedicate up to two workdays per week to their NIU education program. NAC classes are generally offered in the 0800-1040 course time, and occasionally in the 1100-1340 course time. As part of a NAC cohort, NAC students take two courses per quarter for two years and complete a thesis to earn a general MSSI degree. NAC courses are taught by both NIU full-time faculty and NAC adjunct faculty to provide a diverse and well-rounded experience for the NAC students. NAC students at NSA headquarters also have the option to attend classes in person at NIU's main campus in Bethesda if space is available.

For more information about the NSA Academic Center, call 301-688-5691.

## NIU European Academic Center (EAC)

The European Academic Center (EAC), located at RAF Molesworth, UK, serves primarily students assigned overseas to U.S. European Command (EUCOM) and U.S. Africa Command (AFRICOM). With additional instructional sites in Stuttgart and Ramstein, Germany, EAC supports students throughout Europe and Africa who can attend classes via secure videoconference.

The EAC staff consists of two permanent full-time faculty, augmented by roughly a dozen adjunct faculty, and is fully integrated with the full-time faculty members from the main campus. Like programs on the main campus, NIU programs at the European Academic Center are open to U.S. Government civilians and military service members who hold TS/SCI clearances. Also like the main campus, the EAC operates on an academic quarter calendar.

Classes meet for ten weeks. The exception is summer quarter, which runs eight weeks. Students who wish to take courses offered at other campuses must request permission from the course faculty and from the EAC Director or Deputy Director.

EAC program offerings:

- MSSI Degree (generally 24-36 months)
- Certificate in Intelligence Studies–Africa (generally 12 months)

By taking two classes per quarter, EAC students in the MSSI degree program can complete the coursework in roughly 18 months. The degree requires a master's thesis, which may be completed concurrently with the coursework but can typically take up to an additional six months to complete. The Certificate in Intelligence Studies–Africa comprises two required plus two elective courses. The required courses are RSI 601 Africa: Principles and Continuity Through Time and RSI 602 U.S. Policy Toward Africa. Students may choose two electives from the following courses: RSI 603 Conflict and Complications in Africa; RSI 604 International Development Intricacies in Africa; RSI 605 The Technical Side of Africa; and RSI 606 Futures of African Countries. There is also a capstone paper requirement. The certificate coursework can generally be completed in one year and an additional academic quarter is permitted to complete the capstone paper.

For more information about the EAC, contact the Director at +44 1480 843 641, or the Deputy Director at +44 1480 843 484.

## NIU Southern Academic Center (SAC)

The Southern Academic Center (SAC), located at U.S. Central Command (CENTCOM) in Tampa, Florida, primarily serves students who live and work in the vicinity of MacDill Air Force Base but also supports students from six instructional sites: U.S. Southern Command (SOUTHCOM), Hurlburt Field and Joint Interagency Task Force–South (JIATF-South) in Florida, National Air and Space Intelligence Center (NASIC) in Ohio, Redstone Arsenal in Alabama, and Fort Liberty in North Carolina. These various agencies/activities support a large and diverse student population representing eight different organizations and agencies.

The SAC staff consists of two permanent full-time faculty, augmented by adjunct faculty, and is fully integrated with the full-time faculty members from the main campus. Like the main campus programs, NIU programs at the SAC are open to U.S. Government civilians and military service members who hold TS/SCI clearances. Like the main campus, the SAC operates on an academic quarter calendar, and classes meet on Tuesdays, Wednesdays, and Thursdays for ten weeks from 1630 to 1910—except for the summer quarter, which is only eight weeks with classes from 1630 to 1940. By taking two classes per quarter, students in the MSSI or MSTI degree program can complete the coursework in 18 months. There is also a thesis requirement that can be completed concurrently with the coursework but can typically take up to an additional six months to complete.

SAC program offerings:

- MSSI Degree (generally 18-24 months, with option for the Strategic Intelligence in Special Operations (SISO) Concentration)
- MSTI Degree (generally 18-24 months)

- Certificate in Intelligence Studies—Strategic Intelligence in Special Operations (SISO) (generally 12 months)

The SISO Concentration within the MSSI degree and the SISO Certificate comprise three required courses plus one elective course. The required courses are INT 606 Covert Action, TRN 607 Transnational Challenges, and DEF 623 Intelligence and Special Operations. The additional required elective is chosen from DEF 621 Asymmetric Warfare, DEF 622 Peacekeeping and Stability Operations, RSI 661 Social Analysis, TRN 603 Roots of Terrorism, TRN 604 Countering Terrorism, and TRN 612 Engaging International Partnerships.

For more information about the SAC, contact the Director at 813-529-2640, the Deputy Director at 813-529-2626 or the Program Director at 813-529-2641.

## NIU Quantico Academic Center (QAC)

The Quantico Academic Center (QAC), located at the FBI Academy Intelligence and Investigative Training Center, primarily serves students who live and work in the vicinity of Marine Corps Base Quantico. The QAC supports a diverse student population representing multiple organizations and agencies. An FBI-appointed Center Director and Office Services Specialist staff the center.

The QAC provides part-time, evening graduate study to qualified military and Federal civil service personnel who hold active TS/SCI clearances and who are looking to earn a Master of Science of Strategic Intelligence (MSSI) or a Certificate in Intelligence Studies in Counterintelligence (CI).

Classes are held in person at Quantico and via SVTC to NIU Main Campus. Classes operate Monday through Thursday from 1800 to 2040 during the 10-week fall, winter, and spring sessions and from 1800 to 2120 during the 8-week summer session. Instruction is provided by NIU Main Campus faculty and augmented by adjunct faculty.

QAC program offerings:

- MSSI Degree (generally 24 months)
- Certificate in Intelligence Studies–Counterintelligence (generally 12 months)

QAC students can earn the MSSI degree by taking two classes per quarter. QAC students in the MSSI degree program can complete coursework in roughly 18 months. The MSSI degree requires a master's thesis, which may be completed concurrently with the coursework but can typically take up to an additional six months to complete. The CI Certificate is a one-year program that offers students who possess an undergraduate or graduate degree the option of studying CI issues without degree enrollment. Students take one class per quarter for four consecutive quarters. Courses include CAC 620 Counterintelligence, CAC 621 Comparative Intelligence, RSI 613 Chinese Intelligence and Information Warfare, and RSI 636 Russian Intelligence.

For more information about the QAC, contact the Director at 703-632-1976 or the Office Services Specialist at 703-632-4773.

### Other Instructional Locations

NIU also manages two instructional locations directly from the ICC-B.

Students at the NGA-St. Louis location may pursue an MSSI degree or continuing education courses. Students take NIU courses via Secure VTC to the ICC-B or other Academic Centers. NIU's NGA Chair supports students at this location.

Students at the U.S. Indo-Pacific Command (INDOPACOM) location may pursue the China Certificate only. Courses are taught by adjunct faculty or via Secure VTC to the ICC-B. NIU's Director of the China Certificate and Concentration support students at this location.

## Phases of Study (In-Residence/Full-Time Program)

In AY 2023-24, NIU will begin to transition its degree programs to a phased approach to student learning. However, these changes apply to the in-residence/full-time program only, although part-time students are welcome to join any campus activities. **Please note: All students, regardless of program, who intend to graduate in summer 2024 must complete all courses except MCR 704 Thesis Completion by the end of the spring term.**

Phase 1: Students in the in-residence/full-time program report to NIU on 31 July 2023 to begin in-processing and orientation activities. Graduate degree-seeking students will complete MCR 609 Intelligence Collection and BSI students will complete CAP 400 Capstone Introduction from 4 to 24 August, which will be integrated with other orientation activities. Between 14-24 August, new in-residence/full-time students will engage in research and writing workshops, and thesis and capstone topic conversations.

Phase 2: Classes begin on 28 August 2023 for all students. Students will complete all coursework, to include required core courses, general electives, free electives, and thesis or capstone preparation courses, during the fall, winter, and spring academic terms. Students should research and write their theses and capstone projects primarily during this period.

Phase 3: Students will complete and submit master's theses and capstone projects. The final deadline to submit an approved (by the student's committee) thesis is 7 June 2024 at noon. Each graduate student will be required to participate in a University-sponsored thesis symposium to be held on 18 and 20 June 2024. BSI students will complete and submit capstone team presentations and papers by 7 June 2023 or as prescribed by the BSI Program Director.

Graduation for the Class of 2024 will be held on 28 June 2024.

## Degree Status and Credit Hours

### Degree Status

Students admitted into NIU degree programs must satisfy all degree requirements, as stated in the course catalog at time of their enrollment. Questions regarding the appropriate course catalog can be directed to niu_enrollments@niu.odni.gov.

### Non-Degree Status

Non-degree-seeking students may enroll in courses as continuing education (CE) students. 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. Students who subsequently convert to degree- or certificate-seeking status may apply (no more than) two CE courses toward a degree or certificate.

### Assignment of Credit Hours

The University operates on the quarter system. Credits are based on the quarter hour. The standard graduate, undergraduate, or certificate course at NIU carries a 3-credit weight based on students achieving 1,600 minutes of instructional time 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.

Students must successfully complete a minimum number of credits based on their academic program:

- The MSSI and the MSTI programs require students to earn 45 credits. Students in the JPME program will earn 46 credits.
- The BSI is a degree-completion program; therefore, students are required to:
    - Transfer in 120 quarter (80 semester) hours of work.
    - Earn 57 upper-division credits while at NIU.

## Electronic Learning and Assessment

The University uses the Blackboard Learning Management System on its unclassified systems to allow students and faculty to access information and instructional resources. Through Blackboard, each faculty member has a virtual classroom with a syllabus, readings, lecture, and presentation materials. 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. Dedicated Blackboard specialists within the Education Technology Office at ICC-B support students and faculty with Blackboard training and support. The University uses JWICS SharePoint to present classified course materials.

If circumstances warrant, NIU may also use MS Teams (embedded in ODNI UView) as a teaching platform if courses must be taught in a hybrid format (with some class time on campus, and some class time conducted remotely) or due to local weather concerns. NIU also uses MS Teams and One Drive for research presentations and other engagement with the broader academic community and national security enterprise.

# Bachelor of Science in Intelligence

The Bachelor of Science in Intelligence (BSI) is a bachelor's degree completion program that allows students, who have completed three years of equivalent credits (80 semester hours minimum) of undergraduate study, to earn their undergraduate degrees in intelligence. The BSI is designed to encourage intellectual inquiry and the development of responsible graduates who dedicate themselves to improving the IC. At the conclusion of the program, students, working together as members of capstone teams, are required to submit a capstone project demonstrating critical thinking, innovation, and analytical problem-solving in a collaborative environment.

## BSI Degree Learning Outcomes

NIU BSI graduates will:

- Analyze elements of the global environment in the context of security and intelligence.
- Distinguish processes, capabilities, and constraints of the U.S. national security and intelligence enterprises, to include intelligence support to strategy and policy.
- Appraise the dynamic interaction between the global environment and national security and intelligence.
- Create analytic outcomes individually and collaboratively.

## BSI Degree Requirements

The BSI degree program consists of 57 credit hours, including:

- 7 core courses (21 credit hours)
- 1 program elective course to support the capstone project (3 credit hours)
- 5 elective courses, 1 of which must be a regional studies course (15 credit hours)
- 6 capstone preparation and completion courses (18 credit hours)

**Typical program flow:**

***Phase 1 (2 credits)***

- *CAP 400 Capstone Introduction*

***Phase 2 (49 credits)***

Fall Quarter (15 credits)

- *BCR 401 Global Security Environment*
- *BCR 407 Intelligence Analysis*

- *BCR 409 Collection Assets and Capabilities*
- *BCR 411 Intelligence and National Security Strategy*
- *CAP 401 Capstone Research and Design*

Winter Quarter (17 credits)

- *BCR 405 Analytic Methods*
- *BCR 413 Science, Technology, and Intelligence*
- *CAP 402 Capstone Proposal*
- *Program Elective (directly related to the capstone project)*
- *Elective*
- *Elective*

Spring Quarter (17 credits)

- *BCR 403 International Political Economy*
- *CAP 403 Analyst-Collector Integration*
- *CAP 404 Capstone Research*
- *Elective*
- *Elective*
- *Elective*

***Phase 3 (6 credits)***

- *CAP 405 Capstone Completion*

Elective courses (as available): a selection of the courses below will be offered in winter and spring terms. The BSI Program Director will designate at least one program elective course, directly related to the overall theme of the capstone project, which all students must take. However, with the permission of the BSI Program Director, a capstone team may select an alternative program elective course that the team feels better supports its specific capstone project. All team members must take this course. For all students, one elective must be a regional studies course taken either at the undergraduate or graduate level.

- *CAC 420 Counterintelligence*
- *CAC 430P Strategic Warning*
- *DEF 422 Intelligence: Building Stability and Peace*
- *DEF 423 Intelligence and Special Operations*
- *RSI 421 South Asia: Intelligence Issues*

- *RSI 422 East Asia: Intelligence Issues*
- *RSI 431 Eurasia: Intelligence Issues*
- *RSI 432 Europe: Intelligence Issues*
- *RSI 441 Latin America: Intelligence Issues*
- *RSI 451 Middle East: Intelligence Issues*
- *RSI 461 Culture and Identity in an Age of Globalization*
- *STI 460 Denial and Deception*
- *STI 463 Proliferation of Weapons of Mass Destruction*
- *STI 480 Information Operations*
- *STI 482 Cyber Strategy*
- *TRN 403 Terrorism: Origins and Methodologies*
- *TRN 407 Transnational Threats*
- *TRN 409 Homeland Security and Intelligence*
- *BSI 498 Special Topics in Intelligence*
- *BSI 499 Directed Readings*

BSI students have the option to take up to two graduate courses in the MSSI or MSTI programs on a space-available basis in lieu of up to two BSI elective courses in either the winter or spring term. Students must obtain permission from the BSI Program Director and course instructor prior to registration for a graduate course.

## The BSI Capstone

Undergraduate students complete a capstone project as teams during their year at NIU. Students conduct group and individual work on a comprehensive research project. NIU provides an overall capstone theme and applied topic areas during Phase 1 of the academic year, and the student teams develop specific areas of focus. A faculty committee made up of a Capstone Chair and Reader works closely with each team throughout the academic year. Under the guidance of their faculty committees, the teams refine and present their capstone projects during Phase 3 of the summer term. Final papers and presentations are due by 7 June or as prescribed by the BSI Program Director. For more questions about the BSI program, please contact the BSI Program Director at 301-243-2272.

Below are the required six capstone courses needed to graduate:

- *CAP 400 Capstone Introduction (2 credits)*
- *CAP 401 Capstone Research and Design (3 credits)*
- *CAP 402 Capstone Proposal (2 credits)*

- *CAP 403 Analyst-Collector Integration (3 credits)*
- *CAP 404 Capstone Research (2 credits)*
- *CAP 405 Capstone Completion (6 credits)*

# Master of Science of Strategic Intelligence

Students in the Master of Science of Strategic Intelligence (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 Learning Outcomes

Graduates of the degree program will advance the nation's intelligence enterprise through accomplishment of the following learning outcomes:

- Assess how U.S. national security is shaped by forces and developments in an uncertain world.
- Analyze the role the IC plays in the decisionmaking process within the U.S. national security policy and strategy communities.
- Demonstrate expertise in an area concerning threats, capabilities, or the national security enterprise.
- Conduct rigorous analytic research on topics of interest to the IC using all sources of information.
- Demonstrate effective communication and collaboration in a complex joint and interagency environment.

## MSSI Degree Requirements

The MSSI degree program consists of 45 credit hours, including:

- 4 core courses (12 credit hours)
- 1 program requirement course (3 credit hours)
- 4 concentration courses or electives if non-concentration (12 credit hours)
- 3 free electives (9 credit hours)
- 4 thesis courses (9 credit hours)

Required Core Courses (12 credit hours)

- *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*

MSSI Program Requirement (3 credit hours)

- *MSI 601 Analyzing the Global Strategic Environment*

**General Electives, Concentration Courses, and the Strategic Intelligence Studies Program (21 credit hours)**

Students in the College of Strategic Intelligence (CSI) have an option of selecting a Strategic Intelligence Studies (SIS) Program or focusing on a particular concentration topic. MSSI students are not required to select a concentration. Students who do not select a specific concentration are placed into the SIS Program. This program is designed to expose students to a diverse array of intelligence topics while still providing a cohesive, structured academic experience.

The College will try to accommodate students who request a specific concentration in their application and will send out notifications of their enrollment status in the concentration prior to orientation. Students who seek a concentration at a later time will be accommodated on a space-available basis.

Available concentrations include:

- Collection and Analysis
- Counterintelligence
- Strategic Intelligence in Special Operations
- IC Leadership and Management
- Middle East
- China
- Eurasia
- Terrorism

If a student chooses the SIS program, they will have the opportunity to select seven elective courses of their choice (21 hours).

If a student chooses a particular concentration, they must meet the course requirements for that concentration by taking four prescribed courses (12 hours) and three elective courses (9 hours).

Any course that is not listed as a required core or program course can be taken as an elective:

- SIS students may choose from all electives offered across the University; however, a minimum of four must be selected from MSSI degree program courses.

- Concentration-specific students will have registration priority for courses listed as required for their concentration.
- Concentration students cannot use their concentration requirements to meet elective requirements.
- Every year CSI attempts to offer all necessary courses for all concentrations and certificate topics in this catalog, subject to sufficient student demand for the courses and to faculty availability to deliver the courses.

*NOTE FOR JPME STUDENTS: It will be unlikely for any student enrolled in the JPME Phase I to pursue a concentration due to time limitations and program requirements. Students may discuss this with the JPME Program Director or the Office of the Registrar for clarification if needed.*

## CSI Departments

The College of Strategic Intelligence endeavors to improve the global and cultural awareness of military and civilian intelligence and national security professionals, provide them frameworks and tools for critical analysis, instill indepth knowledge of the Intelligence Community and its support of the national security policy process, and enhance their ability to consider the role and desired impact of intelligence on the strategic level in addition to the role played by their agency.

All CSI departments manage at least one concentration, certificate topic, or program. Every department also offers an array of electives available to the entire student body. Department Chairs are responsible for the quality, development, and execution of their assigned concentrations or program courses, electives, and certificate topics. Students with questions regarding their program are encouraged to speak to their Department Chair, Program Director, or Academic Advisor.

CSI is aligned into three interdisciplinary departments:

- National Intelligence and Security Enterprise (NISE) Department
- National Intelligence and Strategic Studies (NISS) Department
- Global Security Intelligence Studies (GSIS) Department

### National Intelligence and Security Enterprise (NISE) Department

The National Intelligence and Security Enterprise (NISE) Department focuses on mission integration within the intelligence enterprise. Graduate learning opportunities build competencies in analysis, collection, counterintelligence, and leadership and management in an approach that emphasizes collaboration, critical thinking, and innovation. Students will be challenged by NISE faculty to understand today's rapidly changing strategic environment and intelligence enterprise capabilities, to develop strategies and assessments that address adversarial threats, and to prepare them to be future senior intelligence leaders. The department provides oversight and management of three core courses: MCR 607 Intelligence Reasoning and Analysis; MCR 608 Leadership and Management in the Intelligence Community, and MCR 609 Intelligence Collection; as well as three concentrations (Collection and Analysis, Counterintelligence, and IC Leadership and Management) and two certificate topics (Counterintelligence and Leadership and Management).

### *Collection and Analysis Concentration*

Students apply advanced analytic methodologies to examine theoretical and real-world intelligence collection and analysis priorities while examining the structures and challenges of the IC, with the goal of providing future-oriented intelligence to strategic decisionmakers. Students select a collection and/or analysis topic for their graduate thesis and collaborate with faculty to select electives that optimally prepare them to produce a relevant body of research.

**Collection and Analysis Concentration Learning Outcomes:**

MSSI students in the Collection and Analysis Concentration evaluate and dissect national-level intelligence priorities to identify component elements of information and knowledge gaps against which collection and analysis efforts are employed.

- Compare the strengths and limitations of various collection and analysis disciplines.
- Critique the interagency structure for tasking, collection, processing, and exploitation of intelligence data, as well as the interactions between collection and analysis.
- Assess the significance of the allocation of limited collection resources and capabilities.
- Recommend analysis methodologies appropriate for theoretical and real-world intelligence priorities.

In addition to the other degree requirements, the Collection and Analysis Concentration includes the following courses (12 credit hours):

- *CAC 601 Advanced Methods of Intelligence Analysis*
- *CAC 602 Applied Collection and Analysis for Strategic Warning*
- *CAC 610 Advancing Intelligence Collection*
- *CAC 613 HUMINT*

### *Counterintelligence Concentration*

The Counterintelligence Concentration prepares students to critically evaluate the efforts of U.S. counterintelligence (CI) agencies to mitigate the foreign intelligence service 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 structure and mission of the U.S. CI organizations, as well as the legal, civil liberties, 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.

**Counterintelligence Concentration Learning Outcomes:**

- Consider the political, legal, social, and economic factors that have shaped the evolution of the U.S. approach to CI.
- Evaluate U.S. CI policy, strategies, organizations, functions, and missions.
- Appraise the foreign intelligence threat to the United States.
- Consider the political, legal, social, and economic factors that have shaped selected foreign intelligence communities.

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

- *CAC 620 Counterintelligence*
- *CAC 621 Comparative Intelligence*
- *RSI 613 Chinese Intelligence and Information Warfare*
- *RSI 636 Russian Intelligence*

### *Intelligence Community Leadership and Management Concentration*

The IC Leadership and Management (L&M) Concentration seeks to educate intelligence professionals on the skills and competencies necessary to lead an effective, adaptive, and agile IC. The concentration provides students with 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 elective courses that prepare them to produce research that contributes to the growing body of work focused on the IC.

**IC Leadership and Management Concentration Learning Outcomes:**

- Evaluate strategic leadership and management principles in leading an adaptive intelligence enterprise.
- Evaluate legal and ethical frameworks and challenges for IC leaders.
- Analyze evidence-based decisions against IC resources and priorities.

In addition to the other degree requirements, the IC L&M concentration includes the following courses (12 credit hours):

- *INT 602 Strategic Decision Analytics and Methods*
- *INT 603 Intelligence Resource Management: Process, Politics, and Money*
- *INT 604 Professional Ethics*
- *INT 605 Intelligence and National Security Law*

## National Intelligence and Strategic Studies (NISS) Department

The National Intelligence and Strategic Studies (NISS) Department challenges students not only to understand, but also to evaluate and strategically leverage the instruments of national power and related tools of statecraft. Students will enhance their capabilities that contribute to enabling national and homeland security policy and power projection. The curriculum includes instruction in military and intelligence history, political and economic theory, application of public policy, civil-military relations, military and defense studies, leadership, alliance and coalition issues, intelligence, oversight, and strategy. The instruction employs local and regional case studies and threat scenarios. The department oversees the JPME program, the Strategic Intelligence in Special Operations (SISO) Concentration, and one Certificate in Intelligence Studies topic—homeland intelligence.

### *Strategic Intelligence in Special Operations (SISO) Concentration*

Special operations forces (SOF) play an important role in U.S. national security strategy, interagency activities, and military operations. Moreover, there is a strong, mutually supporting, symbiotic, and unique relationship between SOF and the IC. The SISO Concentration prepares students to critically examine and evaluate SOF operations and intelligence activities that support those operations with the aim of providing national security decisionmakers more effective strategic options across a wide spectrum of conflict within today's complex global environment. Students who select the SISO Concentration will choose SOF/intelligence-related topics for their graduate theses. Research focuses on intelligence at the national-strategic level, with faculty collaboration to select elective courses that optimally prepare students to produce a relevant body of research on strategic intelligence and special operations.

**Strategic Intelligence in Special Operations (SISO) Concentration Learning Outcomes:**

- Apply analytical frameworks by which to evaluate emerging transnational and conventional threat capabilities and strategies within the environment of special operations.
- Evaluate the unique capabilities of SOF intelligence and sensitive operational activities and how they network within the wider IC.
- Analyze and evaluate how covert action tools and techniques can be incorporated within broader national security strategies and evaluate measures to assess their effectiveness.
- Synthesize key aspects of special operations-unique capability with national intelligence means to propose complex problem solutions to senior-level decisionmakers.

In addition to the other degree requirements, the SISO Concentration includes the following courses (12 credit hours overall):

- *INT 606 Covert Action*
- *TRN 607 Transnational Challenges*
- *DEF 623 Intelligence and Special Operations*

One additional course (student's choice):

- *DEF 621 Asymmetric Warfare*

- *DEF 622 Peacekeeping and Stability Operations*
- *RSI 661 Social Analysis*
- *TRN 603 Roots of Terrorism*
- *TRN 604 Countering Terrorism*
- *TRN 612 Engaging International Partnerships*

## Global Security Intelligence Studies (GSIS) Department

The Global Security Intelligence Studies (GSIS) Department applies innovative and diverse academic approaches to help students master critical country, regional, and transnational intelligence issues that impact global security. The Department uses a variety of multidisciplinary academic and analytical methods to build understanding about intelligence priorities, while synthesizing comprehensive international issues and perspectives to demonstrate their interconnectedness. The Department offers four concentrations—China, Middle East, Russia/Eurasia, and Terrorism—and three certificates—Africa, China, and Eurasia—along with elective courses on Africa, China, Eurasia, Europe, Iran, Latin America, the Middle East, North Korea, Northeast Asia, Polar Regions, Russia, South Asia, and Southeast Asia. This globally-focused intelligence studies program prepares students, as future leaders and consumers of intelligence, to contextualize and best use that intelligence within their assigned areas of responsibility at home and abroad.

### *China Concentration*

The China Concentration emphasizes strategic-level knowledge of this diverse and dynamic country, preparing students to critically identify, analyze, and forecast current and emerging intelligence and security concerns facing the IC in the Indo-Pacific region and globally. The program provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with China's political, social, economic, security, military, and informational behavior. Particular focus is on assessing the opportunities and constraints of China's comprehensive modernization and the effects and trajectories of its reemergence as a great power, both regionally and globally. Students choose a topic and collaborate with faculty to research and produce future-oriented intelligence and national security studies.

**China Concentration Learning Outcomes:**

- Apply the lenses of China's modern history, institutional structure, and elite politics as explanations for its contemporary policies and regime behavior in crisis or conflict.
- Outline the Communist Party of China's national strategy and foreign policy; the processes by which it formulates, articulates, and implements them; and the relationship between the Party's overall strategic ends and its efforts in specific functional and regional areas. Critique the scholarly debates about the implications for the United States and the international order.
- Integrate examinations of China's military modernization program, doctrine, capabilities, and strategies for regional conflicts into the construction of potential Chinese military campaigns in the Indo-Pacific.

- Appraise China's domestic and international activities in the information domain to include intelligence, counterintelligence, cyber and information warfare, and strategic influence operations; and evaluate the implications for U.S. policy.
- Evaluate the strengths and weaknesses of China studies scholarship and its implications for the U.S. strategic intelligence enterprise.

In addition to the degree requirements, the China concentration includes the following courses (12 credit hours):

- *RSI 610 Introduction to China Intelligence Studies*
- *RSI 611 China's National Strategies and Foreign Policy*
- *RSI 612 China's Military Capabilities and Strategies*
- *RSI 613 Chinese Intelligence and Information* Warfare

### *Russia/Eurasia Concentration*

The Russia/Eurasia Concentration emphasizes strategic-level knowledge of this dynamic, geographically broad, and politically and culturally diverse region and prepares students to identify, analyze, and forecast the IC's current and emerging intelligence and security concerns and policies toward both regional allies and potential adversaries. The concentration provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with Eurasian questions. It addresses political, sociocultural, economic, demographic, security, military, conflict, and informational issues for this region. The program also focuses on assessing the drivers and outcomes of Russia's authoritarian assertiveness in an era of great power politics; the challenges and advantages of European Union integration; economic and energy production and interdependence; radicalization and terrorism issues; and external security and economic policies and engagement. Students choose thesis topics and collaborate with faculty to formulate a specific academic sequence of selective and elective courses that prepare them to produce future-oriented, relevant intelligence assessments.

**Russia/Eurasia Concentration Learning Outcomes:**

- Evaluate the expert theoretical and applied research literature examining the dynamics of Eurasia's evolving internal socioeconomic development, national and supranational governance, financial and economic performance and challenges, and domestic stability and internal security.
- Evaluate Russia's military, intelligence, and information strategy, modernization, and operations.
- Analyze Russia's evolving regional and global aspirations, behaviors, and assertiveness, including in foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and confronting or causing regional disputes.
- Assess threats and opportunities for the United States vis-à-vis the actions and intents of Russia and the former Soviet republics in the key issues of governance, economic and infrastructure development, foreign and security policy, domestic political and security conditions, and resource management.

The Russia/Eurasia Concentration includes the following courses (12 credit hours overall):

- *RSI 632 Russia: Geostrategic Intelligence Issues*
- *RSI 636 Russian Intelligence*
- *RSI 637 Russian Foreign Policy*

One additional course (student's choice):

- *RSI 630P Russian Military Issues*
- *RSI 635 The Near Abroad*

### *Middle East Concentration*

The Middle East Concentration emphasizes advanced, strategic-level knowledge of the diverse and complex Middle East, preparing students to critically analyze, assess, and identify current and emerging geopolitical intelligence issues in the region.

**Middle East Concentration Learning Outcomes:**

- Analyze emerging challenges and potential opportunities the Middle East poses to the national security objectives of the United States and its allies.
- Assess the key factors shaping security and stability in the Middle East region.
- Identify possible regional and country trajectories related to stability and security.

In addition to the degree requirements, the Middle East Concentration requires the following four courses (12 credit hours):

- *RSI 651 Introduction to Middle East Politics and Security Issues*
- *RSI 652 Iran: Geopolitical Intelligence Issues*
- *RSI 654 The Arabian Peninsula: Geopolitical Intelligence Issues*
- *RSI 655 Islamism: Geopolitical Intelligence Issues*

### *Terrorism Concentration*

The Terrorism Concentration educates intelligence professionals on the full lifecycle of foreign and domestic terrorist activities, from their political, military, social, and cultural origins to their manifestations as individual terrorists and organized groups operating within a given state or as a transnational network. Students engage a wide spectrum of sociological and political issues that give rise to terrorist groups and transnational terrorist networks that threaten the United States and its interests. Students will apply the broad range of intelligence tools to create innovative solutions directed toward countering the terrorist threat. Students transition during the concentration from focusing on the RED paradigm of studying terrorist adversaries to a BLUE paradigm of assessing the strengths and weaknesses

of the U.S. response to terrorist threats and formulating more robust "whole-of-government" approaches to counter them. Students conduct research and write on a terrorism-related issue for their thesis, while integrating other transnational issues such as crime, corruption, and illicit smuggling that bear on the threat or the U.S. response.

**Terrorism Concentration Learning Outcomes:**

- Apply cross-discipline theoretical frameworks to the causes of terrorism, terrorist movements, and terrorist groups.
- Demonstrate how terrorist organizations are able to achieve their ends through the effects of lethal force as they operate in the physical, cognitive, and moral domains of warfare.
- Analyze the complex interactions between domestic and international issues, including evaluation of the role of adversary states in sponsoring or permitting nonstate and nongovernmental actors to plan or execute attacks against U.S. and allied state targets.
- Analyze the role of the U.S. IC in its response to the global and domestic terrorist threat.
- Evaluate past and present challenges of U.S. counterterrorism strategies and policies.

In addition to the other degree requirements, the Terrorism Concentration includes the following courses (12 credit hours):

- *TRN 602* *Introduction to Terrorism*
- *TRN 603* *Roots of Terrorism*
- *TRN 604* *Countering Terrorism*
- *TRN 605* *Case Studies in Terrorism*

## 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. All students research and write their theses under the close guidance of a committee (consisting 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. 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. An acceptable thesis must:

- Be based on sound, valid, and clear argumentation.
- Provide documentation sufficient for the research to be replicated.
- Contribute to the body of intelligence literature.

Below are the required four thesis courses needed to graduate:

- *MCR 701 Thesis Methodology and Design (3 credits)*
- *MCR 702 Thesis Research (2 credits)*
- *MCR 703 Thesis Writing (2 credits)*
- *MCR 704 Thesis Completion (2 credits)*

# Master of Science and Technology Intelligence

The Master of Science and Technology Intelligence (MSTI) degree curriculum integrates science and technology intelligence (S&TI) 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. Then, students can choose a concentration to focus their education on issues directly related to their interests. Students can also take a more generalist approach and take a variety of elective courses from MSTI concentrations. 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 Learning Outcomes

Graduates of the degree program will advance the nation's intelligence enterprise through accomplishment of the following learning outcomes:

- Understand how world issues and the U.S. national security community are influenced by science and technology.
- Analyze specific science and technology areas to either evaluate associated threats or the potential to enhance U.S. intelligence capabilities.
- Conduct rigorous analytic research on science and technology topics of interest to the IC and provide outputs to appropriate customers and stakeholders.
- Inform decisions on science and technology topics within the U.S. national security and intelligence communities.

## MSTI Degree Requirements

The MSTI degree program consists of 45 credit hours, including:

- 4 core courses (12 credit hours)
- 1 program requirement course (3 credit hours)

- 4 concentration courses or electives if non-concentration (12 credit hours)
- 3 free electives (9 credit hours)
- 4 thesis courses (9 credit hours)

Required Core Courses (12 credit hours)

- *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*

MSTI Program Requirement (3 credit hours)

- *MST 613 Science and Technology*

**General Electives and Concentration Courses (21 credit hours)**

The School of Science and Technology Intelligence (SSTI) offers its concentrations to students at ICC-B who attend class in person, or via VTC from an approved site.

Students desiring a broad S&TI education may take their four electives from any of the SSTI concentrations, but they will not receive a concentration annotation on their transcript. The final three electives (9 credits) may be taken from any University program.

Students who want a more indepth S&TI education in a particular area of study may select their four electives (12 credits) from within one of the SSTI concentrations, and they earn a concentration annotation on their transcripts. Students can also pursue dual concentrations, and they earn dual concentration annotations on their transcripts. Dual concentrations probably require that the final three electives (9 credits) and one more elective be taken from the concentration programs. Some courses are dual-listed across concentrations. SSTI does not place students into concentrations unless their home agency specifically mandates it. Students simply earn a concentration by taking four courses in the desired concentration area.

SSTI will try to accommodate students who request a specific concentration in their application. Students who seek a concentration at a later time will be accommodated on a space-available basis. If a student chooses a particular concentration, they must meet the course requirements for that particular concentration by taking four courses (12 hours) and three elective courses (9 hours) for a total of 21 credit hours.

Available concentrations include:

- Counterproliferation (CP)
- Cyber Intelligence (CYI)
- Data Science in Intelligence (DSI)
- Emerging Technologies and Geostrategic Resources (ETGR)
- Information and Influence Intelligence (I3)

*NOTE FOR JPME STUDENTS: It will be unlikely for any student enrolled in the JPME Phase I to pursue a concentration due to time limitations and program requirements. Students may discuss this with the JPME Program Director or the Office of the Registrar for clarification if needed.*

## Counterproliferation (CP) Concentration

Weapons of mass destruction (WMD) are among the highest priority concerns for the IC. WMD issues include chemical, biological, radiological, nuclear, and high-yield explosive (CBRN-E) threats from state and nonstate actors, as well as nonstate armed groups involving all forms of WMD. The IC uses a wide range of techniques to identify and counter the various adversarial WMD programs. To address these critically important issues in an ever-changing global environment, the Counterproliferation (CP) Concentration at NIU provides a graduate education designed to introduce students to the technology used in threat WMD programs. The CP Concentration explores intelligence issues and challenges surrounding the full spectrum of WMD actors and their evolving capabilities.

**CP Concentration Learning Outcomes:**

- Identify different types of WMD and their method of development and employment.
- Examine WMD technologies, intelligence indicators, and collection challenges.
- Analyze the different factors that affect adversarial WMD capabilities, intent, doctrine, and use, as well as the competing global or regional efforts that enable or counter these activities.
- Evaluate the nature of the WMD threat to the United States and its allies, and the role of the IC in countering WMD.

In addition to the other degree requirements, to earn the Counterproliferation Concentration students must take four of the following courses (12 credit hours):

- *MST 655 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *MST 663 WMD: Counterproliferation*
- *MST 665 The Biological Threat (dual-listed)*
- *MST 667 The Nuclear Threat*
- *MST 669 The Chemical and Explosive Threat*
- *MST 671 S&TI Space and Missile Systems*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Readings*

## Cyber Intelligence (CYI) Concentration

Cyber intelligence is information in the digital world: how it is used, manipulated, and understood. The Cyber Intelligence (CYI) Concentration educates students on the foundations and rapidly changing

dynamics of the global information environment. Successful completion of four courses in the following concentration area prepares students to provide strategic intelligence support within cyber intelligence.

**CYI Concentration Learning Outcomes:**

- Assess the cyber threat environment in relation to strategic intelligence.
- Analyze cyber-related science and technology and the impact on strategic intelligence.
- Examine IC roles and responsibilities related to current and future cyber network operations environments.

Students must take four courses from the following:

- *MST 682 Cyber Intelligence*
- *MST 683 Foreign Information and Cyber Strategies*
- *MST 684 Cyber Threat*
- *MST 685 Social Networks and Intelligence (dual-listed)*
- *MST 686 Network Operations Environment—Engagement*
- *MST 694P Algorithmic Warfare (dual-listed)*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Readings*

## Data Science in Intelligence (DSI) Concentration

The Data Science in Intelligence (DSI) Concentration educates students on the rapidly expanding applications of data science within the context of intelligence collection and analysis. Successful completion of the four courses in the concentration prepares students to provide technically competent critical insight into how data science can be applied to strategic intelligence problems. Data science involves the development of methods to engage large data sets in order to infer useful information and convey insights. Information in large databases, complex structures, and massive data flows provides intelligence analysts and operators with opportunities to inform strategic decisions.

**DSI Concentration Learning Outcomes:**

- Explain the evolving role of data science within the IC.
- Assess the applications and limitations of data science within the context of strategic intelligence.
- Calculate statistics and algorithmic output from intelligence data sets.
- Interpret and communicate the meaning of information inferred from data.

Students must take four courses from the following:

- *MST 688 Data Science Applications*

- *MST 690 Data Science Mathematics*
- *MST 691 Data Science Tools and Techniques*
- *MST 692 Data Science Visualization and Communication*
- *MST 693P Geospatial Data Science*
- *MST 694P Algorithmic Warfare (dual-listed)*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Readings*

## Emerging Technologies and Geostrategic Resources (ETGR) Concentration

The coupled intelligence problems of evolving technology and resources must be grappled with to forestall strategic surprise. One of the most daunting challenges in strategic intelligence is to anticipate the progress of science and technology, compounded by the strategic importance of various resources and environmental forces. Estimating the potential of specific resources, theoretical sciences, emerging disciplines, and hypothetical capabilities to shape the future requires new approaches and broad awareness. Successful completion of four courses in the Emerging Technologies and Geostrategic Resources (ETGR) Concentration prepares students to provide strategic intelligence support within other S&TI disciplines, including cyber and WMD. Students should discuss their elective choices with their concentration Department Chair, Program Director, or Track Advisor.

**ETGR Concentration Learning Outcomes:**

- Analyze emerging technological trends and disruptive events and their implications, including global or regional conditions and environments.
- Analyze market- and economic-based drivers for technological development and supply chain challenges.
- Evaluate the process for and execution of state and nonstate research, development, and acquisition life cycles and the resources required to support, complement, or counter them.
- Evaluate how environmental changes, geostrategic resources, power systems, access routes, supply chain, critical and rare materials, manufacturing, technology transfer, and other critical drivers may influence disruptive and emerging technologies.

Students must take four courses from the following:

- *MST 653 Advanced Science and Technology*
- *MST 655 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *MST 656 The Economics of Technology*
- *MST 657 Case Studies in Technology Transfer*
- *MST 658 Infrastructure Vulnerability Assessment*

- *MST 659P Research, Development, Test, and Evaluation (RDT&E) Intelligence*
- *MST 665 The Biological Threat (dual-listed)*
- *MST 674 Identity Intelligence (dual-listed)*
- *MST 676P Fundamentals of Space Operations*
- *MST 677P Foreign Space Capabilities*
- *MST 698 Special Topics in Intelligence*
- *MST 699 Directed Readings*

## Information and Influence Intelligence (I3) Concentration

The Information and Influence Intelligence (I3) Concentration educates students on the principles, foundations, threats, and dynamics of using information in the cognitive dimension of the information environment to shape the opinions, choices, and behaviors of others to gain an intelligence advantage. The denial and deception (D&D) component of the concentration addresses foreign programs designed to counter U.S. technological superiority or significantly affect U.S. national security interests. The information power component addresses intelligence-related issues and equities in the use of information to affect the understanding, will, and behavior of selected target audiences. The identity intelligence component addresses the intelligence enterprise in intelligence operations and attribution of actors. The overarching goal of the concentration is to enable students to analyze, evaluate, and solve the IC's current and emerging concerns regarding the use of information in the cognitive dimension of the information environment.

**I3 Concentration Learning Outcomes:**

- Understand the role of I3 in strategic intelligence.
- Understand foreign I3-related capabilities, methods, and intentions.
- Analyze adversarial I3 activities.
- Evaluate foreign I3 strategies, capabilities, methods, and activities.

Students who pursue an I3 concentration must complete at least four I3 elective courses.

- *MST 660 Introduction to Denial and Deception*
- *MST 664 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures*
- *MST 674 Identity Intelligence (dual-listed)*
- *MST 680 Information Power*
- *MST 681 Propaganda*
- *MST 685 Social Networks and Intelligence (dual-listed)*
- *MST 687 Advanced Information Power Seminar*

- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699* *Directed Readings*

## SSTI Departments

All School of Science and Technology Intelligence departments serve a management function regarding the oversight of at least one concentration and certificate. Each department offers electives available to the entire student body on a priority basis. Department Chairs and teaching faculty are responsible for the quality, development, and execution of their assigned concentrations, elective courses, and certificate topics. Students with questions regarding their concentration or certificate are encouraged to speak to their Department Chair.

SSTI is aligned into three interdisciplinary departments:

- Counterproliferation and Information and Influence Intelligence (CPI3) Department
  - The Department Chair and faculty execute and oversee the Counterproliferation (CP) Concentration and certificate.
  - The Department Chair and faculty execute and oversee the Information and Influence Intelligence (I3) Concentration and certificate.
- Cyber Intelligence and Data Science in Intelligence (CIDS) Department
  - The Department Chair and faculty execute and oversee the Cyber Intelligence (CYI) Concentration and certificate.
  - The Department Chair and faculty execute and oversee the Data Science in Intelligence (DSI) Concentration and certificate.
- Emerging Technologies and Geostrategic Resources (ETGR) Department
  - The Department Chair and faculty execute and oversee the Emerging Technologies and Geostrategic Resource Concentration and certificate.

## The MSTI Thesis

The MSTI thesis is a written presentation of original research, examining an S&TI topic that contributes to the overall body of knowledge on the topic. An acceptable thesis must:

- Be based on sound, valid, and clear argumentation.
- Provide documentation sufficient for the research to be replicated.
- Contribute to the body of intelligence literature.

All students research and write their theses under the close guidance of a thesis committee (which includes a Thesis Chair and at least one Reader). The classification of the thesis is determined by the research question, nature of the data, research sources, and sensitivity of the judgments and results.

Below are the required four thesis courses needed to graduate:

- *MCR 701 Thesis Methodology and Design (3 credits)*
- *MCR 702 Thesis Research (2 credits)*
- *MCR 703 Thesis Writing (2 credits)*
- *MCR 704 Thesis Completion (2 credits)*

# Certificate in Intelligence Studies

The Certificate in Intelligence Studies (CIS) program allows non-degree-seeking students the opportunity for indepth, graduate-level study of intelligence topics. CIS programs are conducted at the ICC-B NIU Main Campus and at designated instructional locations. Certificate topics 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 from an institution of higher learning accredited by a regional body recognized by the Council on Higher Education Accreditation. 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 apply to transfer a maximum of six credits toward their NIU master's degree.

## College of Strategic Intelligence (CSI) Certificate Topics

Master of Science of Strategic Intelligence (MSSI) students may apply up to six credit hours from an earned certificate to satisfy free elective course requirements. Likewise, only two electives (six hours) in the MSSI or MSTI programs can be used toward the CIS. MSSI students who are part of a CIS program are encouraged to consider transferring to the degree program prior to the completion of the second certificate course if they wish to apply the courses to a concentration requirement.

### Africa

The Certificate in Intelligence Studies–Africa is a graduate-level program focused on providing academic rigor to personnel working on and interested in Africa and topics relevant to the continent. As such, intelligence considerations and requirements are woven through courses designed to ground students in the history of the continent as that history affects current and future issues; to appraise current culture, government, conflict, technology, and environment topics; and to prepare collection, analysis, and intelligence support to strategies and policies for use by the United States and its partner nations now and in the future.

The Certificate in Intelligence Studies–Africa is available to students at the European Academic Center (EAC), and NIU students at other locations may take Africa-related courses as electives and as available via secure VTC.

**Certificate in Intelligence Studies–Africa Learning Outcomes:**

- Understand and distinguish key components of African studies in general especially as they relate to the U.S. people and government.
- Illustrate and assess the impact of African events that are historic and affect current issues.
- Survey and assess the effects and/or potential effects of national and regional actions with respect to politics, information, military, intelligence, society, cyber, economic, and law enforcement.
- Critique U.S. intelligence and U.S. intelligence support to operations on key topics that include politics, information, military, intelligence, society, cyber, economic, and law enforcement.
- Understand the roles and goals of external state and nonstate actors in the African context such as, but not limited to, international organizations, international financial institutions, civil society organizations, religious organizations, and terrorist groups.
- Distinguish the role of African countries and Africa in current and future global security concerns.

Students in the CIS–Africa program must take the two required foundational courses before engaging in the CIS–Africa electives:

- *RSI 601* *Africa: Principles and Continuity Through Time*
- *RSI 602* *U.S. Policy Toward Africa*

In addition to the two required courses, students are to complete two of the following CIS–Africa elective courses:

- *RSI 603* *Conflict and Complications in Africa*
- *RSI 604* *International Development Intricacies in Africa*
- *RSI 605* *The Technical Side of Africa*
- *RSI 606* *Futures of African Countries*

## China

The Certificate in Intelligence Studies–China emphasizes strategic-level knowledge of this diverse and dynamic country, preparing students to critically identify, analyze, and forecast current and emerging intelligence and security concerns facing the IC in the Indo-Pacific region and globally. The program provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with China's political, social, economic, security, military, and informational behavior. Particular focus is on assessing the opportunities and constraints of China's comprehensive modernization and the effects and trajectories of its reemergence as a great power, both regionally and globally. Students choose a topic and collaborate with faculty to research and produce future-oriented intelligence and national security studies.

The China topic is available to students at ICC-B and NIU's instructional location at INDOPACOM.

**Certificate in Intelligence Studies–China Learning Outcomes:**

- Apply the lenses of China's modern history, institutional structure, and elite politics as explanations for its contemporary policies and regime behavior in crisis or conflict.
- Outline the Communist Party of China's national strategy and foreign policy, the processes by which it formulates, articulates, and implements them, and the relationship between the Party's overall strategic ends and its efforts in specific functional and regional areas; critique the scholarly debates about the implications for the United States and the international order.
- Integrate examinations of China's military modernization program, doctrine, capabilities, and strategies for regional conflicts into the construction of potential Chinese military campaigns in the Indo-Pacific.
- Appraise China's domestic and international activities in the information domain to include intelligence, counterintelligence, cyber and information warfare, and strategic influence operations; evaluate the implications for U.S. policy.
- Evaluate the strengths and weaknesses of China studies scholarship and its implications for the U.S. strategic intelligence enterprise.

The certificate course requirements include:

- *RSI 610* *Introduction to China Intelligence Studies*
- *RSI 611* *China's National Strategy and Foreign Policy*
- *RSI 612* *China's Military Capabilities and Strategy*
- *RSI 613* *Chinese Intelligence and Information Warfare*

## Russia/Eurasia

The Certificate in Intelligence Studies–Russia/Eurasia emphasizes strategic-level knowledge of this dynamic, geographically broad, and politically and culturally diverse region and prepares students to identify, analyze, and forecast the IC's current and emerging intelligence and security concerns and policies toward both regional allies and potential adversaries. The concentration provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with Eurasian questions. It addresses political, sociocultural, economic, demographic, security, military, conflict, and informational issues for this region. The program also focuses on assessing the drivers and outcomes of Russia's authoritarian assertiveness in an era of great power politics; the challenges and advantages of European Union integration; economic and energy production and interdependence; radicalization and terrorism issues; and external security and economic policies and engagement. Students choose thesis topics and collaborate with faculty to formulate a specific academic sequence of selective and elective courses that prepare them to produce future-oriented, relevant intelligence assessments.

The Russia/Eurasia topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Russia/Eurasia Learning Outcomes:**

- Evaluate the expert theoretical and applied research literature examining the dynamics of Eurasia's evolving internal socioeconomic development, national and supranational governance, financial and economic performance and challenges, and domestic stability and internal security.
- Evaluate Russia's military, intelligence, and information strategy, modernization, and operations.
- Analyze Russia's evolving regional and global aspirations, behaviors, and assertiveness, including in foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and confronting or causing regional disputes.
- Assess threats and opportunities for the United States vis-à-vis the actions and intents of Russia and the former Soviet republics in the key issues of governance, economic and infrastructure development, foreign and security policy, domestic political and security conditions, and resource management.

The Russia/Eurasia Certificate includes the following courses (12 credit hours overall):

- *RSI 632 Russia: Geostrategic Intelligence Issues*
- *RSI 636 Russian Intelligence*
- *RSI 637 Russian Foreign Policy*

One additional course (student's choice):

- *RSI 630P Russian Military Issues*
- *RSI 635 The Near Abroad*

## Counterintelligence

The Certificate in Intelligence Studies–Counterintelligence prepares students to critically evaluate the efforts of U.S. counterintelligence (CI) agencies to mitigate the foreign intelligence service 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 structure and mission of U.S. CI organizations, as well as the legal, civil liberties, 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.

The Counterintelligence topic is available to students at ICC-B and NIU's Quantico Academic Center.

**Certificate in Intelligence Studies–Counterintelligence Learning Outcomes:**

- Consider the political, legal, social, and economic factors that have shaped the evolution of the U.S. approach to CI.

- Evaluate U.S. CI policy, strategies, organizations, functions, and missions.
- Appraise the foreign intelligence threat to the United States.
- Consider the political, legal, social, and economic factors that have shaped selected foreign intelligence communities.

The course requirements include:

- *CAC 620 Counterintelligence*
- *CAC 621 Comparative Intelligence*
- *RSI 613 Chinese Intelligence and Information Warfare*
- *RSI 636 Russian Intelligence*

## Leadership and Management in the Intelligence Community

This CIS 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, while participants in this four-course program explore and analyze real-world intelligence challenges and use tools immediately applicable to their daily environment. Seating is limited and requires an agency/department nomination.

The Leadership and Management in the IC topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Leadership and Management in the IC Learning Outcomes:**

- Apply leadership and management theories and strategies to decisionmaking in the IC.
- Evaluate the current and future challenges facing the intelligence enterprise in national security policy formulation and execution.
- Apply the role of professional ethics and the foundational constitutional, statutory, and legal authorities to issues impacting intelligence practitioners.
- Employ a structured analytical framework for strategic planning that assesses current and future operating environments, utilizes organizational change theories, and applies risk and performance management theories and practice.
- Develop realistic solutions against an IC enterprise challenge that applies the tools and strategies presented in this program.

The certificate course requirements include:

- *INT 501 Leadership and Intelligence*
- *INT 502 Leadership, Intelligence, and National Security Decisionmaking*

- *INT 503 National Security Law and Ethics*
- *INT 504 Organizational Management and Change*

## Homeland Intelligence

The Certificate in Intelligence Studies–Homeland Intelligence for Transnational Issues provides an indepth examination and evaluation of intelligence gathered and used domestically by the intelligence, law enforcement, and private sectors to address the significant national security threats that face the United States. Intelligence areas covered within this program could span foreign malign activity, border security, terrorism, counterterrorism, domestic violent extremists, cyber threats, transnational threats, infrastructure protection, WMD, homeland warning, or other homeland-related threats. For TRN 614, there will be a one-week period where students must report to NIU during working hours to participate in site visits and a tabletop exercise. Please ensure your supervisor is aware and approves prior to submitting your application.

**Certificate in Intelligence Studies–Homeland Intelligence for Transnational Issues Learning Outcomes:**

- Assess the intelligence requirements and capabilities available to counter foreign and domestic sponsored or inspired threats to the homeland.
- Evaluate intelligence on key homeland topics, which can include border security, terrorism, transnational threats, cyber threats, foreign malign activity, WMD, and critical infrastructure protection, for the utility it has to support homeland preparedness.
- Assess the balance between the laws that protect the homeland and the desire to protect civil liberties, civil rights, and privacy.
- Analyze the efficacy of homeland warning systems, including the National Terrorism Advisory System.

Students in the CIS–Homeland Intelligence for Transnational Issues must take two required courses:

- *TRN 609 Intelligence to Protect the Homeland*
- *TRN 614 Homeland Intelligence Warning Field Engagement*

In addition to the two required courses, students are to complete two of the following CIS-Homeland Intelligence for Transnational Issues electives. Students may also choose other threat or area studies courses that are related to the homeland from the catalog. Please note that not all electives will be offered or spots guaranteed in each class every year.

- *CAC 620 Counterintelligence*
- *CAC 658 Infrastructure Vulnerability Assessment*
- *MST 682 Cyber Intelligence*
- *MST 683 Foreign Influence and Cyber Strategies*

- *MST 684* *Cyber Threat*
- *MST 685* *Social Networks and Intelligence*
- *MST 665* *The Biological Threat*
- *TRN 602* *Introduction to Terrorism*
- *TRN 604* *Countering Terrorism*
- *TRN 607* *Transnational Challenges*
- *RSI 613* *Chinese Intelligence & Information Warfare*
- *RSI 636* *Russian Intelligence*

## Strategic Intelligence in Special Operations

Special operations forces (SOF) play an important role in U.S. national security strategy, interagency activities, and military operations. Moreover, there is a strong mutually supporting, symbiotic, and unique relationship between SOF and the IC. This certificate topic prepares students to critically examine and evaluate SOF operations and intelligence activities that support those operations and intelligence activities with the aim of providing national security decisionmakers more effective strategic options across a wide spectrum of conflict within today's complex global environment. This certificate topic is designed for non-degree-seeking students interested in a focused, intense course of study resulting in a regionally accredited graduate certificate recognized across academia.

The Strategic Intelligence in Special Operations topic is available to students at ICC-B and at the Southern Academic Center (SAC).

**Certificate in Intelligence Studies–Strategic Intelligence in Special Operations Learning Outcomes:**

- Apply analytical frameworks by which to evaluate emerging transnational and conventional threat capabilities and strategies within the environment of special operations.
- Evaluate the unique capabilities of SOF intelligence and sensitive operational activities and how they network within the wider IC.
- Analyze and evaluate how covert action tools and techniques can be incorporated within broader national security strategies and evaluate measures to assess their effectiveness.
- Synthesize key aspects of special operations-unique capabilities with national intelligence means to propose complex problem solutions to senior-level decisionmakers.

There are three required certificate courses:

- *INT 606* *Covert Action*
- *TRN 607* *Transnational Challenges*
- *DEF 623* *Intelligence and Special Operations*

Additionally, students choose one elective course from the following list (3 credit hours):

- *DEF 621* *Asymmetric Warfare*
- *DEF 622* *Peacekeeping and Stability Operations*
- *RSI 661* *Social Analysis*
- *TRN 603* *Roots of Terrorism*
- *TRN 604* *Countering Terrorism*
- *TRN 612* *Engaging International Partnerships*

## School of Science and Technology Intelligence (SSTI) Certificate Topics

Students seeking a Certificate in Intelligence Studies (CIS) in an S&TI area of study may select four electives (12 credits) all from within one of the certificate topics listed, each of which is aligned to degree concentration areas. Once those four electives are completed, students must apply for a 1-credit MST certificate capstone assignment after consulting with the Certificate Director or another faculty member to meet the full requirements for the certificate. The electives are offered on a space-available basis from the existing course catalog. Students have up to two years from the start of their first course to complete all 13 credits and may request an extension from the Dean. Because electives are offered on a space-available basis, courses can be taken during the day, in the evening, or on the weekend if available. Students should discuss their elective choices with the SSTI Academic Program Director or Certificate Director.

Master of Science and Technology Intelligence (MSTI) students may not use CIS courses to simultaneously satisfy both elective and CIS requirements. MSTI students who wish to earn a certificate while enrolled in the MSTI program should contact the SSTI Academic Program Director to schedule the number and type of courses required so that the certificate courses are deconflicted with degree courses.

### Counterproliferation (CP)

WMD issues are among the highest priority concerns for the IC. They include chemical, biological, radiological, nuclear, and high-yield explosive (CBRN-E) threats from state and nonstate actors, as well as nonstate armed groups involving all forms of WMD. The IC uses a wide range of techniques to identify and counter the various adversarial WMD programs. To address these critically important issues in an ever-changing global environment, the certificate provides material designed to introduce students to the technology used in threat WMD programs. The certificate explores intelligence issues and challenges surrounding the full spectrum of WMD actors and their evolving capabilities.

The Counterproliferation topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Counterproliferation (CP) Learning Outcomes:**

- Identify different types of WMD and their methods of development and employment.
- Examine WMD technologies, intelligence indicators, and collection challenges.

- Analyze the different factors that affect adversarial WMD capabilities, intent, doctrine, and use, as well as the competing global or regional efforts that enable or counter these activities.
- Evaluate the nature of the WMD threat to the United States and its allies, and the role of the IC in countering WMD.

To earn the Certificate in Intelligence Studies–Counterproliferation (CP) students must take four of the following courses (12 credit hours):

- *MST 655 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *MST 663 WMD: Counterproliferation*
- *MST 665 The Biological Threat (dual-listed)*
- *MST 667 The Nuclear Threat*
- *MST 669 The Chemical and Explosive Threat*
- *MST 671 S&TI Space and Missile Systems*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Study*

And students must also complete:

- *MST 697 Graduate Certificate Capstone (1 credit)*

## Cyber Intelligence (CYI)

Cyber intelligence is information in the digital world: how it is used, manipulated, and understood. The certificate educates students on the foundations and rapidly changing dynamics of the global information environment. Successful completion of four courses in the area prepares students to provide strategic intelligence support within cyber intelligence.

The Cyber Intelligence topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Cyber Intelligence (CYI) Learning Outcomes:**

- Assess the cyber threat environment in relation to strategic intelligence.
- Analyze cyber-related science and technology and the impact on strategic intelligence.
- Examine IC roles and responsibilities related to current and future cyber network operations environments.

Students must take four courses from the following:

- *MST 682 Cyber Intelligence*
- *MST 683 Foreign Information and Cyber Strategies*

- *MST 684 Cyber Threat*
- *MST 685 Social Networks and Intelligence (dual-listed)*
- *MST 686 Network Operations Environment—Engagement*
- *MST 694P Algorithmic Warfare (dual-listed)*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Readings*

And students must also complete:

- *MST 697 Graduate Certificate Capstone (1 credit)*

## Data Science in Intelligence (DSI)

The Certificate in Intelligence Studies–Data Science in Intelligence (DSI) educates students on the rapidly expanding applications of data science within the context of intelligence collection and analysis. Successful completion of four courses prepares students to provide technically competent critical insight into how data science can be applied to strategic intelligence problems. Data science involves the development of methods to engage large data sets in order to infer useful information and convey insights. Information in large databases, complex structures, and massive data flows provides intelligence analysts and operators with opportunities to inform strategic decisions.

The Data Science in Intelligence topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Data Science in Intelligence (DSI) Learning Outcomes:**

- Explain the evolving role of data science within the IC.
- Assess the applications and limitations of data science within the context of strategic intelligence.
- Calculate statistics and algorithmic output from intelligence data sets.
- Interpret and communicate the meaning of information inferred from data.

Students must take four courses from the following:

- *MST 688 Data Science Applications*
- *MST 690 Data Science Mathematics*
- *MST 691 Data Science Tools and Techniques*
- *MST 692 Data Science Visualization and Communication*
- *MST 693P Geospatial Data Science*
- *MST 694P Algorithmic Warfare (dual-listed)*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Readings*

And students must also complete:

- *MST 697 Graduate Certificate Capstone (1 credit)*

## Emerging Technologies and Geostrategic Resources (ETGR)

The coupled intelligence problems of evolving technology and resources must be grappled with to forestall strategic surprise. One of the most daunting challenges in strategic intelligence is to anticipate the progress of science and technology, compounded by the strategic importance of various resources and environmental forces. Estimating the potential of specific resources, theoretical sciences, emerging disciplines, and hypothetical capabilities to shape the future requires new approaches and broad awareness. Successful completion of the certificate topic prepares students to provide strategic intelligence support within other S&TI disciplines, including cyber and WMD.

The Emerging Technologies and Geostrategic Resources topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Emerging Technologies and Geostrategic Resources (ETGR) Learning Outcomes:**

- Analyze emerging technological trends and disruptive events and their implications, including global or regional conditions and environments.
- Analyze market- and economic-based drivers for technological development and supply chain challenges.
- Evaluate the process for and execution of state and nonstate research, development, and acquisition life cycles and the resources required to support, complement, or counter them.
- Evaluate how environmental changes, geostrategic resources, power systems, access routes, supply chain, critical and rare materials, manufacturing, technology transfer, and other critical drivers may influence disruptive and emerging technologies.

Students must take four courses from the following:

- *MST 653 Advanced Science and Technology*
- *MST 655 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *MST 656 The Economics of Technology*
- *MST 657 Case Studies in Technology Transfer*
- *MST 658 Infrastructure Vulnerability Assessment*
- *MST 659P Research, Development, Test, and Evaluation (RDT&E) Intelligence*
- *MST 665 The Biological Threat (dual-listed)*
- *MST 674 Identity Intelligence (dual-listed)*
- *MST 676P Fundamentals of Space Operations*

- *MST 677P Foreign Space Capabilities*
- *MST 698 Special Topics in Strategic Intelligence*
- *MST 699 Directed Readings*

And students must also complete:

- *MST 697 Graduate Certificate Capstone (1 credit)*

## Information and Influence Intelligence (I3)

The Certificate in Intelligence Studies–Information and Influence Intelligence (I3) educates students on the principles, foundations, threats, and dynamics of using information in the cognitive dimension of the information environment to shape the opinions, choices, and behaviors of others to gain an intelligence advantage. The denial and deception (D&D) component addresses foreign programs designed to counter U.S. technological superiority or significantly affect U.S. national security interests. The information power component addresses intelligence-related issues and equities in the use of information to affect the understanding, will, and behavior of selected target audiences. The identity intelligence component addresses the intelligence enterprise in intelligence operations and attribution of actors. The overarching goal of the certificate is to enable students to analyze, evaluate, and solve the IC's current and emerging concerns regarding the use of information in the cognitive dimension of the information environment.

The Information and Influence Intelligence topic is available to students at ICC-B.

**Certificate in Intelligence Studies–Information and Influence Intelligence (I3) Learning Outcomes:**

- Understand the role of I3 in strategic intelligence.
- Understand foreign I3-related capabilities, methods, and intentions.
- Analyze adversarial I3 activities.
- Evaluate foreign I3 strategies, capabilities, methods, and activities.

Students must take four courses from the following:

- *MST 660 Introduction to Denial and Deception*
- *MST 664 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures*
- *MST 674 Identity Intelligence (dual-listed)*
- *MST 680 Information Power*
- *MST 681 Propaganda*
- *MST 685 Social Networks and Intelligence (dual-listed)*
- *MST 687 Advanced Information Power Seminar*

- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699* *Directed Readings*

And students must also complete:

- *MST 697* *Graduate Certificate Capstone (1 credit)*

# COURSE DESCRIPTIONS

The following is a list of all NIU courses. Not all courses are offered every year, or in every location. Please check the course schedule for course offerings each academic year. Unless otherwise noted, SVTC attendance *may* be available, except for courses offered at USINDOPACOM. Please verify VTC options with the instructor in advance of the course.

## Undergraduate Core Courses

All bachelor's degree-seeking students are required to take the following core courses.

### *BCR 401 Global Security Environment*

The course examines key global drivers and trends that impact intelligence in an increasingly interconnected world. The global security environment is rapidly evolving due to the velocity and linkages of local and world events as well as shifting roles of international actors. The course explores 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 development, and transnational threats such as terrorism, weapons proliferation, cyber disruptions, and crime.

### *BCR 403 International Political Economy*

This course focuses on the introduction of international relations and economic theories and their impact on national policy and security. By examining the evolution of both international relations and economics in parallel with world events, the course will provide students with fundamental concepts and linkages to enhance their respective knowledge of global political and economic activity and with the ability to incorporate this understanding in preparing for and implementing the entire range of intelligence cycle activities. This course will specifically examine international relations concepts, micro/macroeconomic theories, and economic indicators for application in conducting political and economic methods of analysis, both alone and in interdisciplinary contexts, toward the study of national security as a whole.

### *BCR 405 Analytic Methods*

This course strengthens analytic tradecraft skills to foster critical thinking and provide the opportunity to develop and implement innovative approaches to analyzing complex intelligence problem sets. The course introduces tenets and functions of one or more advanced analytic methodologies and their application in

resolving a significant intelligence problem set. The course is designed to support capstone project courses (CAP 402, CAP 404, and CAP 405).

### *BCR 407 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. Assessing 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 the IC's current efforts to improve analytical standards, assessments, collection, evaluation, and warning.

### *BCR 409 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: GEOINT, HUMINT, MASINT, OSINT, and SIGINT. Students examine intelligence collection assets to determine their organizational structure, the collection infrastructure (technologies, systems, and institutions), and the collection tasking system.

### *BCR 411 Intelligence and National Security Strategy*

Today's intelligence professionals must understand the role intelligence plays in formulating and executing 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, warfighting strategies, and the context of influencing national security strategies development. Globalization provides the backdrop for discussion of contextual factors, along with the primary principles, doctrines, 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 strategies.

### *BCR 413 Science, Technology, and Intelligence*

This course introduces students to the basic physics (and selected other sciences) associated with S&TI. The application of these concepts includes exploiting S&T to generate intelligence understanding and assessment of technical capabilities and limitations. The course introduces terminology, principles, and limitations of specific scientific and technological applications that affect intelligence and national security. The aim of this course is to enable students to better understand the scientific "why" behind the technological "how" applicable to the practice of S&TI.

## Undergraduate Capstone Courses

The course requirements for the Capstone Project are described in the subsection that follows.

### *CAP 400 Capstone Introduction*

This course familiarizes students with the BSI capstone process, including the annual capstone theme and the associated research frameworks, tools, techniques, and resources available to assist them. Besides interactions with the BSI faculty, included in the program of study are detailed briefings by staff members from the NIU Library, the Writing Center, the Institutional Review Board, and the Ann Caracristi Institute for Intelligence Research. During the course, students form four- and five-person topical teams, meet their Capstone Chairs, and prepare to embark on their selected capstone projects.

### *CAP 401 Capstone Research and Design*

This course is designed to prepare students for the undergraduate-level research and design needed to complete the capstone projects. The undergraduate capstone experience is designed to bring reflection and focus to the whole of the degree program. The course teaches fundamentals of scholarly research on an intelligence topic, encouraging students to integrate coursework with intelligence and research concepts. They will acquire and synthesize material including intelligence reports, academic literature, and other sources. Students will begin the process of creating a capstone project on a national security and intelligence-related topic.

### *CAP 402 Capstone Proposal*

Under the Capstone Chair's guidance, the capstone team develops a final capstone proposal, identifies a reader, receives Institutional Review Board (IRB) approval, briefs the proposal to the Capstone Chair and Reader, and submits the final proposal to the BSI Program Director for approval.

### *CAP 403 Analyst-Collector Integration*

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. The course is designed to demonstrate the interdependence between collectors and analysts. Students apply analytic methods and full-spectrum collection capabilities in ways that satisfy priority intelligence requirements, provide indication and warning, and identify intelligence information gaps for policy, planning, and operations against significant intelligence problems.

### *CAP 404 Capstone Research*

Under the guidance of the Capstone Chair and Reader, the capstone team continues to collaborate on, research, and prepare the final capstone presentation and paper. The Capstone Chair and Reader engage with the team to set and accomplish specific research and writing goals for the capstone project.

### *CAP 405 Capstone Completion*

Under the direction of the Capstone Chair and Reader, students finalize their capstone presentation and paper. Understanding the dynamic and complex relationships among analysis, collection, and warning is the key challenge 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 methods, carry out a comprehensive project, and complete a final written product.

# Undergraduate Elective Courses

## National Intelligence and Security Enterprise (NISE) Department Courses

### *CAC 420 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. CI effort from a strategic perspective, including the role of CI in relation to the IC, the law enforcement system, and U.S. national security strategy. The course includes an overview of the CI organizations, laws, and strategies, as well as the foreign intelligence threat including espionage, influence operations, and cyber intrusions.

### *CAC 430P Strategic Warning*

This is an undergraduate survey course that reviews the fundamentals of strategic warning intelligence. The course begins with a discussion of the origins and development of the U.S. strategic warning process. This will be followed by a discussion of obstacles to successful analysis in the context of the psychology of analysis and heuristics. The course will examine some of the modern-day challenges to warning. It addresses warning successes and failures of the United States and other nations and discusses postmortems of failures to identify lessons learned. The course will examine some of the warning methodologies used and the role of collection. The impact on warning of denial and deception campaigns will be reviewed as well.

## National Intelligence and Strategic Studies (NISS) Department Courses

### *DEF 422 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.

### *DEF 423 Intelligence and Special Operations*

Special operations play an important role in U.S. national security strategy. Moreover, there is a strong, mutually supporting, symbiotic relationship between special operations and intelligence that needs to be fully understood and maximized by the intelligence professional. Intelligence support necessary to plan and execute special operations missions involves understanding an interlinked framework of concepts of the national security environment, the human domain in which special operations occur, and the mission sets themselves. Students will focus on, critique, and hypothesize on the concepts and their interrelationship to better understand the impact, benefits, risks, and intelligence needs of special operations.

### *TRN 409 Homeland Security and Intelligence*

This course evaluates the role, structure, composition, missions, capabilities, and limitations of homeland security, 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 sharing information, preventing national security threats, protecting critical infrastructure, and protecting the economy in a world of interconnected global transportation systems. The course also examines threats and threat doctrines that adversely affect 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.

## Global Security Intelligence Studies (GSIS) Department Courses

### *RSI 421 South Asia: Intelligence Issues*

This course provides students with an understanding of the drivers and causes of conflict and instability in South Asia, focusing particularly on the intertwined relations among India, Pakistan, and Afghanistan. The course explores the historical and cultural sources of the region's extremism; ethnic, communal, and sectarian conflict; and 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 safe haven 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.

### *RSI 422 East Asia: Intelligence Issues*

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 tension over natural resources. Recognizing that China is emerging as a global power, the course addresses priority intelligence challenges, such as China's grand strategy, the South China Sea, military modernization, Taiwan and the Korean Peninsula, ethnic tension, and regional security.

### *RSI 431 Eurasia: Intelligence Issues*

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, NATO, and the United States, as well as other specific states, such as Iran. Current and emerging security challenges—including regional stability, terrorism, criminal activities, transnational threats, and socioeconomic factors that affect regional and global security—are discussed, along with implications for U.S. national security.

### *RSI 432 Europe: Intelligence Issues*

Europe contains many of the U.S. allies who provide critical strategic platforms to pursue 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 EU cooperation and competition, disputes among various European states, and the effects of a resurgent Russia on NATO and EU cohesion. The course examines lessons learned in NATO's operations in the Balkans and Afghanistan and focuses on the cyber and terrorist threats in the region.

### *RSI 441 Latin America: Intelligence Issues*

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 and the historical, sociopolitical, and cultural fabric of this important region. This enhanced perspective should enable the student to intelligently collect, process, and analyze data on Latin American society, politics, economics, trends, and issues. This understanding should enable students to 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.

### *RSI 451 Middle East: Intelligence Issues*

This course examines the 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.

### *RSI 461 Culture and Identity in an Age of Globalization*

The highly distributed and dispersed global operations observed in recent years—from Timor to Bosnia, the former Soviet Republics, 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 because 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.

### *TRN 403 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.

### *TRN 407 Transnational Threats*

The growing prominence of transnational threats and capabilities of illicit transnational actors in the globalized world presents significant security challenges to the intelligence mission. Transnational threats range from terrorism, pandemic health issues, and international narcotics trafficking; through environmental degradation, human trafficking, WMD and weapons proliferation; to international smuggling of otherwise licit goods and trafficking in wildlife, antiquities, human organs, and art—all enabled by expert facilitators, manipulation of the global financial system, and public corruption. IC responses to these many and often overlapping activities help shape the way policy and decision makers consider and address the deepening effects of these transnational threats. This course highlights the profound, destabilizing effects of globalization on sovereignty, international regimes, and global security. Students are challenged to understand and explain this complex space and coherently describe the threat from an IC perspective.

## Science and Technology Intelligence Courses

### *STI 460 Denial and Deception*

The accuracy and credibility of the IC rest on 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 deception and the larger strategic picture that drives 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 foundational knowledge required to successfully counter D&D 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 effects of D&D that permeate and influence the world of the D&D analyst. Part II outlines operational and strategic deceptions and illustrates their effects on leadership and intelligence analysis. Part III focuses on influence operations, offensive CI, and the effect of D&D on surprise, strategic warning, and U.S. national security objectives.

### *STI 463 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 to use against the U.S. homeland and global interests. It explores the capabilities and consequences of current and emerging revolutionary advances in S&T 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 and the 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.

### *STI 480 Information Operations*

The power of information lies at the heart of cooperation and conflict, while 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. Students view essential paradigms and concepts, policies, doctrines, and practices of information operations (IOs) from a strategic intelligence perspective supporting U.S. information operations planning and strategy. The course analyzes U.S., coalition, and adversarial IOs 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 planning and executing in-theater, interagency, and international IOs across the physical, informational, and cognitive dimensions of the information environment.

### *STI 482 Cyber Strategy*

This course provides students a foundation from which they will assess and evaluate U.S. policies and strategies related to the cyber domain within the context of national security. Topics covered in this course include how cyber works; its relevance to the IC; current roles and responsibilities of government and nongovernment entities related to cyber; and the challenges and opportunities related to cyber applications in the national security context.

## Special Interest Courses

### *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. Special Topics are also candidate courses for permanent listing in future curricula.

### *BSI 499 Directed Readings*

This course focuses on a specific aspect of strategic intelligence that is so new or specialized it is not offered in an existing course. The student must develop a written proposal, a list of readings, and assignments and have them approved by the sponsoring faculty member and the BSI Program Director. Students may use a Directed Readings course to satisfy an elective course requirement.

# Graduate Core Courses

All master's degree students 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 concepts and processes of developing effective intelligence analysis. Students will 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 will also examine analytical concepts and practices with the goal of mitigating traditional analytic pitfalls and enhancing the accuracy of assessments. Throughout

the course, students will explore 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 the practices and theories of leadership, then 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, 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 in a unique interdepartmental 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 intelligence 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 signature intelligence (MASINT).
- Open-source intelligence (OSINT).

Collection must continuously produce the right data and information for successful and aggressive all-source analysis. This course analyzes HUMINT, SIGINT, GEOINT, MASINT, and OSINT collection disciplines to determine their structures, technologies, 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 analyzing the capabilities and limitations of each collection discipline.

### *MCR 611 Intelligence and National Security Policy*

Emerging trends that have manifested in the threats and opportunities of globalization have altered collective national interests and national security policy formulation. 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 continue to serve as benchmarks for national security engagement. Students analyze and evaluate the future political, cultural, and institutional changes facing the IC as it supports national policy.

## Master's Thesis Courses

The course requirements for the master's degree thesis are described in the subsections that follow.

### *MCR 701 Thesis Methodology and Design*

This course teaches students the graduate-level research skills they need to complete a MSSI or MSTI thesis on a topic related to U.S. intelligence and national security. The course exposes students to the fundamentals of research design and teaches them how to identify a research problem, develop a research question, write a synthesized literature review, formulate hypotheses, utilize basic research methodologies, apply analytic frameworks, and describe the results of their research. Students also learn about human subjects research/Institutional Review Board (IRB) standards and procedure. During the course, students prepare and peer-review each other's research designs and, as the final assignment, complete a final research proposal.

### *MCR 702 Thesis Research*

Under the Thesis Chair's guidance, the student implements the thesis completion calendar, establishes the thesis committee's workflow, and begins the data-gathering and analysis processes. (Prerequisite: passing MCR 701 with a score of 80 or higher.)

### *MCR 703 Thesis Writing*

Under the Thesis Chair's guidance, the student continues to implement the thesis completion calendar, completes the data-gathering and analysis processes, and writes up the findings. 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 guidance of the Thesis Chair and Reader, the student completes and delivers the master's thesis. (Prerequisite: completion of MCR 703 with a pass.)

## Program Requirement: Master of Science of Strategic Intelligence (MSSI)

All MSSI students must successfully complete the MSSI program requirement, MSI 601.

### *MSI 601 Analyzing the Global Strategic Environment*

To best understand how intelligence challenges develop and evolve, it is critical to view the world not only as regions and specific countries but also as a global and international system of connected states. Many challenges facing intelligence professionals cross traditional sovereign state boundaries; this course prepares master's degree students to examine the world at both a systemic level and at the traditional state-centric level. This course includes a solid grounding of major theoretical debates that influence national security strategies and national intelligence priorities, an examination of the existing state-centric system and its strengths and challenges, the role of regional and international organizations and how they both enable and constrain analysis and actions, and emerging issues and opportunities in the global strategic environment.

### Program Requirement: Master of Science and Technology Intelligence (MSTI)

All MSTI students must successfully complete the MSTI program requirement, MST 613.

#### *MST 613 Science and Technology*

This program requirement course is designed to develop a common knowledge and comprehension of current and future S&T threats and issues. It explores the concepts, principles, and applications of S&TI to collection and analysis—focusing on:

- Developing the ability to understand threats to U.S. national security posed by adversarial use of S&T.
- Appreciating the effect of emerging and disruptive technology advances.
- Identifying effective threat indicators and collection capabilities to monitor S&T advances.
- Understanding the use of S&T capabilities in U.S. intelligence collection and analysis.

The course examines S&T from a global perspective—studying its use and potential use by adversaries, understanding the S&T of important weapons and intelligence systems, and exploring the capabilities of relevant U.S. and global S&T organizations. The course is designed to provide an information foundation for the MSTI degree and its concentrations.

## College of Strategic Intelligence Graduate Electives

The MSSI electives within the MSSI degree program are described below.

### National Intelligence and Security Enterprise (NISE) Department

#### *CAC 601 Advanced Methods of Intelligence Analysis*

To meet the objectives of the National Intelligence Strategy, analysts must anticipate developments of strategic concern and identify opportunities by rigorously applying techniques that explore alternative analytic views. This course focuses on developing and integrating analysis concepts and techniques to provide effective estimates of opportunities and threats to U.S. national interests. Students learn to use key challenges in the national security environment as practical frameworks to apply and assess estimative analysis methods, explore issues associated with analytic processes, and develop estimative skills.

#### *CAC 603P Open-Source Intelligence (OSINT)*

This course provides current and future IC leaders with the theory, principles, and concepts they will need to manage, lead, and provide effective oversight over Open-Source Intelligence (OSINT) exploitation activities. The course addresses key functions and principles of OSINT, and the significance they have for the use and management of OSINT in the IC. Desired learning outcomes are assessed through written assignments, presentations, and class participation. The course incorporates a variety of teaching methods in recognition of different learning styles.

### *CAC 610 Advancing Intelligence Collection*

Developing advanced intelligence collection resources to address the most difficult intelligence problems requires understanding 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)

### *CAC 611 Signals Intelligence Resources, Methods, and Operations*

This course presents a holistic approach to SIGINT activities and their support to the National Intelligence Priorities Framework (NIPF). The business of America is conducted mostly 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)

### *CAC 612 Geospatial Intelligence: A Strategic Introduction*

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 to develop and 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, then 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)

### *CAC 613 HUMINT*

Collecting intelligence from human sources—HUMINT—is one of the core intelligence collection disciplines. Senior U.S. and national security policymakers look to HUMINT to provide detail, context, and adversary intent unavailable through other collection disciplines. In addition, all-source analysts look to HUMINT to contribute to the overall analytic perspective of national security threats. The course considers HUMINT to be a collection discipline within three disparate operational environments: traditional overseas, domestic, and war zones. In addition, the course provides perspective on congressional oversight of HUMINT operations and how policymakers and senior analysts view HUMINT. The course also briefly addresses the foundational role HUMINT plays in covert action and CI.

### *CAC 614P Time and Narrative in Intelligence Analysis*

As rational actors in society, all human beings seek meaning and structure in their lives. Key moments in time, whether carefully remembered and memorialized or willfully forgotten and discarded, serve as guideposts for establishing master narratives that can justify policy decisions, shape political rhetoric, or transform social expectations. Politicians and their constituents view present threats and opportunities through the lens of previous experiences, drawing upon their understanding of historical precedent to help guide them in achieving positive future outcomes. All policymakers, in Washington and abroad, make

their decisions within a historical context and mindset that is specific to their family, friends, and generation; their birthplace, capital, and country; their experiences and those of their predecessors, among other factors. An understanding of how foreign leaders, institutions, and societies conceive of time and narrative is essential for subject matter experts, and IC analysts must work with these concepts of time and narrative as they craft their own analytical lines.

### *CAC 615P Private Sector Intelligence Practices*

There are crucial similarities and differences that exist between public and private sector approaches to intelligence analysis and collection. Private intelligence companies (PICs) have proliferated in the last five years, with dozens of outfits employing sophisticated tools that mirror U.S. Government techniques for SIGINT, HUMINT, GEOINT, OSINT, and even MASINT. They include large corporations operating branch offices around the world with 24-hour crisis centers, computer labs using algorithms derived from machine learning to develop new platforms for networking big data, and small providers of highly specialized insider information who also function as business consultants and strategic advisors. Although these PICs seek to develop a skilled workforce of qualified experts and replicate the tradecraft standards of the U.S. Intelligence Community, they face a very different set of market constraints and human resources challenges. Many of these firms are already contracting to the U.S., UK, and other foreign governments, and they are likely to play an increasing role over the next decade in helping the U.S. Government to fill critical knowledge gaps. A knowledge of their operating environment will be essential to understanding the future of the intelligence enterprise. This course will not involve collection of intelligence from the private sector.

### *CAC 620 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. CI effort from a strategic perspective, including the role of CI in relation to the larger IC, the law enforcement system, and U.S. national security strategy. The course also includes an overview of CI organizations, laws, and strategies and an overview of the foreign intelligence threat, including espionage, influence operations, economic espionage, and cyber intrusions.

### *CAC 621 Comparative Intelligence*

A critical mission of U.S. CI 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 and to analytic frameworks used by U.S. intelligence agencies. 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.

### *INT 501 Leadership and Intelligence*

This course explores and applies the tenets of leadership within the context of the IC. The course examines current challenges affecting 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. This course applies to the Leadership and Management certificate topic.

### *INT 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. Students examine relationships among primary actors using a combination of theory and real-world examples. Participants better understand and appreciate how the interagency processes, resource management, and IC oversight affect the process of developing and executing U.S. national security policy. This course applies to the Leadership and Management in the Intelligence Community certificate topic.

### *INT 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 laws and values. This course facilitates lifelong learning by introducing students to the complex interaction of issues, theories, and concepts facing senior intelligence officers. This course applies to the Leadership and Management in the Intelligence Community certificate topic.

### *INT 504 Organizational Management and Change*

This course explores and applies 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 within the IC. Attendees complete an IC case study analysis, combining leadership and change management theories, before the next session. This course applies to the Leadership and Management in the Intelligence Community certificate topic.

### *INT 602 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 combining collection, analysis, technology, infrastructure, workforce, and organizational dynamics of 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.

### *INT 603 Intelligence Resource Management: Process, Politics, and Money*

One of the primary means of implementing policy and achieving strategic goals is through the allocation of fiscal resources. The challenge lies 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 and a key attribute of effective senior leadership in the IC. This course focuses on the National and Military Intelligence Programs, and the legal, political, bureaucratic, and interpersonal contexts that define and constrain the IC and DoD resource management processes.

### *INT 604 Professional Ethics*

Ethics is the branch of knowledge dealing with human values. It is a mode of questioning that enables us to analyze the interaction of personal, societal, and professional values that often come into conflict. In contrast to legal analysis, which grounds action in what we can do, ethical analysis helps answer the question: What should we do, based on what we value? Sound ethical reasoning aids intelligence professionals in developing a deeper understanding of human values and the moral compass to navigate contentious and complex sociopolitical environments.

### *INT 605 Intelligence and National Security Law*

Constitutional issues—such as separation of powers and 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 play critical roles in creating effective national security legislation and in trying to anticipate and avoid unintended consequences of such legislation. Although 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 that 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 as intelligence professionals (both actual and potential). Post-9/11 legislation and subsequent court challenges form 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.

### *RSI 613 Chinese Intelligence and Information Warfare*

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 national security and economic interests posed by the People's Republic of China (PRC) intelligence and information warfare capabilities. The course also includes discussion of the role of intelligence and information warfare in PRC national security policy and covers U.S. efforts to counter PRC intelligence and information warfare. The course draws on readings from a variety of perspectives, including IC products, other government publications, academic writings, and media reports.

### *RSI 636 Russian Intelligence*

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 (IOs) and the role of intelligence and IOs 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.

### *RSI 661 Social Analysis*

Strategic-level intelligence estimates and grand strategy for contemporary threats require that we know these threats 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 informed by the conceptual frameworks that have been formulated over decades of formal research and peer review in the social sciences. These analytical tools and concepts cover every category of social phenomena, including conflicts of various kinds, social and political movements, and extremism or radicalization.

## National Intelligence and Strategic Studies (NISS) Department

### *CAC 602 Applied Collection and Analysis for Strategic Warning*

This course allows 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 D&D, and the unique challenges of effective strategic warning that allow strategic decisionmakers ample time to make effective, proactive decisions.

### *CAC 630 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 to place this critical analytical mission into perspective. The course also discusses the origins and development of strategic warning analysis in the United States and the 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.

### *CAC 631 Challenges in Strategic Warning*

This course addresses the increasingly complex environment that has made the always difficult mission of strategic warning intelligence analysis 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 S&T trends. This discussion particularly focuses 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 the critical intelligence collection component of analysis, to understand the relationship between these two functions and how to maximize and coordinate the effort. Third, the course discusses both international and interagency intelligence collaboration, which studies have found to be critical to intelligence successes.

### *CAC 632 Warning Theory and Methodologies*

This course surveys analytical techniques compiled since the 9/11 attacks that help address the challenges of producing effective warning intelligence. The course begins with an indepth discussion of analytical pitfalls, then discusses methods to help overcome them. The course reviews the methodology developed during the Cold War, analyzes indicator-based scenarios, 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 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 to provide relevant insights.

### *DEF 601 National Strategy: Theory and Intelligence Considerations*

This course enables students to evaluate state and nonstate actor strategies through the application of traditional and modern strategic theory and analytical frameworks suitable across the spectrum of conflict. Students analyze the use of intelligence in the formulation and evaluation of strategy as a key driver in the selection and use of all the elements of national power. Students examine their future roles as advisers to planners, commanders, and policymakers in the operational and global environment.*

*This course is mandatory for students seeking JPME I credit.

### *DEF 602 Joint Campaign Planning and Intelligence*

This course explores intelligence planning at the national strategic and theater level for joint military expeditionary operations within the context of the joint planning process and the Joint Operational Planning and Execution System (JOPES). 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, to gain a better appreciation of the role of intelligence in peacetime, crisis, and war.*

*This course is mandatory for students seeking JPME I credit.

### *DEF 603 Strategic Crisis Exercise*

This course explores the application of intelligence to operational and strategic crisis planning. After six weeks of classroom instruction, students participate in exercises hosted by the services' war colleges, a combatant command, and/or combat support agency. 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 effects 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 course is mandatory for students seeking JPME I credit.

### *DEF 604 Staff Ride*

The Staff Ride course integrates systematic preliminary study coupled with a site visit and student involvement to provide a synthesis of complex strategic thought and operational concepts. It effectively

conveys the lessons of the past to present-day military leaders and illustrates the functions and factors of operational art. The two-hour, in-class lecture and one-day field study support the theories presented in DEF 601 National Strategy: Theory and Intelligence Considerations and the doctrine discussed in DEF 602 Joint Campaign Planning and Intelligence to lay the groundwork for the application of the joint planning process in the DEF 603 Strategic Crisis Exercise. This is a 1-credit course.*

* This course is mandatory for students seeking JPME I credit

### *DEF 621 Asymmetric Warfare*

War is no longer restricted to the realm of the nation-state and conventional military operations. The complexities of asymmetric warfare require that students study 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 fourth- and fifth-generation warfare are the results 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 fourth- and fifth-generation adversary strategies with a view toward understanding their functions, strengths, and weaknesses, and to identify identity intelligence (I2) challenges in advising combatant commanders on viable countervailing strategies.

### *DEF 622 Peacekeeping and Stability Operations*

Intelligence plays a pivotal role in identifying, preparing, and executing 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 (NGOs), intergovernmental organizations, and governmental organizations—and how they interact in the stabilization mission and environment.

### *DEF 623 Intelligence and Special Operations*

Special operations play an important role in U.S. national security. Intelligence professionals need to fully understand and leverage the strong, mutually supportive relationship between special operations and intelligence to successfully achieve national objectives. Special operations intelligence involves understanding an interlinked framework of concepts of the national security environment, the human domain in which special operations occur, and the tasked missions themselves. Students focus on and analyze these interrelated concepts to better understand the effects, benefits, risks, and intelligence needs of special operations.

### *DEF 624 Operational Capabilities Analysis*

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 in which they develop and implement strategy, doctrine, and tactics. Students then use this background to understand how 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 (C3I); defense economics, which may embrace the global economy; geography (terrain, political, ethnic); personnel; weapons and systems; individual and unit training; and medical support. Students complete an in-class practical exercise demonstrating proper framework application.

### *DEF 625 Intelligence and U.S.-China Great Power Competitive Strategies*

This course provides a comprehensive overview of the role of intelligence in the emerging U.S.-China great power competition, as framed by the National Security Strategy and National Defense Strategy. Students apply competitive frameworks to counter Beijing's goals and actions short of war that challenge U.S. and allied national interests. The course is designed to prepare students to develop their abilities to think critically in the competitive environment by comprehending the nature of China's threats short of armed conflict, exploring options to achieve U.S. objectives in this environment, and assessing their effectiveness.

### *INT 601 The History of U.S. Intelligence*

This course traces the evolution of U.S. national intelligence organizations and their missions in the context of evolving security threats since the beginning of the 20th century. It challenges students to critically evaluate various threats the United States has faced and the role of U.S. intelligence in meeting those challenges. Course topics focus on the history of U.S. intelligence collection, analysis, operational support, and the intelligence-policy nexus. The course connects legacy U.S. intelligence capabilities, limitations, achievements, and failures to the enduring intelligence challenges of today and tomorrow. Course content walks through a chronological narrative of U.S. intelligence organizations, national security challenges, and intelligence outcomes with case studies on topics of operational military intelligence, political analysis, advanced technology threats, economic/industrial intelligence, espionage/CI, and intelligence ethics/oversight. Covert action is not addressed in detail in this course.

### *INT 606 Covert Action*

Covert activities and sensitive operations are integral parts of war, conflict, and counterterrorism operations. Intelligence officers, operators, and policymakers must understand covert activities and the contributions 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 and 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.

### *TRN 606 Economics and National Security*

This course focuses on the events, forces, and ideas that have shaped the evolution of economics and world economies by examining 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 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.

### *TRN 609 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. Students explore vital linkages, doctrines, and policies between law enforcement and intelligence and relationships among Federal, state, local, tribal, and private sector entities in homeland security.

### *TRN 610P Threat Finance*

Intelligence analysis and targeting are central to U.S. efforts to use financial tools to coerce and counter threats from both state and nonstate actors. This course will examine the operations, mechanisms, and vulnerabilities of illicit financial networks and the challenges they pose to U.S. and global financial systems, highlighting the role of intelligence analysis in informing the use of policy and regulatory authorities and tools to defeat the networks. Students will also gain experience using tools and financial data exploitation techniques that have proven effective in monitoring and assessing financial threats. The role and impact of economic and financial sanctions and the efforts of targeted entities to circumvent them will receive special emphasis as a category of analysis to inform policy decisionmaking. Course assignments will be modeled after typical threat finance intelligence products to help students develop the skills needed to support the threat finance mission.

### *TRN 614 Homeland Intelligence Warning Field Engagement*

This course focuses on the ability of intelligence to guide strategic and operational direction through the use of warning in the homeland, protection of which remains the IC's ultimate responsibility. Students examine the nature of warning, study warning failures in the homeland, and evaluate the current construct for warning. By examining the complex relationships among Federal, state, local, tribal, territorial, and private sector partners, students prepare to ensure that the homeland is protected, prevent adversary success, and apply warning concepts and practices to protect and save as many lives as possible, given current threats, threat actors, and their capabilities. In addition to the normally scheduled classes, there will be a one-week period where students must report to NIU during working hours to participate in site visits and a tabletop exercise. Please ensure your supervisor is aware and approves prior to enrollment.

## Global Security Intelligence Studies (GSIS) Department

### *RSI 601 Africa: Principles and Continuity Through Time*

African history is replete with themes and events, which inform current events. Root cause analysis of government, demographic shifts, and social norms will be explored to understand their modern impacts.

### *RSI 602 U.S. Policy Toward Africa*

The U.S. relationship with Africa and African countries has been fluid and yet consistent. This course unpacks the complexities between the United States and individual countries, and regional entities, as well as with the region as a whole.

### *RSI 603 Conflict and Complications in Africa*

This course examines the spectrum of conflict from political contestation to all-out war to post-conflict peacebuilding, including conflict management strategies, negotiation spoilers, and the complexities surrounding external interventions.

### *RSI 604 International Development Intricacies in Africa*

This course analyzes development concepts and how the concepts have been implemented before assessing their success. Aspects of governance, democracy, transparency, economics, and the security sector will be examined.

### *RSI 605 The Technical Side of Africa*

This course examines scientific advancement, cyber capabilities, and industrial manufacturing, as well as the contribution of African resources to the chemical, biological, radiological, and nuclear markets of the world.

### *RSI 606 Futures of African Countries*

This course uses futures analysis techniques to examine potential effects of climate change, population explosions, urbanization, and resource exploitation on African people, African countries, and the world.

### *RSI 610 Introduction to China Intelligence Studies*

This course provides a foundation for strategic intelligence work on the People's Republic of China by equipping students to formulate and critique contextual explanations for Beijing's policies and regime behavior. The course begins by preparing students to employ the lenses of China's modern history (Sessions 1-3), institutional structure (Session 4), and elite politics (Sessions 5-6). The course then applies these frameworks to examine three key challenges facing China's leaders that are not the subject of separate NIU China studies courses: the economy (Session 7), internal political stability (Session 8), and the Taiwan issue (Session 9). The course culminates with student briefings on historical case studies (Session 10) in which they individually demonstrate the analytic toolkit acquired in the first six sessions and practiced as a group in the latter three to dissect China's behavior in crisis and conflict. The course serves as a grounding for China's National Strategy and Foreign Policy (RSI 611), China's Military Capabilities and Strategy (RSI 612), and Chinese Intelligence and Information Warfare (RSI 613).

### *RSI 611 China's National Strategies and Foreign Policy*

This course equips students to dissect Beijing's domestic and international strategies and evaluate the implications for U.S. policymakers. It begins with the Communist Party of China's depiction of its aims. The course then details the processes by which the Party formulates, articulates, and implements its

national strategy. It examines the Party Congresses as a critical juncture and the Party's long-term commitment to integrated military and civilian development. Turning to foreign policy, it identifies the Party's views of the current international order, the evolution of its alternative vision for the world, and how Beijing tailors its approach to different international constituencies. The course then examines problems of policy coordination, national security crisis decisionmaking, and strategic signaling. It culminates with student briefings on case studies of the Party's strategy and policy in specific functional and regional areas—situating them in the context of Beijing's overall aims and then evaluating the implications for Washington and the international order.

### *RSI 612 China's Military Capabilities and Strategy*

This course covers the characteristics, drivers, and objectives of China's military modernization, reform, capabilities, proficiency, and strategy. The course examines 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 expanding roles and missions for the PLA. Students assess China's options for using military capabilities to signal, deter, compel, coerce, or prevail in resolving conflicts in its favor. 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 campaign concept that is phased over time, space, warfare domains, and levels of intensity to achieve specific political and military objectives.

### *RSI 614 China in the Future*

This course explores the drivers, objectives, and strategies associated with China's modernization and reemergence as a great power. Students examine key aspects of how China is expanding and using hard and soft power, both regionally and globally. Students also discuss the influence of China's history, culture, geography, and its social, political, and economic development on China's internal stability. The course also analyzes goals in foreign and military diplomacy; intelligence and information operations; trade, financial, and economic cooperation; acquisition of S&T; expanding participation in multinational organizations; and China's military capabilities and intentions within the regional and global security environment.

### *RSI 615 The Chinese Economy: National Security and Intelligence Concerns*

This course provides students with the key background, concepts, and topics of inquiry for China's political economy and economic modernization strategies, competitiveness, and power. The course emphasizes the priority macroeconomic, domestic, and international aspects of China's economy emphasized in strategic intelligence analysis. Key themes include macro-level analysis of China's party-state system's role in directing socioeconomic development strategies, policies, and planning. The sector-level analyses of the course include domestic Chinese business and industry models, organization, and practices, as well as Chinese finance, banking, investment, and international aid. The course also emphasizes China's global integration into business and commodity trading networks, science and

technology sectors, global economic governance, the Belt and Road Initiative, and China's national economic security strategy of military-civil fusion linking commercial economic and technological innovation with defense industries. The course concludes with students assessing current and future topics of the U.S.-China economic relationship, global competition and influence, and Chinese economic power, growth, and sustainability.

### *RSI 616P Taiwan: Crucible of U.S.-China Relations*

This course provides an indepth examination of the role Taiwan plays in U.S.-China relations and great power competition in the Indo-Pacific, equipping students with the tools for analyzing the trilateral security dynamic among the People's Republic of China, Taiwan, and the United States. The course covers the historical legacies that shape contemporary developments across the Taiwan Strait and the respective national strategies each government pursues to advance its interests. Students will explore the prospects of a resolution to the Taiwan issue, the role of the United States in the future development of cross-Strait relations, and contemporary scholarly and policy debates about the inevitability of war over Taiwan.

### *RSI 621 Northeast Asia: Geostrategic Intelligence Issues*

This course examines the history, geography, and culture of Northeast Asia to determine its effects on current and future geostrategic intelligence issues in the region. Students appraise the region's historical geostrategic trends as a critical part of framing the discussion for current and emerging security challenges, priority intelligence issues, and potential opportunities in Northeast Asia. Students evaluate geostrategic intelligence issues, including 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; Russia's reorientation toward East Asia; and the subregion's response to the rise of China as a major regional power and global actor.

### *RSI 622 South Asia Intelligence Issues*

Students explore the historical and contemporary political cultures of Pakistan, India, and Afghanistan and their resultant interactions and conflicts, both internally and with each other. 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 among 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. Students also explore the growing role of China in the region, 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.

### *RSI 623 North Korea: Geostrategic Intelligence Issues*

This course examines the modern history, geography, and culture of Korea to determine its effects 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 guerrilla activities in Manchuria and the Russian far east. Understanding 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 crises, the cycle of provocations, and Kim Jong Un's survival strategy.

### *RSI 624P Southeast Asia: Intelligence Issues*

This course examines the ten nations of Southeast Asia, and their relations with other international actors in the region such as Australia, China, India, Japan, and the Association of Southeast Asian Nations. It begins with the appraisal of the region's history and assesses the region's critical role in upholding a Free and Open Indo-Pacific (FOIP) region. The course then discusses the concepts of power and influence and evaluates how the various actors in the region seek to exercise them in a complex security environment. The course specifically examines the various challenges and opportunities associated with engaging partners and regional institutions, enhancing economic prosperity, ensuring peace and security, promoting good governance, and addressing transnational challenges. The course draws on readings from a variety of perspectives, including IC products, other government publications, academic writings, and media reports.

### *RSI 631 Europe: Intelligence Partner and Analytic Subject*

Europe is the source of the most trusted, most like-minded global allies and partners for the United States, and the continent provides a critical strategic platform for pursuing U.S. 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 EU 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.

### *RSI 632 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 after the dissolution 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 cultures, leading personalities and institutions, economic reforms, and foreign policies. 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 neighbors. This course develops critical thinking and an understanding of Russia's perspective in the context of globalization. It is designed to provide students with a broad conceptual framework for analyzing key intelligence questions.

### *RSI 633 Central Asia: Geostrategic Intelligence Issues*

This course develops a deep knowledge and understanding of the complex environment governing Central Asia today. Located in the critical area between Iran, Russia, China, and Afghanistan, this region is a

corridor between Europe and Asia that encompasses the historic Silk Road. With the U.S. military 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, Tajikistan, Turkmenistan, and Uzbekistan—and 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 evaluating U.S. intelligence activities and existing analysis of this region.

### *RSI 634 The Caucasus*

This course develops 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, between Europe and Asia, and it represents strategic importance to the IC. This course examines four countries of the Caucasus region—Armenia, Azerbaijan, Georgia, and Russia—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 the IC. The course examines the changing environment in select states of the former Soviet Union and 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 U.S. intelligence activities and analysis of this region.

### *RSI 635 The Near Abroad*

This course examines the changing environment in the states of the former Soviet Union and relations within the region. The first part of the course examines the dissolution of the Soviet Union and the resulting 14 independent states, including the Baltic States (Estonia, Latvia, and Lithuania), the Western Republics (Belarus, Moldova, and Ukraine), the Caucasus (Armenia, Azerbaijan, and Georgia), and Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan). The second part of the course examines cross-regional issues and problems that have arisen since the dissolution and how they affect the United States. The objective is to expand students' knowledge and encourage critical thinking with regard to U.S. policies toward these states. This course is designed as a follow-on to RSI 632 Russia: Geostrategic Intelligence Issues; however, the content stands alone and does not require RSI 632 as a prerequisite.

### *RSI 637 Russian Foreign Policy*

The course assesses Russian foreign policy in terms of its historical development, key ideas, and responses to both internal and external developments. Topics to be discussed include the effects of Russia's history, the bumpy transition from being a superpower to the era of Yeltsin, and the Russia of Vladimir Putin, who has dominated Russian politics for 16 years. The course analyzes key topics, including Russia's current objectives, its instruments of hard and soft power, and its relations with the Near Abroad, the Middle East, China and Asia, the European Union, and the United States. A recurring theme will be how much of Russia's foreign policy is Putin's and how much is traditionally Russian. This course develops critical thinking and the ability to evaluate Russia's foreign policy objectives from an intelligence perspective.

### *RSI 638 Europe's Extremes—Terrorism and Political Violence in the Modern Era*

Terrorism has been on everyone's mind since the attacks of 9/11, but nowhere more so than in Europe, which has itself witnessed horrific terrorist attacks in the first two decades of the 21st century. Europe is, in many ways, the epicenter of contemporary terrorism. The French Revolution introduced the modern concept of "terror"—in this case, violence perpetrated by a revolutionary regime against so-called "enemies of the people." In the intervening centuries, radical groups at the extremes of the political and ideological spectrum have used terror to further nationalist agendas, protest government policy, express grievances, sow discord, and hammer at the bonds of civil society. Today Europe once again faces a grave threat from terrorism and political violence, particularly from Islamic extremists and far-right groups. Yet, as several recent studies have noted, Europe's existential struggle with its extremes, and its aggressive approach to meeting these threats, has gone largely unnoticed in the United States, despite direct and dangerous implications for U.S. national security. This course aims to shed light on this complex problem set, from a European perspective. The course begins by examining the place that terrorism and political violence have held in the general context of European affairs in the modern period, the typology of terrorists in Europe, and the various forms that terrorism has taken there. Next, students consider the current context and issues that have contributed to the recent surge in extremist activity and violence. Through case studies and selected readings, students analyze contemporary instances of Islamic terrorism and right-wing violence in Europe. Students then consider these developments as an intelligence problem and analytic subject for the United States and European partners. Finally, students explore European domestic and international responses to terrorism and the nature of U.S.-European bilateral and multilateral counterterrorism efforts.

### *RSI 639 Polar Security*

This course develops a deep knowledge and understanding of the complex security and intelligence issues in the polar regions. The Arctic and Antarctica, individually and together, are once again critically strategic regions for the United States. What happens in one polar region affects dynamics in the other region, as many of the same players address similar issues. For two and a half decades following the end of the Cold War, military tempo significantly decreased as relations between the two former rivals—the United States and the Soviet Union—improved. This new geopolitical environment combined with a dramatically warming climate, resulting in a significant increase in the number of stakeholders in the polar regions in the sectors of scientific research, natural resource extraction, fisheries, shipping, and tourism. After 2010, as relations between Russia and the West deteriorated and as China exercised greater global influence, the polar regions once again became central to international diplomacy, law, economics, and security. This requires a more capable IC, as well as a clear vision for enhanced American engagement in the polar regions while preparing for increasing threats to national security.

### *RSI 641 Latin America: Geostrategic Intelligence Issues*

This course examines the current and future threats, challenges, and opportunities for the United States in Latin America and the Caribbean and provides a greater understanding of recent developments within their historical, political, and cultural contexts. The course focuses on the vital role of intelligence in understanding and handling critical security issues, including political and economic instability, government corruption, mass migration, transnational organized crime, insurgency, terrorism, and foreign influence in the region.

### *RSI 642 Mexico and Central America Intelligence Issues*

The threats and opportunities of globalization have dramatically affected Mexico and Central America and have consequently altered national security and intelligence policies for each of those countries as well as the United States. This course examines the domestic and international impact and future political, cultural, and institutional challenges of these changes on Mexico and Central American nations. This course will also focus on national, operational, and tactical intelligence requirements and strategies for these nations and issues.

### *RSI 643 The Caribbean Basin: Intelligence Issues*

This course examines the current and future threats, challenges, and opportunities for the United States in the Caribbean and provides a greater understanding of recent developments within their historical, political, and cultural contexts. The course focuses on the vital role of intelligence in understanding and handling critical security issues, including political and economic instability, governmental corruption, mass migration, transnational organized crime, insurgency, terrorism, and foreign influence in the region. This graduate course complements and builds upon RSI 641 Latin America: Geostrategic Intelligence Issues by fostering indepth understanding of the social, political, economic, and cultural diversity and complexity of individual Caribbean basin countries—as well as the regional dynamics—as they impact U.S. interests and shape U.S. intelligence planning.

### *RSI 644 South America Intelligence Issues*

The South American nations represent a special challenge to policymakers and the IC that supports them. Although the South American nations are on the same continent, their politics, economics, and culture have evolved by quite different means from each other and in quite different directions, based in part on geographic accessibility to global markets and the demographics of their populations. Consequently, proper intelligence collection and analysis on these nations requires a sophisticated understanding of regional and national histories, including their modernization; educational, social, economic, and political systems; ideologies (especially fascism, populism, communism, and militarism); and treatment of racially and ethnically diverse populations. This graduate course complements and builds upon RSI 641 Latin America: Geostrategic Intelligence Issues, by fostering indepth understanding of the social, political, economic, and cultural diversity and complexity of individual South American countries—as well as the regional dynamics—as they impact U.S. interests and shape U.S. intelligence planning. This course does not cover Colombia and Venezuela, which are addressed in RSI 643 The Caribbean Basin: Intelligence Issues.

### *RSI 651 Introduction to Middle East Politics and Security Issues*

The primary objective of this course is to offer a thematic survey of the political, ideological, and security dynamics of the Middle East, by focusing on how history and religion have shaped and reshaped its development in modern times. The course also covers the way in which great power/regional power competition—among countries including the United States, Russia, China, Iran, Saudi Arabia, and Turkey—continues to impact the stability and the future of the region. From this knowledge base, students are better able to produce timely, policy-relevant strategic intelligence to evaluate the nature of regional threats, and to identify opportunities for U.S. policy and strategy.

### *RSI 652 Iran: Geopolitical Intelligence Issues*

This course is designed to achieve two objectives. The first is to provide an overview of modern Iran's strategic culture by focusing on the country's political, military, and security dynamics. The aim here is to enable students to evaluate core structural and functional characteristics of Iranian state and society behavior at the national, regional, and international levels. The second objective is to teach students how to assess the challenges Iran poses to U.S. regional and national security goals by evaluating Tehran's foreign policy and regional security calculus.

### *RSI 653 Egypt, Turkey, and the Levant: Geopolitical Intelligence Issues*

This course provides a comprehensive examination of the strategic security and intelligence issues related to the historical "Levant"—Syria, Lebanon, Jordan, Israel, and the Palestinian Authority—as well as the bordering states of Egypt and Turkey, whose trajectories often influence and are influenced by Levantine states. From this knowledge base, students will be prepared to produce strategic intelligence to estimate regional states' future trajectories, evaluate the nature of threats from states' structures and strategies, and identify challenges and opportunities for U.S. policy.

### *RSI 654 The Arabian Peninsula: Geopolitical Intelligence Issues*

Since the Arab Spring in 2011, the countries of the Arabian Peninsula (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, the United Arab Emirates, and Yemen) have emerged as dynamic forces in the region. A new generation of leaders is assuming control. They are testing one another's commitment and resolve, seeking a more solid foundation for long-term economic stability, and engaging in a competition for leadership of the Islamic world while funding proxies in ways that alter societies in faraway places. Social media and technological advances are changing public expectations, leading governments to resort to repression and co-optation, but also some degree of accommodation. Yemen has descended into a civil war accompanied by foreign intervention, threatening the security of regional neighbors, and a full resolution might still be many years away. This course will help students to better understand the Intelligence Community through the lens of a closer examination of a region that is so vital for U.S. interests.

### *RSI 655 Islamism: Geopolitical Intelligence Issues*

Understanding the ideology of Islamism is fundamental to strategic intelligence that supports U.S. policy, strategy, and operations in today's global theater. Drawing on historical and contemporary patterns, the course examines the intelligence implications of interaction between Islamism and the West, including sources of legitimacy, relationships between religion and the state, the nature of jihad, human rights issues, and questions of political and economic development. As a matter of emphasis, the course explores ideological megatrends of Islamism, pan-Islamic nationalism, caliphatism, pan-Salafism, defensive jihadism, takfirism, and Mahdism within their local, regional, and global contexts. From this knowledge base, students produce strategic intelligence estimates and assessments on selected contemporary security issues related to Islamism.

### *RSI 656 Iranian Foreign Policy*

The primary objective of this intelligence course is to provide a comprehensive survey of the Islamic Republic's international relations by identifying key drivers, principal decisionmaking institutions, the

underlying threat perceptions, and essential actors exporting Iran's Islamic Revolution. Based on this conceptual framework, students will be able to internalize the nature of threats posed by Iran, assessing Tehran's potential future foreign policy trajectory and growing expansionist tendencies in order to identify opportunities/challenges for U.S. regional security calculus. The aim is to equip students to produce quality strategic-level intelligence papers relevant to policy, military, and intelligence communities.

### *RSI 657P Iran: Military Capabilities and Doctrine*

The primary objective of this course is to provide a comprehensive survey of the Islamic Republic of Iran's military structure and capabilities, evolving way of war, and changing defense doctrine. Based on this framework, students will be able to examine and assess the nature of military threat Iran poses to its neighbors and to the United States and its partners in the Middle East and beyond. The course will also offer an opportunity for students to appraise the trajectory of Iran's armed forces development in the next three to five years as Tehran adopts new technologies and receives assistance from China and Russia. From this knowledge base students will be well-prepared to produce quality papers and briefs that provide timely strategic warning and substantive assessments of Iran's evolving dynamics.

### *TRN 602 Introduction to Terrorism*

This course contributes to NIU's mission by engaging and challenging students to think critically and creatively in order to appraise and render judgments on the terrorism phenomenon and, thereby, to enhance intelligence production and relevancy to policymaker deliberations. This course introduces and explores the key concepts and drivers of the terrorism/counterterrorism paradigm within the context of broader social movement theory. Initially, students analyze the current transnational threat environment in which terrorism is one of many undercurrents, and then they evaluate how terrorism fits into this larger threat environment. The course then explores ideas and concepts for how to analyze and schematize the terrorism phenomenon at the individual (micro), organizational (meso), and societal (macro) levels in order for the student to judge the efficacy of terrorism as an instrument within the asymmetrical warfare structure. Next, the course investigates the role of ideology in terrorism and the psychology of terrorism to enable students to assess the overall stability of a terrorist organization with an eye to determining who joins, who remains, and who levels the organization, and why. Finally, the course examines terrorist use of propaganda (messaging), social media (target audience), and their ability to finance (support) their activities. The course concludes with a critical evaluation of the efficacy of the terrorism phenomenon. Although this course stands on its own as an elective, it is designed to set the stage for the other three courses in the terrorism concentration. To that end, it is highly desirable that students enroll in this course first to set the foundation for the remaining concentration courses: TRN 603 Roots of Terrorism, TRN 604 Countering Terrorism, and TRN 605 Case Studies in Terrorism.

### *TRN 603 Roots of Terrorism*

Terrorism represents a critical threat to U.S. security interests today and well into the future. This course examines the terrorism phenomenon with particular emphasis on basic forms that the phenomenon may take, the influences and factors that may cause a given form of terrorism to occur, and how each form functions within the physical, moral, and cognitive domains of social conflict. Students will be equipped with numerous theoretic approaches—motivational, structural, open systems, and revolutionary

mobilization—to enable them to properly identify a specific form of terrorism and discern its strengths and weaknesses. Terrorism will continue to remain a serious threat to U.S. and allied national security interests for the foreseeable future. Intelligence analysts require the requisite skills to assess the capabilities and objectives of given terrorist movements and groups in order to anticipate and provide the support required to plan and execute a sound counterterrorism policy and strategy.

### *TRN 604 Countering Terrorism*

This course explores the structure, roles and missions, and policies of the U.S. counterterrorism community in the context of recent history, political factors, and human nature to assess the importance of perception in this course and in terrorism in general resulting from the consequences of U.S. counterterrorism action. This course examines specific components of U.S. counterterrorism policy and the importance/roles of rhetoric, the media, and strategic and tactical indicators and warnings. The course will assess American and allied political, military, and cultural responses to threatened and actual terrorist attacks. Understanding the nature of collaboration among intelligence and law enforcement agencies further enhances students' awareness of counterterrorism capabilities and limitations in a globalized world.

### *TRN 605 Case Studies in Terrorism*

This course focuses on how to analyze, appraise, and reach critical judgments regarding the dynamics of the contemporary terrorist threat, which inform the students' understanding of how to counter the terrorist threat most effectively. Students examine origins of terrorism in the breaking away of splinters from larger upheavals driven by economic, social, and political grievances, hopes, and aspirations; followed by the strategic and operational choices faced by the splinter and its members. These culminate in the use of terrorism as a logic of action (pure terrorism) or terrorism as a method of action (that which is utilized by insurgency). Theoretical considerations are supplemented by indepth examination of episodes of terrorism to emphasize that agency (individual choice) is bounded by structure, a web of social and personal factors, and constraints. Contingency (chance) also plays a role. All of these considerations will be thoroughly examined and discussed as we move through a series of case studies that will be first presented to the students ("See One"), then we will collectively work on a case study ("Do One"), and finally the students will analyze and present a case study to the seminar ("Teach One").

### *TRN 607 Transnational Challenges*

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 the effects of regional economic crises on global financial markets. How the IC assesses these new threats affects how effective decisionmakers are in responding with policies and plans. This course highlights globalization's interconnected effects 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.

### *TRN 608 The Role of Intelligence in Counternarcotics*

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 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, and the nexus between these groups and the IC.

### *TRN 612 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 rely 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 maximize its ability to collect, process, and analyze intelligence 24/7. This course examines the role of intelligence partnerships and addresses the need for coalition partner operations, sharing intelligence, and eliminating threats to national, regional, and global security.

### *TRN 613 Essentials of Conflict Analysis*

The velocity of globalization can strain the political, social, religious, and cultural identity of individual groups and may result in challenges to the legitimacy and coherence of state and international structures. This strain places conflict analysis at the center of understanding the nature of today's threats across the spectrum of conflict, which can range from nonviolent resistance and protest movements to the more violent terrorism, insurgencies, and conventional wars within and between states. This course examines in depth the spectrum of conflict across the globe from economic competition to differing levels and types of war, with a variety of relevant theoretical and analytical approaches. The ability of intelligence professionals to anticipate and analyze conflict is essential to intelligence collection, indications and warnings, and analysis.

## Special Interest Courses

### *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. Special Topics are also candidate courses for permanent listing in future curricula.

### *MSI 699 Directed Readings*

This course focuses on a specific aspect of strategic intelligence that is new or specialized, so it is not offered in an existing course. The student must develop a written proposal, a list of readings, and

assignments and have them approved by the sponsoring faculty member and the MSSI Program Director. Students may use a Directed Readings course to satisfy an elective course requirement.

## School of Science and Technology Intelligence Graduate Electives

The MSTI electives within the MSTI degree program are described below:

### *MST 653 Advanced Science and Technology*

This course is a follow-on to MST 613 Science and Technology, for students interested in the analysis and evaluation of current science and technology (S&T) topics of interest to national security. The course focuses on reviewing S&T 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, WMD (nuclear, chemical, and biological), missile systems, proliferation, cyber, conventional weapons, environment, health, space (and counterspace), and arms control. The course analyzes both foreign technology capabilities and S&T that can support U.S. intelligence collection and analysis missions. The course is a seminar where students research current S&T topics and present observations from their research for class discussion and assessment. (Prerequisite: MST 613)

### *MST 655 Advanced Conventional and Non-Conventional Weapons*

This course is designed to provide a broad level of situational awareness into the essential S&T underpinning modern military capabilities. This course will not cover the specifics of WMD but will, in part, include their delivery systems. The unique capabilities of advanced weapon systems are the result of innumerable advancements in the basic and applied sciences, as well as the unique and 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.

### *MST 656 The Economics of Technology*

This course examines resource allocation, intelligence collection, and strategic philosophies from an economic perspective, as they jointly apply to technology and innovation. At the completion of the course, the students will be able to assess how technological innovations are affected by various economic inputs and how those innovations are then applied to benefit the nation's ability to develop its defense.

### *MST 657 Case Studies in Technology Transfer*

Technology transfer is an often-misunderstood term that has multiple usages, ranging from the benign to the strategic. This course will define and assess the various meanings of that term but will pay specific attention to its tactical, strategic, and intelligence-related aspects. Case studies will be the primary learning vehicle whereby the science and technology-related implications of technology transfer will be explored. Particular focus will be given to its organizational, analytical, political, legal, and economic dimensions. Through the use of specific case studies, the real-world implications of technology transfers—the economic health of the nation—will become clear.

### *MST 658 Infrastructure Vulnerability Assessment*

The new security threats that we face in the 21st century have repeatedly demonstrated that the United States can no longer rely on geographical distance and the protection from enemies afforded by two great oceans to ensure the safety of our citizenry. In fact, the documented growth of a variety of threats within the United States poses a unique series of problems that require intelligence officers to fully understand and appreciate the nature of strategic facilities throughout the country and the type and degree of damage that may result if they are successfully targeted for disruption or destruction. On the other side of the coin, acquiring such an understanding of key or critical infrastructures will help develop the analytical acuity to recognize and place into perspective potential threats to U.S. forces, missions, or allies overseas, as well as the targeting expertise necessary to provide effective warning and offensive advice depending on the circumstances.

### *MST 659P Research, Development, Test, and Evaluation (RDT&E) Intelligence*

This course examines principal facets of science and technology intelligence (S&TI): security, intelligence, and counterintelligence aspects of worldwide scientific research, development, test, and evaluation (RDT&E), and system acquisition. The economic drivers and effects of technical innovations are studied, with special attention to disruptive technologies that have large and rapid social, economic, or military consequences. Worldwide academic, commercial, and government research in physical science, biomedical science, and engineering is considered, as well as the acquisition processes used to design and deliver innovative devices and systems, and to verify that the devices and systems meet their design requirements. These matters are viewed from an intelligence and counterintelligence perspective, with an eye to how they can be exploited or disrupted.

### *MST 660 Introduction to Denial and Deception*

This course sets a historical, thematic, and contemporary context that provides a fundamental perspective on denial and deception (D&D) activities and the foundational knowledge required to recognize and counter them. It focuses on fundamental principles, historical events, trends, supporting case studies, and U.S. organizational responses to the foreign D&D threat. Course material addresses the existing U.S. IC environment and national security issues that permeate and influence the world of the D&D analyst. The course also focuses on the role and effect of D&D on U.S. strategic warning and national security objectives.

### *MST 663 WMD: Counterproliferation*

This course outlines the structure and role of the U.S. counterproliferation effort within the IC, as well as current applications and future implications of the enabling functions stated in the National Strategy. The course focuses on specific components of U.S. counterproliferation policy and the vital role played by intelligence collectors and analysts working collaboratively in the national counterproliferation effort. Chemical, biological, and nuclear threats are defined, and future applications are discussed throughout the course.

### *MST 664 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures*

In this course, students examine various adversarial threat organizations and their execution of D&D activities, gain insight into the effect of collection technologies on D&D, and investigate current techniques for countering foreign manipulation via D&D practices.

### *MST 665 The Biological Threat*

This course addresses pathological, biological, biochemical, molecular, and medical laboratory features of living agents or organic products for potential use in warfare, terrorism, or criminal activities. The scope of biological agents and their potential for deployment against humans, animals, and plants, along with relevant aspects of prophylaxis and therapeutics, are examined. Attention is given to environmental issues causing certain biological agents to become special threats in specific geographical locations, laboratory diagnosis, and forensic investigation. Students distinguish properties of agents or organic products presenting dangers as strategic and tactical weapons of warfare from those with properties more suited to bioterrorism or crime, and become aware of efforts to prevent, contain, or counter terrorist and criminal use of biological agents.

### *MST 667 The Nuclear Threat*

This course provides students with an overview of the nuclear weapons threat, from the science and engineering behind special nuclear materials production to the role of nuclear weapons as weapons of power and policy by the United States, nation-states, and nonstate actors. This course addresses technical, intelligence, and policy issues associated with nuclear weapons and provides an understanding of nuclear weapons and their impact on the IC and national security. Basic weapons physics is reviewed, and special nuclear material production is introduced, followed by nuclear weapons development and testing, and the threat from foreign nuclear programs. Intelligence issues associated with these weapons and their development are examined, along with the current state of the threat from various foreign, nuclear weapon-capable states, proliferators, and nonstate actors. Intelligence indicators associated with foreign nuclear weapons production activities are reviewed and discussed, as well as collection capabilities on adversarial nuclear programs. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 669 The Chemical and Explosive Threat*

This course provides students with an overview of the chemical and explosive threat. This course addresses scientific and technical intelligence and policy issues associated with weapons, which may be used in warfare, terrorist actions, or criminal activity, and it is designed to provide a comprehensive understanding of the chemical and explosive categories of WMD. Distinctions are made between this and other classes of WMD. Effects of each type of weapon are examined, along with the current state of the art. Intelligence indicators and warning associated with adversarial systems necessary to develop and employ the weapons are reviewed and discussed.

### *MST 671 S&TI Space and Missile Systems*

This course provides the essential principles, components, and technologies of space and missile systems. Further, space-based applications will be compared and contrasted, to include orbital and interplanetary propulsion and sensing systems, in both the military and civilian context. A fundamental understanding of propulsion systems and accompanying laws of thermodynamics will be supplemented with analyses of the range of physical manufacturing techniques and chemistry issues that make such vehicles possible. Discussion of guidance, control, warhead design, and delivery techniques—to include penetration aids—will provide a comprehensive understanding of the strategic aspects of this technology. Capabilities of

U.S. and foreign systems, along with the proliferation of ballistic missiles, are analyzed and related to implications for national security.

### *MST 674 Identity Intelligence*

This course provides operational-strategic/national (DoD/interagency/partner nation) understanding of identity intelligence (I2) terms, concepts, doctrine, and associated operations/activities. This includes knowledge of identity modalities, three enabling activities (biometrics, forensics, and DOMEX), and identity attributes (biologic, biographic, and behavioral). Students will learn the organizations, missions/functions, technology/tools (current and emerging), databases and analytic tradecraft, and information coordination requirements, including policy and legal considerations. Content spans the two primary I2 functions: identity discovery/reveal (or denying threat anonymity) and protect/conceal. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 676P Fundamentals of Space Operations*

This course introduces the student to the space environment, as well as the technology and national security implications of space as a commercial, military, and intelligence venue. Concepts to be covered include basic orbital structures and laws of motion, space system characteristics, and delivery means and operation in space for civilian, military, and intelligence purposes. Space applications including remote sensing, GEOINT, SIGINT, communications, missile warning, navigation, scientific research, and commercial and manufacturing exploitation are surveyed. The course will explore ground infrastructure, command and control, satellite components, and payloads, and how these systems are acquired, operated, and maintained. The course will include a survey of international laws and treaties governing space. A STEM background, although helpful, is not required.

### *MST 677P Foreign Space Capabilities*

This course focuses on foreign space systems and architectures, including adversary, competitor, foreign commercial, and allied systems. The course reviews foreign military, scientific, and economic policies as they apply to the space domain. The course will analyze and compare/contrast adversary space operations and doctrine with their U.S. counterparts. The course will examine mission sharing across commercial and allied architectures and assess the risks associated with each. A review of technology trends and their impact on both capability development and policy and doctrine will be conducted. Prospective impacts of revolutionary technology, such as quantum technologies and artificial intelligence, will also be discussed.

### *MST 680 Information Power*

This course examines the information component of power from a strategic intelligence perspective. Students assess the intelligence-related aspects and issues of military information operations, critical information infrastructure and cyberspace, strategic communication and public diplomacy, and media war within the contested global information environment. The aim of this course is to enable the intelligence professional to analyze adversary information-related capabilities and activities to develop strategic intelligence requirements.

### *MST 681 Propaganda*

This course provides an intensive examination of the techniques, methodologies, and strategies of influence for the purpose of discerning intelligence requirements. Topics include communication theory; social influence and persuasion; attitude formation; the history of propaganda; target audience analysis; media war; and practices for analyzing adversary propaganda. The aim of this course is to enable the intelligence professional to recognize and analyze adversary influence activities and tactics to develop strategic intelligence requirements.

### *MST 682 Cyber Intelligence*

This course provides students a cyber intelligence foundation from which they assess and evaluate the policies, functions, and analysis of intelligence issues related to the cyber domain. Topics covered in this course include how cyber works; its relevance to the IC; IC challenges and opportunities in cyber; and roles and responsibilities of government and nongovernment entities.

### *MST 683 Foreign Information and Cyber Strategies*

This course examines information- and cyber-related strategies of selected threat actors in the global information environment. The course enables the student to comprehend foreign threat information warfare concepts and activities, foreign employment of cyber capabilities, and how those capabilities are used in concert to support an adversary's information strategy and national security objectives. Students will understand how information technology is employed by adversaries in pursuit of their strategic goals and will be able to assess the impact on U.S. national interests.

### *MST 684 Cyber Threat*

The Cyber Threat course provides students the framework with which they will assess and evaluate cyber-threat actors, methodologies, and resources. Students compare a variety of threat models by assessing real-world cyber scenarios. Topics include worldwide cyber capabilities, foreign state and nonstate actor cyber strategies, cyber-attack processes, attack vectors, exploitation, espionage, and denial and deception.

### *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 and their S&T foundations. This enhanced perspective should enable the student to provide strategic intelligence support as it relates to social networks. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 686 Network Operations Environment—Engagement*

This course focuses on understanding and assessing network operations, exploitation, and activities in a unique, standalone network environment. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 687 Advanced Information Power Seminar*

This seminar enables students to analyze strategic problems in information power affecting U.S. national interests, assess adversarial information strategies and tactics, create intelligence support requirements, and

synthesize potential solutions to information-based confrontations in the global information environment. The course uses a tabletop strategic exercise for which BLUE-Force victory is not presumed. The seminar requires the students to analyze and integrate nested, scenario-driven events to determine adversary information activities and intents, anticipate and counter asymmetric information advantages, generate intelligence requirements and assessments, and solve the complexities of strategic intelligence support for information conflict. The aim of this course is to prepare the intelligence professional to analyze, evaluate, and solve both anticipated and unexpected strategic intelligence challenges in the increasingly contested global information environment. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 688 Data Science Applications*

This course provides an introduction to data science, covering the history, evolution, application, and philosophy of data science from inception into the data/digital age. The course addresses the use of tools and techniques with various data structures, including algorithms, extracting meaning from data, network graphs, visualization, and ethical components. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 690 Data Science Mathematics*

This course examines the underpinning role of mathematics in data science and intelligence. Students will review and assess the critical roles of linear algebra, statistical methods, elements of differential calculus, and graph theory in data science, and they will apply these mathematical tools to IC-relevant problem sets. This course is designed to develop common knowledge and comprehension of mathematics within the data science field, as it relates to intelligence collection and analysis. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 691 Data Science Tools and Techniques*

This course examines the tools and methods used in data science and intelligence. Students will use Python to solve a variety of data science challenges applicable to the IC, and they will become familiar with Python libraries useful in network analysis and graph theory, natural language processing, and convolutional neural networks. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 692 Data Science Visualization and Communication*

This course focuses on the rapidly changing foundations and dynamics of data science technology, visualization, tools, and communication. By focusing on key intelligence priorities, students will gain an enhanced perspective on how to apply effective data visualization to intelligence problems and trends, as well as forecasting. Students will learn to apply graphical designs to data and present effectively to a selected audience—using the right chart for the right data is key. By the end of the course, students will be able to explore, gather, manipulate, analyze, and communicate data sets focused on key intelligence attributes. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 693P Geospatial Data Science*

This course introduces theory and practical application of spatial data science in intelligence and analysis. Students will review and assess the critical role that spatial data science plays in strategic intelligence,

including the GEOINT enterprise capability across the IC and joint forces. Geostatistical fundamentals will be covered to introduce methods for modeling spatial and spatiotemporal phenomena to aid in an operational environment. Traditional analytical methods such as network analysis, spatial interpolation, and geostatistical analysis are examined, along with recent data science and analytics methodologies that help us extract knowledge and insights from spatial distribution in the human and environmental geographies. The student will be provided with the working knowledge of theory and practice in spatial statistics and geostatistics. Theoretical knowledge will be supplemented with real-world use cases through in-class projects and assignments. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 694P Algorithmic Warfare*

This course examines the role of artificial intelligence (AI) in intelligence collection, analysis, and modern warfare. Students will review and assess the critical role that AI and data science play in strategic intelligence, including the current state of AI capability delivery across the IC and joint forces and the strategic approach to delivering AI capabilities rapidly for operational impact at scale, and will appraise how we can develop new warfighting and intelligence constructs and address operational challenges. Students will examine the ethical considerations of AI in intelligence operations and warfare and will consider the implications of a hypothetical artificial general intelligence (AGI) instantiation. Students will also gain hands-on experience with machine-learning algorithms and evaluate their operational utility. *Unfortunately, this course cannot be offered via secure VTC.*

### *MST 697 Graduate Certificate Capstone*

Upon successful completion of four certificate courses, students pursuing a CIS in an SSTI topic may enroll in this capstone course, which serves as a means of integrating the learning experience. The course provides a capstone assignment to ensure the achievement of the certificate's learning outcomes. The Certificate Director will direct and assess the deliverable, which will result in a pass/fail determination.

## Special Interest Courses

### *MST 698 Special Topics*

Special Topics can be used for new curriculum topics that take advantage of unique expertise of visiting faculty or meet the needs of a timely intelligence topic. The lead instructor must develop a written proposal, a list of readings and assignments, and have them approved by the SSTI Program Director. Special Topics are also candidate courses for permanent listing in future curricula.

### *MST 699 Directed Readings*

This course focuses on a specific aspect of S&TI that is so new or specialized it is not offered in an existing course. Directed Study allows students to design and carry out an independent project, working one-on-one with a faculty member. The student must develop a written proposal or experimental research plan, and a list of readings and assignments in conjunction with the sponsoring faculty member. The resulting plan of study must be approved by the SSTI Program Director.

# ACRONYM LIST

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|---|---|
| ACE | American Council on Education |
| AERS | Army Educational Requirements System |
| APSC | Academic Policy and Standards Committee |
| AY | academic year |
| BoV | Board of Visitors |
| BSI | Bachelor of Science in Intelligence |
| C3I | command, control, communications, and intelligence |
| CAB | Campus Activities Board |
| CBRN-E | chemical, biological, radiological, nuclear, and high-yield explosive |
| CE | continuing education |
| CI | counterintelligence |
| CIA | Central Intelligence Agency |
| CIDS | Cyber Intelligence and Data Science in Intelligence Department |
| CIS | Certificate in Intelligence Studies |
| CHEA | Council on Higher Education Accreditation |
| CJCS | Chairman of the Joint Chiefs of Staff |
| CONTU | Commission on New Technological Uses of Copyrighted Works |
| CP | Counterproliferation Concentration |
| CPI3 | Counterproliferation and Information, Influence, and Intelligence Department |
| CSI | College of Strategic Intelligence |
| CYI | Cyber Intelligence Concentration |
| D&D | denial and deception |
| DEA | Drug Enforcement Administration |
| DHS | Department of Homeland Security |
| DIA | Defense Intelligence Agency |
| DNI | Director of National Intelligence |
| DoD | Department of Defense |
| DOE | Department of Energy |
| DOS | Department of State |
| DSI | Data Science in Intelligence Concentration |
| EAC | European Academic Center |
| ETGR | Emerging Technologies and Geostrategic Resources Concentration |
| FBI | Federal Bureau of Investigation |
| GEOINT | geospatial intelligence |
| GSIS | Global Security Intelligence Studies Department |

| | |
|---|---|
| GRE | Graduate Record Exam |
| HUMINT | human intelligence |
| I&W | indications and warnings |
| I2 | identity intelligence |
| I3 | information and influence intelligence |
| IC | Intelligence Community |
| ICC-B | Intelligence Community Campus-Bethesda |
| IO | information operation |
| IRB | Institutional Review Board |
| JPME | Joint Professional Military Education |
| JWICS | Joint Worldwide Intelligence Communications System |
| L&M | Leadership and Management Concentration |
| MASINT | measurement and signature intelligence |
| MSCHE | Middle States Commission on Higher Education |
| MSSI | Master of Science of Strategic Intelligence |
| MSTI | Master of Science and Technology Intelligence |
| NAC | National Security Agency Academic Center |
| NATO | North Atlantic Treaty Organization |
| NCR | national capital region |
| NISE | National Intelligence and Security Enterprise Department |
| NISS | National Intelligence and Strategic Studies Department |
| NGA | National Geospatial-Intelligence Agency |
| NGO | nongovernmental organization |
| NIPF | National Intelligence Priorities Framework |
| NIPRNET | Nonsecure Internet Protocol Router Network |
| NIU | National Intelligence University |
| NSA | National Security Agency |
| NSC | National Security Council |
| ODNI | Office of the Director of National Intelligence |
| OOR | Office of Research |
| OPSEC | operational security |
| OSINT | open-source intelligence |
| PEDs | portable electronic devices |
| PII | personally identifiable information |
| PLA | People’s Liberation Army |
| PRC | People’s Republic of China |

| | |
|---|---|
| QAC | Quantico Academic Center |
| S&T | science and technology |
| S&TI | science and technology intelligence |
| SAC | Southern Academic Center |
| SCI | sensitive compartmented information |
| SIGINT | signals intelligence |
| SISO | Strategic Intelligence in Special Operations Concentration |
| SME | subject matter expert |
| SOF | special operations forces |
| SSO | Special Security Officer |
| SSTI | School of Science and Technology Intelligence |
| TDY | temporary duty |
| USEUCOM | U.S. European Command |
| USINDOPACOM | U.S. Indo-Pacific Command |
| USSOUTHCOM | U.S. Southern Command |
| UView | Unclassified Virtual Enterprise Workspace |
| WMD | weapons of mass destruction |