NIU NATIONAL INTELLIGENCE UNIVERSITY

CATALOG FOR ACADEMIC YEAR 2024-25

CONTENTS

ABOUT THE UNIVERSITY

The Catalog

The *National Intelligence University Catalog* is published annually. Undergraduate and graduate regulations, University policies, academic programs of study, and approved courses effective fall 2024 for academic year 2024-25 are documented in this catalog. Students who matriculate at National Intelligence University (NIU) at the beginning of the 2024-25 academic year will use the *2024-25 National Intelligence University Catalog* for the official description of policies and requirements for graduation. Students may, however, elect to use the curriculum requirements of a *National Intelligence University Catalog* published subsequent to the year of their matriculation. University and department staff reserve the right to withdraw or change the announcements in this catalog.

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 (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, an institutional accrediting agency recognized by the US Department of Education and the Council on Higher Education Accreditation (CHEA). 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. 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 is incorporated in 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. 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 are included in the process.

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. Our policy is 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 US citizens and either US Government civilian employees or active or reserve members of the US Armed Forces. 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 in association with the US Government or military employer listed on the 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 Enrollment Management and the Office of Security as it may impact eligibility to attend.

Nominations are required from the applicant's home agency/service for the in-residence/full-time Master of Science of Strategic Intelligence (MSSI), Master of Science and Technology Intelligence (MSTI), or Bachelor of Science in Intelligence (BSI) degree programs. In-residence/full-time applicants are responsible for gaining their home agency/service's endorsement to attend NIU. Applicants should contact their home agency/service's education, training, or human resources department to determine the nomination process and any associated timelines. In addition, some agencies/services require that applicants obtain internal approval for part-time study, whether pursuing individual courses for Continuing Education, a graduate certificate, or a degree program. Part-time applicants must adhere to their home agency's rules and qualifications regarding educational attendance. It is also important to note that prospective students may only apply to one academic program at a time.

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.

Undergraduate Admissions

Undergraduate Degree Eligibility Requirements

BSI applicants are carefully examined regarding previous education, academic preparation, and ability to excel in undergraduate work. Therefore, BSI applicants must submit an application form, statement of purpose, relevant test scores, and official transcripts from previously attended institutions in addition to formal nomination. BSI applicants are encouraged to attend admissions counseling before application submission. Please refer to NIU's Admissions website for specific information on these requirements:

Bachelor of Science in Intelligence (BSI) – National Intelligence University (ni-u.edu)

Undergraduate Transfer Credits

Undergraduate transfer credits are accepted in the NIU 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 from an accredited US college or university 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 US college or university that is accredited by one of the regional accreditors recognized by 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.

The previously attended US college or university must be accredited and recognized by the CHEA. Additionally, a maximum of 50 semester hours will be accepted from testing and military training evaluated by the American Council on Education. This acceptance is only for the undergraduate program.

Transfer credits for required courses in the BSI curriculum are not accepted. No articulation agreements have been established between NIU and 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 NIU's Office of Enrollment Management. Failure to report all previous academic work will be considered sufficient reason for application rejection or University dismissal.

Undergraduate Conditional Admission

A student may be admitted conditionally 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)

MSSI and MSTI applicants are carefully evaluated regarding 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, statement of purpose and résumé by the published deadline. Graduate record examination (GRE) scores are optional and not required.

Applicants pursuing a MSSI or MSTI degree must possess a baccalaureate degree from a US college or university that is accredited by an institution recognized by the US Secretary of Education. 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:

Academics – National Intelligence University (ni-u.edu)

Continuing Education and Certificate in Intelligence Studies

Applicants pursuing either Continuing Education (CE) or a graduate certificate in one of the topics offered in the Certificate in Intelligence Studies (CIS) program must possess a baccalaureate degree from a US 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 pursuing continuing education or graduate certificates are not seeking a degree. Separate application by the posted NIU deadline is required should the student later decide to pursue the MSSI or MSTI degree. The student may transfer earned NIU credit hours toward degree requirements with the transition to a degree program. A student who decides against pursuit of a degree may apply concentration courses to a certificate program if all requirements are met. The student must inform the Office of Enrollment Management of intent to relinquish the program and request the certificate. Concentration courses for a certificate may not be used for any future degree.

Participation in the Intelligence Community Strategic Leaders Program, one of the topics in the CIS program, requires nomination from the applicant's home agency, a résumé, a 500-word statement of interest, and a statement of purpose. This program is designed for GS-14/15 intelligence professionals of all job series and backgrounds with at least 10 years' experience.

Please refer to NIU's Admissions website for specific information on all admissions requirements: Admissions – National Intelligence University (ni-u.edu). 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: Admissions – National Intelligence University (ni-u.edu).

Applicants are responsible for requesting their official transcripts and test scores be sent directly to NIU from the issuing entity. Unofficial transcripts or test scores are not accepted. Official transcripts must be 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.

Application materials are accepted by mail through Federal Express or the US Postal Service but may take several weeks to arrive. Applicants must consider this delay when submitting applications and are strongly encouraged 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.

Rolling Admissions

The University evaluates part-time applications as they are received for MSSI or MSTI degrees, Continuing Education, and most Certificate in Intelligence Studies program topics. Applications will be reviewed when they are complete. Applicants are encouraged to submit applications throughout the year, but matriculation can occur only at the beginning of the term (fall, winter, spring, or summer) within the academic year.

Notification of Admission

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

Part-time applicants to the MSSI or MSTI degree programs and the Continuing Education or Certificate in Intelligence Studies programs are typically notified by email of admission status within 4-6 weeks after application submission.

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 and US Government/military employment). Failure to meet these qualifications may result in removal from the course and/or program.

Course Registration

Students register each term by accessing the advertised NIU online registration method. Registration dates, announcements, and procedures are provided to students through Blackboard. Students are responsible for monitoring the Registrar site on Blackboard for updates through the end of the course add/drop period to ensure receipt of all administrative-related updates (e.g., classroom moves, instructor changes, or facility-related notifications) impacting the start of term. Students must be registered for a course or be on the waitlist during the add/drop period to participate in the course.

In-residence/full-time students are automatically registered in core/required courses with their assigned track or as administratively appropriate. These track assignments feed into Joint Duty Assignment (JDA) qualifications and program-related requirements, and the Office of Enrollment Management (NIU Enrollments) works with Deans, Associate Deans, and Program Directors to make these assignments. Students may not change seminar assignments without pre-coordination with the appropriate College or School Program Director (or Dean/Associate Dean).

Undergraduate students may, with special permission, enroll in up to two graduate courses (see BSI Degree Requirements). Such enrollments are on a space-available basis and require coordination with and approval from both the BSI Program Director and the 600-level elective graduate course instructor. These courses are taken to fulfill BSI program credit-hour requirements and, therefore, may not be transferred to other programs for graduate-level credit.

Priority for course registration is linked to the scheduled date, time, and site of the course in relation to the student program, format, and site per the Student Information System student record. Of note, audit requests are processed after the course priority registration period and only for courses with open seats and individuals classified as students assigned to an NIU program (see Audit section for more).

Student Responsibility

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. Students are responsible for seeking guidance from an Academic Advisor or Program Director when establishing their academic plan; this better ensures that prerequisites, options, and requirements are early considerations for building in flexibility to support positive goal progression and program completion.

Students are responsible for reviewing their official student record, monitoring its changes.

All students are responsible for identifying the implications of both satisfactory and unsatisfactory academic progress and for monitoring changes to enrollment status. Students are responsible for coordinating with **niu_enrollments@niu.odni.gov** staff to correct enrollment status changes that negatively impact course registration.

Students returning from an extended absence (see, for example, Academic Leave of Absence) should email **niu_enrollments@niu.odni.gov** at least six weeks prior to the advertised term start date with a request to be included in registration activities.

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 course level; for example, 400-499 indicates undergraduate level courses and 500-799 are graduate level courses. Undergraduate students may take up to two 600-level graduate elective courses. Unique course offerings, which are not listed in the course catalog, may occur during the academic year. All course offerings are advertised to students.

Student Schedules

All students may access upcoming term schedules online; refer to the Blackboard Registrar site and—during the online registration period—the online registration portal. Classroom assignments are posted within the Blackboard Registrar site and are updated through the add/drop period. 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 **niu_enrollments@niu.odni.gov** for assistance.

Add/Drop

Students may take three actions to affect course enrollment: Add, Drop, or Withdraw—without or with penalty—from a course. This section addresses Add and Drop requests.

During the online registration period, students may add or drop courses within their dashboard on the portal using the How-to Guide. Should the desired course not be listed in the dashboard, or the portal be unavailable, students may email add or drop requests to **niu_enrollments@niu.odni.gov**; include the student ID and either "course add" or "course drop" in the title. Student add requests are processed based on NIU resources, including space availability; approval is not guaranteed. Deadlines to submit add and drop requests are posted and strictly enforced (see below).

Deadlines

The NIU Academic Calendar hosts deadlines for both add ("Last Day To Add a Class") and drop ("Last Day To Drop a Class") actions each term. Generally, the add deadline is the end of week one of the term, and the drop deadline is the end of week two. Because the monthly program is a compressed program with multiple course sessions held each weekend it is in session, all students attending monthly-format courses must submit add/drop requests during the first course weekend (labeled in the NIU Academic Calendar as "Monthly Program Weekend 1").

Of note, student requests to exit a course that are submitted after the posted Drop deadline are processed as Withdrawal requests. Besides the deadline, drops are differentiated from withdrawals in how the action is reflected on the student transcript: at NIU, dropped courses are removed from the transcript and withdrawals have the course and a W grade listed on the transcript.

Waitlist Rules

Waitlists for courses are managed by the Office of Enrollment Management and Program Directors during open registration. Once registration has closed, the waitlist is cleared for all courses. It becomes the student's responsibility to maintain contact with the Office of Enrollments to monitor space availability that could support an Add request prior to the posted Last Day to Add deadline. Of note, classroom capacity is not in direct correlation with enrollment/course availability.

Changing Academic Programs

Students may request a change in their Academic Program. A request to transfer to a same-level program (e.g., one master's degree to another) requires student completion of the Program Change Request,

coordination with both the existing and the gaining academic unit, and Office of Enrollment Management processing to update the student record. The student retrieves the form from the Blackboard Registrar site, completes it, and contacts both the existing and gaining academic units to initiate the request. If the gaining academic unit approves the request, the Program/Center Director and/or Dean submit the signed form to the Office of Enrollment Management for recordkeeping. The program change is then reflected in the student's record within the Student Information System.

Requests involving a decrease in program level (e.g., a change from a graduate degree to a graduate certificate) require a documented request for a program change with the appropriate academic unit (Program/Center Director and/or Dean) approval and an application. Only elective courses linked to the requested CIS program, as noted in the NIU Academic Catalog, are transferable toward earning the certificate.

Requests involving an increase in program level (e.g., a change from a graduate certificate to a graduate degree) require a new admissions package for the desired program. The requestor becomes a new applicant who must start the process with Admissions, complete the requested program's application, and meet the current admissions package submission requirements.

Academic Planning

The Office of Enrollment Management may address course enrollment questions and assist with academic record reviews. Students are responsible for seeking appropriate advice from 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 Academic Advising section).

Intent to Graduate

The NIU Academic Calendar includes deadlines throughout the year related to the two posted graduation ceremonies: the 10 January and 27 June ceremonies; all posted deadlines are linked to program requirements and graduation eligibility. The Blackboard Registrar site includes Intent to Graduate diploma order forms. Students who intend to graduate in December 2024 should submit their diploma order form no later than 4 October 2024. All students intending to graduate in June 2025 must complete and submit the diploma order form no later than 4 April 2025. 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 must complete all graduation requirements by the Academic Calendar-posted deadlines**.

Graduate Transfer Credits

Students may seek 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 external 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 US colleges or universities that are accredited by an institution accredited by the US Secretary of Education. 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 to ensure the course curriculum and content are not 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 Enrollment Management 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 Enrollment Management which courses will be transferred during the student's first term of study.

Transfer credit will appear on the student's transcript. Grades associated with approved transferred courses from external 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 at the Office of Enrollment Management, 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 Office of Enrollment Management a written request that identifies the record(s) the student wishes to inspect. The Office of Enrollment Management 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 to the Office of Enrollment Management, 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 will notify 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 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 NIU 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 (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 Office of Enrollment Management, please 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

Students are responsible for keeping informed of and complying 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 NIU 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 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 and Registrar Blackboard sites and for accessing University communications sent to ODNI U-View, 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, NIU will actively use Blackboard, U-View Outlook, and MS Teams as platforms for student communication. The Office of Student Affairs is responsible for all official University communications with students.

Information Technology Policies

All students will provide full name and unclassified email for U-View account use. They will also sign a user agreement that includes 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 obscene, vulgar, profane, or 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—or where no purpose of legitimate communication exists, and 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 (e.g., 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 staff 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 member of an administrative unit has the responsibility of enforcing these policies. All users and administrative unit members 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 staff, or the NIU Office of Security. NIU's information technology support staff 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 a weapon to be present 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 Office of Security 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 US Government email address. Each student must also maintain U-View, 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 Office of Enrollment Management (niu_enrollments@niu.odni.gov).

Status Changes

Students must retain their US Government/military employment affiliation to study at NIU. Students who transfer to another organization while attending NIU must notify the Office of Enrollment Management and the NIU Office of Security of any change in security status. If students are debriefed at the organization 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 Office of Security. 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 Office of Security can be reached at 301-243-2097 and niu_security@niu.odni.gov with any questions.

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

Attendance

All NIU students are US Government/military employees subject to their employer's time and attendance policies in addition to the NIU attendance policy. Employers may reach out to NIU for attendance if time and attendance reporting discrepancies are suspected.

Below is the NIU attendance guideline. Implementation is supplemented with course instructor/syllabus input.

Students are expected to attend all scheduled class sessions. Students missing more than two sessions in a ten-week term, or more than one class session in an eight-week term, will face penalties, ranging from lowering the final grade to failing the course. Penalties are at the discretion of the faculty member teaching the course. Students must make up instructional time and may be asked to withdraw from the course.

Given the compression of course sessions for monthly programs (into four weekend sessions during three terms and a two-week intensive summer term), only one day of a term may be missed. 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 be considered only in extraordinary circumstances and should be directed to the appropriate Dean.

Reporting Class Session Absences

Students should contact the instructor to report an absence and make up any missed work. Students are solely responsible to contact the instructor to report an absence. Additionally, faculty members must report unexplained or excessive absences to the Office of Enrollment Management, Agency Chair, Senior Service Advisors, and Department Chair when appropriate.

Academic Leave of Absence (LOA)

Students with professional or health circumstances necessitating **a break in their studies for more than two academic quarters** should request an academic leave of absence (LOA). These requests are submitted to niu_enrollments@niu.odni.gov with the student ID and the requested start and end date of leave. LOAs may be granted for up to 18 months. If a student wishes to extend the LOA, the burden is on the student to petition for another LOA prior to the expiration of the initial LOA. A Dean may disapprove LOAs if they will adversely impact the applicability and relevance of the degree as program materials change over time.

An LOA does not automatically alter the student's completion date for finishing a program. All students on a leave of absence must out-process from NIU, and in-residence/full-time students must report to the parent military or civilian organization. Of note, out-processing leads to loss of access to accounts and resources for the LOA's duration. When returning from an LOA, students are encouraged to send an email to niu_enrollments@niu.odni.gov as soon as possible (with a goal of at least six weeks prior to a term start) to allow time for record activation-related reviews.

Separation from the University

Students in good academic standing who wish to separate from the University the following term must notify the Office of Enrollment Management in writing and may do so at any time up to and including the last day of classes, provided academic progress during the term does not result in dismissal. If a student must separate during a current term, they should take action to withdraw from each of their courses and notify the Office of Enrollment Management of their intent to withdraw in advance of the next term. A separation can be initiated by either a student or a representative of NIU. 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 NIU 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 Enrollment Management will be considered for readmission only under exceptional circumstances. Students who separate from NIU and are subsequently readmitted will not be readmitted again after separating from the University 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, non-thesis, or capstone requirements within one academic year.

The parent services or agencies of in-residence/full-time bachelor's and master's students may require them to finish their academic requirements 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 master's students are expected to complete all degree requirements within 36 months. Part-time students who do not complete the requirements in four years will be contacted by the Office of Enrollment Management to discuss completion planning.

Certificate students should complete their programs within two years. CE-only students should renew their applications annually to broadcast their intention to participate in enrollment activities at least one term a year.

Time Limits on Coursework

All degree requirements must be completed within seven years. Time-to-degree begins with the earliest course to be applied toward the degree, to include credits transferred from other institutions. Work undertaken more than seven years earlier may not be applied toward degree requirements without Dean-level approval.

Grading

NIU faculty members use different direct assessments for evaluating student work, to include examinations, classroom participation, written assignments, oral presentations, group projects, and performance-based exercises, to name a few. 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 is the responsibility and prerogative of the faculty member teaching the course.

- Grades are posted within the Learning Management System (LMS—course record) and Student Information System (SIS—student record). Final grades are generally posted as whole number grades for courses assigning numeric grades and as P or F for courses assigning Pass/Fail grades. The student transcript reflects letter grade equivalents for numeric grades (see the NIU Grade Scale section for more detail).
- Faculty members must have uniform, identifiable grading criteria in each course syllabus. Before the end of the first course session, faculty members 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 course 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.

Faculty assignment of an incomplete (I) grade initiates an Office of Enrollment Management grade letter or notification with two deadlines: the date for student submission of deliverables to close out the course and the date for the faculty member (instructor) to submit the final grade to replace the I on the transcript.

It is the student's responsibility to request an incomplete (I) grade from the faculty member. **Students must complete all requirements by the ninth week of the subsequent ten-week quarter, or the seventh week of an eight-week quarter.**

The faculty member must turn in the final grade to the Office of Enrollment Management by the final week of the following quarter. If a faculty member does not submit a final grade by the 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, the grade is treated as unsatisfactory academic performance.

Pass/Fail (P/F)

Pass/fail grading is used only in courses specifically authorized by the deans—to include certain thesis, non-thesis option, and capstone courses. Students enrolled in such courses receive a grade of pass (P) or fail (F) at the end of the course term. The receipt of a failing grade (F) will result in academic probation and consideration for dismissal from the University (see the Academic Probation and Dismissal section for more detail).

Receipt of a grade of pass (P) in a thesis or non-thesis option course is a prerequisite for student enrollment in the next thesis or non-thesis option course. A pass (P) is not added to the student record for the MCR 704 course or the non-thesis option final course until the Office of Enrollment Management has processed and filed the signed thesis or non-thesis option checklist, verifying that the graduate thesis or non-thesis product has been approved by the appropriate committee and accepted by the Assistant Dean. For the thesis option, students may re-register for MCR 704 if they did not complete the thesis in one quarter and if they received either an in progress (IP) or no progress (NP) grade.

In Progress (IP)

An in progress (IP) grade notation may only be assigned to one course: MCR 704 Thesis Completion. A thesis takes multiple quarters (terms) to complete by design. The in progress (I) grade is an official grade on the transcript and remains even when the student successfully completes the thesis in the subsequent term. Students who receive an IP in MCR 704 must reenroll in MCR 704 to continue thesis progression.

No Progress (NP)

Like the in progress (IP) grade, a no progress (NP) grade may only be assigned to one course: MCR 704. No progress (NP) is assigned when a student had no contact with the Thesis Chair or made no discernible progress toward completing the thesis during that quarter. A student is on academic probation after earning the 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)

After the drop period, requests to exit a course are processed as withdrawals; the timeframe of the request determines if a penalty (i.e., addition of a Pass/Fail grade) is incurred. If the request to exit a course is received prior to or on the posted NIU Academic Calendar term deadline titled “Last Day To Withdraw from a Class Without Penalty,” and this request for a course withdrawal (W) is accepted, it will be listed on the student transcript as a W. If the request is received after the posted “Last Day To Withdraw from a Class Without Penalty,” the request will incur a Pass (P) or Fail (F) penalty and will be reflected on the transcript as either Withdraw passing (WP) or withdraw failing (WF). The instructor assigns the pass (P) or fail (F) based on the student’s academic standing within the course at the time of the request.

Withdrawal after a course’s midpoint (i.e., on or after the start of week 6 for a 10-week course or week 5 of an 8-week term) is allowed only for non-academic reasons and requires the instructor’s signature and grade assignment as part of the add-drop-withdrawal form section 2 (see Blackboard Registrar site’s Student Forms section).

The grade notation of WP results in no credit or academic penalty. A grade of WF is treated as an F when calculating the grade-point average and corresponds to an academic warning notice. Students withdrawing at any time must complete the necessary documentation through the Office of Enrollment Management. **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 Office of Enrollment Management before the close of the drop/add period. This form can be found on Blackboard or by visiting the Office of Enrollment Management. Alumni who wish to audit a course need to submit a CE application, be approved, and have their security clearance verified before they can attend the course. Audited courses result in no credit and appear on the transcript with the notation AU.

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 have no credit value. The student must take a 3-credit elective course in place of the waived course to earn the credits required for 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).

Academic Advising

Academic advising is available to all students empowering them to make informed decisions to achieve their educational goals. Advisement 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, then transition to advising focused on relevant coursework and degree completion options (i.e., thesis or substantial research paper (SRP)). At the beginning of Phase 1, all in-residence/full-time MSSI degree-seeking students are assigned a faculty advisor who provides mentorship, but not formal academic advising. Concentration students will be advised on their academic plans by the Concentration Lead or their designee. For non-concentration students, the Department Chair will serve as their academic advisor. Thesis students will be advised by their Thesis Chair once identified. SRP students will continue to be advised by their Department Chairs or Concentration Leads.

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 the Thesis Chair or submit preferences for a spring SRP seminar no later than the fall of the second year of enrollment. CSI Certificate students will be advised by the certificate lead or 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 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, without hesitation, to the attention of the Program Director in the Dean's office.

The BSI student advisor welcomes every student and supports academic success. BSI students are expected to meet first 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 meet first with the appropriate military or USCG senior enlisted advisor and/or military or USCG senior advisor. US Government civilian students in the BSI degree program are expected to meet first 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 in their department. The Program Director will serve as the academic advisor for all non-concentration MSTI students. Academic center students should first coordinate with their Center Director for all initial questions prior to going to the Department Chair or Program Director. Likewise, full-time students should direct initial questions to their track advisor, but as they determine their degree completion

option (thesis, applied research project, or portfolio) they should receive academic advising from their degree completion advisor. The Department Chair will also serve as the initial academic advisor for certificate students until a certificate lead is identified. The Program Director will serve as the curriculum advisor to all students, brief students on upcoming scheduled offerings/changes, 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 in the school. Note: The Associate Dean and Program Director are duties of one administrator in the school. If a student is having difficulty in a class, the student should seek out support from the instructor, the course director, the Department Chair, Academic Center Director, 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 Probation and Dismissal

Academic Probation for Undergraduate Students

- Refer to the NIU Grade Scale.
- The Office of Enrollment Management staff will place a student on academic probation when the cumulative GPA is below 2.00, when a second grade of D is received, 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 Enrollment Management staff will notify students of their academic probation status via official email, to the email address on file, and will provide a courtesy copy to the Office of the Dean and the appropriate Program or Center Director. The Dean's staff 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 Office of Enrollment Management 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), is 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 provide a courtesy copy to the Office of Enrollment Management.
- When dismissing students from the University, NIU 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 Enrollment Management staff 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 Enrollment Management staff 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 Office of Enrollment Management 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 the GPA decreases such that the cumulative GPA cannot increase 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 3.00 overall GPA in the remaining time. The academic unit must notify the Office of Enrollment Management 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 provide a courtesy copy to the Office of Enrollment Management. 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 Enrollment Management staff 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 required to attempt 6 more credits.
- If at any point while a student enrolled in a graduate certificate program is in academic probation status, cannot increase the cumulative GPA 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 dismissal for students enrolled in a graduate certificate program are the same as for those in a graduate degree program.

Academic Probation and Dismissal for Non-Degree Graduate Students

- All regulations concerning academic probation and dismissal for graduate non-degree students are the same as for those 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 results in a cumulative GPA to below 3.00 for graduate students or 2.00 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 in writing to the Dean. The student may notify the Office of the Dean via an email to the 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 be available to meet with the APSC. The APSC will provide its recommendation to the Dean within 14 working days of the assembly.
- 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 result, the student will be disenrolled immediately.
- If the student is an in-residence/full-time student or has an agreement to use duty time to attend the University, the appropriate agency will be notified by the Office of Enrollment Management staff or the responsible Associate Provost.

Student Records

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

Academic Review Practices

Academic Policy and Standards Committee

The APSC is a formal administrative committee designed to address relevant policies and standards of the University and provide recommendations to the deans for management actions. Co-chaired by the College of Strategic Intelligence and the School of Science and Technology Intelligence graduate program directors and other selected faculty, the committee members review 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 a prejudicial or capricious grading system. Neither a clerical error nor an arbitrary final course 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 the student grading system. Final course grades should be fair, consistent, and understood. All students should be graded in the same fashion.

The formal grade appeal process is a serious procedure. NIU is cautious about changing the final course 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.

Formative Assessments: Appeals regarding formative assessments, such as drafts, reaction papers, and other preliminary evaluations, are not permitted. Students should address any concerns or seek clarifications about these assessments directly with their instructors during the course, as feedback on these components is intended to guide their learning rather than to be subject to formal disputes.

Feedback on Assignments: Faculty are strongly encouraged to provide timely and specific feedback on all assignments and projects. This practice is vital for supporting student learning and addressing any issues before the final grade is assigned. Constructive feedback helps ensure that students can understand their performance and improve throughout the course.

Final Course Grade Appeals: Students may petition to appeal only their FINAL course grade. This is the grade recorded at the end of the term after all assignments, projects, and examinations have been completed and grades have been submitted. Appeals are to be focused exclusively on this final grade and not on individual components or assessments throughout the course.

Recognized Grounds for Challenging a Final Course Grade

Grade appeal hearings are granted if 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 Course Grade

All students have until 30 days after the final day of the term to make a formal written notification of the desire to appeal a grade. If a faculty member fails to post 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 final course grade to request a meeting to discuss the matter. Most grading issues can be easily explained or amended if a simple clerical error was made. 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 following the requisite policy, 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 with the Co-Program Director, and they assemble a committee of faculty members. The APSC committee members review all pertinent information related to the case, including interviewing, as needed, the faculty member and student. The APSC members make a determination and submit a written recommendation to the appropriate Dean, who has the final authority.

If the faculty member subject to the formal grade appeal 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.

Other Grounds for Dismissal

NIU 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 pursuing the thesis option 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 SSTI Assistant 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 US Government regulations, students may not begin human subjects research (e.g., 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).

Degree Completion Options

Beginning in AY2024-25, NIU will pilot new degree completion options. In past years, a thesis has been a degree completion requirement for all NIU graduate students. In AY2024-25, students may choose between a graduate thesis or one of the alternatives offered by the College of Strategic Intelligence (for MSSI students) or the School of Science and Technology Intelligence (for MSTI students). Each option is designed to provide students a different set of experiences so they can select the one most beneficial to meeting their educational and career goals.

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 research process, including details about the degree completion options.

MCR 701 Research Design and Methods: 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 select a degree completion option. Those desiring to complete a graduate thesis must secure a Thesis Chair and Reader. Those pursuing an alternate degree completion option must submit their preference to the appropriate degree Program Director in accordance with MSSI or MSTI procedures. Students must pass MCR 701 to advance in the degree research process. For thesis students, 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 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, Thesis Chair, Assistant Dean, and Staff Assistant. The Assistant Dean emails the signed T-1 to the Office of Enrollment Management, initiating its filing and the subsequent enrollment of the student in MCR 702. MCR 702 (and subsequent thesis-course-related enrollment) occurs independent of the published term start dates and registration portal. Enrolled students will note the addition of the related course within their Blackboard.

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 research proposal. Before the end of the fall quarter of their second year at NIU, part-time students should select a degree completion option. Those desiring to complete a graduate thesis should secure a Thesis Chair and Reader and finalize their thesis proposal before enrolling in MCR 702 (typically in the fall or winter quarter of the second year). The Thesis Chair submits the completed thesis package to the appropriate Assistant Dean and Staff Assistant by the deadline according to the Academic Calendar. Those pursuing an alternate degree completion option must submit their preference to the appropriate degree Program Director in accordance with MSSI or MSTI procedures (no later than the end of the fall quarter of the second year). Part-time students who do not intend to

graduate in June of their second academic year must consult with their Thesis Chair or degree Program Director to determine when they are ready to enroll in MCR 702 (for thesis students), or their alternate degree completion option courses, respectively. The process for submitting the completed thesis package to the appropriate Assistant Dean and Staff Assistant and for gaining HSR determination from the IRB is the same as for in-residence/full-time students.

Graduate Thesis Option (Both MSSI and MSTI Students)

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.

MCR 702 Thesis Research: This Pass/Fail course is supervised by the student's Thesis Chair and requires completion of specified deliverables according to the MCR 702 syllabus. 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 Office of Enrollment Management 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 and requires completion of specified deliverables according to the MCR 703 syllabus. 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 Office of Enrollment Management 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 and requires completion of specified deliverables according to the MCR 704 syllabus. 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). Students will also prepare to present their findings at the NIU Research Symposium in accordance with the Academic Calendar. 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 Office of Enrollment Management. The Office of Enrollment Management 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 Office of Enrollment Management and Thesis Chair—students must stay enrolled in MCR 704 until they complete their thesis or until their eligibility expires.

Thesis Committee (Chair and Reader) and Thesis Topic Process

After completion of MCR 701, graduate students desiring to complete a thesis must be selected by a faculty Thesis Chair. Students must submit research descriptions, or proposals as required by potential chairs, and be selected by a faculty member who agrees to serve as their Thesis Chair before the student can enroll in MCR 702.[1] If a student wants to complete a thesis but cannot find a faculty Thesis Chair, the student may appeal to the appropriate degree Program Director and the Dean (College) or Assistant Dean (School) for assistance in identifying a faculty chair. The student must provide their completed thesis proposal to the Dean (College) or Assistant Dean (School). In the College, the Dean will make the final decision on whether a student seeking an appeal will be allowed to complete a thesis or will be placed into an alternate option. In the School, the student should work with their Thesis Chair to submit their T-1 package to the Assistant Dean. In the School, faculty will help guide each student toward the best degree completion option based on the student's desired end state.

The thesis option consists of the following required elements:

- Successful completion of MCR 702 (3 credit hours), MCR 703 (3 credit hours), and MCR 704 (3 credit hours) in succession. Requirements are determined by the Thesis Chair according to the applicable syllabi.
- Oral presentation at an appropriate NIU forum as determined by the appropriate Dean.

As a rule, Thesis Chairs must be members of the appropriate full-time faculty of the College or School from which the degree is being earned. Reserve and adjunct faculty may serve as Thesis Chairs if they are approved by the appropriate Dean and meet all 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 subject matter expertise, professional experience, or methodological expertise. 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 Thesis Chair must review the curriculum vitae or résumé 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 body of knowledge. The thesis committee must approve the final thesis. The appropriate Assistant Dean makes the final determination on whether to accept the thesis as meeting degree program requirements after final submission by the Thesis Chair before the stated calendar due date.

[1] Students who began earning credits toward their MSSI or MSTI degree before Academic Year 2024-25 will retain the option to pursue a thesis and are not subject to the selection process. CSI and SSTI will ensure that all students enrolled prior to AY 2024-25 who want to complete a thesis are provided with thesis support to include Chairs and Readers. These students may opt-in to an alternate option, instead of completing a thesis, provided they complete the required additional course work.

Substantial Research Paper (SRP) Seminar and Process (MSSI Students Only)

In lieu of the new MCR 702, 703, and 704 (9 credits total), MSSI graduate students who select the Substantial Research Paper (SRP) degree completion option will complete nine credit hours as follows: one 3-credit elective course, one MSI 699 Directed Readings course (or relevant elective as approved by the Dean), one 2-credit SRP seminar, and the 1-credit SRP completion course under the supervision of a faculty seminar chair. The SRP must address a specific question or research area related to the topic of that seminar and be approved by the seminar chair. For AY2024-25, SRP seminar courses will be offered in the spring quarter aligned to concentrations and will be available to resident and non-resident students. Students without a concentration will be assigned to an appropriate seminar. All SRP students will submit their SRP by the degree completion turn-in date and complete an oral presentation of their work to their concentration faculty.

During the summer and fall of 2024, CSI faculty will build research portfolios with identified research topics and questions of interest and will be assigned by the Dean at the end of the fall quarter to lead seminar groups of six to eight students toward addressing those research topics and questions. Each seminar will have an associated winter section of MSI 699 Directed Readings, and a spring seminar course, both led by the same faculty seminar chair. As a rule, seminar 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 seminar chairs if they have Dean approval.

Students interested in the SRP option should begin to investigate available seminar offerings (MSI 798) in the fall quarter, so they are prepared to submit seminar preferences after completing MCR 701. SRP preference sheets are due on the last day of the fall quarter and students will be aligned with a seminar and complete MSI 699 the following term (winter quarter for AY2024-25), followed by MSI 798 in the spring, an extra elective in either the winter or spring, and the MSI 799 completion course after the spring quarter. While the Dean and Assistant Dean will seek to place students in their top choice of seminar, this is not guaranteed as seminars are limited to a maximum of eight students. Faculty desiring to accept more than eight students in their seminar may request a waiver from the Dean who serves as the approval authority for these exceptions.

Non-resident students who are eligible to graduate in June 2025 may submit seminar selection preferences in fall 2024 and enroll in MSI 699 in the winter and the MSI 798 SRP seminar in the spring. The SRP seminar is intended to serve as a culminating experience in the MSSI degree, and students are expected to complete all degree requirements in the month following their SRP seminar during MSI 799. The schedule for seminar offerings for AY2025-26 will be determined after analyzing results from the AY2024-25 pilot.

The following courses support student completion of the SRP:

- **An additional elective course (3 credits).**
- **MSI 699 (3 credits):** This is a Pass/Fail Directed Readings course aligned to an MSI 798/799 seminar series. This course must be completed before progressing to the seminar series. It is generally conducted during the winter term, under the guidance of the applicable seminar chair and designed to assist students in accomplishing specific reading and research goals for the SRP. Students may request, or be required, to take an extra elective in lieu of this course based on the seminar chair's and the Dean's approval/guidance.

- **MSI 798 (2 credits):** This is a Pass/Fail course, conducted during the spring term, under the guidance of the seminar chair and designed to assist students in accomplishing specific research and writing goals for the SRP. A draft SRP is due at the completion of this course.
- **MSI 799 (1 credit):** This is a Pass/Fail course, conducted during Phase 3 of the summer term, under the guidance of the seminar chair and designed to assist students as they complete their final SRP, including a final presentation, 1-2-page summary, and written SRP document. Students must achieve a "pass" to graduate.

Applied Research Project (ARP) or Portfolio (MSTI Students Only)

There are three MSTI degree completion options: Thesis, Applied Research Project (ARP), and Portfolio. The degree completion options are designed to provide students different paths to optimize their student experience in pursuit of their educational and professional goals. SSTI faculty and administrators are available to help students select and scope their degree completion option. Switching between options may be problematic past the fall term for full-time students due to the shorter time constraint, whereas part-time evening and weekend students often have fewer time constraints on their journey.

Thesis (Additional Guidance for MSTI Students)

Generally, the thesis is intended to investigate difficult, long-term science and technology intelligence-related IC problems of IC stakeholder interest. The thesis is based on a scoped research question that is addressed through rigorous research and the application of a defined methodology. The thesis is ideally suited for more in-depth study of strategic and/or long-term issues. The thesis option is also ideally suited for students considering a terminal degree in a strategic study. The main trade-off with respect to course scheduling is that students will take one less elective to allow more time for thesis research and writing. In addition to the final thesis, MSTI students will produce an executive summary for possible IC stakeholder distribution and will give an oral presentation of their work to their Thesis Advisor (Chair) and others in a format and venue determined by the Dean. The Thesis Chair must be an SSTI faculty member or administrator. The Thesis Reader can be any NIU faculty member or external subject matter expert who has an accredited master's degree as determined by the Department of Education.

The MSTI degree with the Thesis option is a 45-credit-hour degree, which includes 5 graduate core courses (MCR 701, 607, 608, 609, 611; 15 credits); 1 program requirement course (MST 613; 3 credits); 4 MST elective courses (12 credits); 2 free elective courses (6 credits)*; thesis progress courses (MCR 702 and MCR 703; 6 credits); and 1 degree completion course (MCR 704; 3 credits). Previously matriculated MSTI degree students are grandfathered into this option but must meet the above construct.

For a full-time student matriculating in the fall term and pursuing the MSTI degree with the Thesis option, a suggested schedule is:

- Phase 1 (summer) – MCR 609
- Fall Term – MCR 701, MCR 607, MST 613, 2 MST electives

- Winter Term – MCR 611, MCR 702, 2 MST electives
- Spring Term – MCR 608, MCR 703, 2 free electives*
- Summer Term – MCR 704

For a part-time evening or MEP student matriculating in the fall term and pursuing the MSTI degree with the APR option, the schedule is to take the graduate core and MST 613 in the first academic year. For students matriculating by rolling admissions during the academic year, the desire is for them to take electives.

*Note: Free electives can be any NIU elective to include JPME courses (full-time JPME students only). JPME students who pursue a thesis option in the MSTI degree program will have to take additional electives to earn the degree and JPME credit.

Applied Research Project (ARP)

Generally, the ARP is intended to investigate and solve difficult near-term operational IC problems through science and technology intelligence integration. The ARP is ideally suited to be an experience that generates a rapid solution or outcome, such as an empirical experiment conducted at a physical range, drafting code for a new machine learning approach, development of an information operations plan, or a unique application of an unmanned aerial system, to name a few. Students who have or are currently working within or in support of the IC can leverage their expertise, work environment, and contacts toward an ARP not previously undertaken. In other words, students may not redo previous work to satisfy the ARP. An example of this would be a student conducting the same experiment without modification as had a previous student or published work. The ARP is ideally suited for a more hands-on and faster problem-to-solution deliverable whose format should be tailored to be as impactful as possible for the IC stakeholder. This option may also be suited for those interested in a highly specialized terminal degree.

The ARP option requires submission of a signed T-1 package to the Assistant Dean and a Human Subjects Review before formal work can begin. Students will produce a final ARP deliverable that will be assessed by the ARP Advisor using a rubric to ensure degree learning outcomes have been achieved. Final approval by the Assistant Dean must be gained to earn MCR 705 credit before the degree completion option turn-in date. Students will also produce an executive summary for distribution purposes to IC stakeholders and will give an oral presentation of their work to their ARP Advisor and others in a format and venue determined by the Dean. The ARP Advisor must be an SSTI faculty member or administrator.

The MSTI degree with the ARP option is a 45-credit-hour degree, which includes 5 graduate core courses (MCR 701, 607, 608, 609, 611; 15 credits); 1 program requirement course (MST 613; 3 credits); 4 MST elective courses (12 credits); 2 free elective courses (6 credits)*; 2 student-designed directed reading courses (MST 699A; 6 credits)**; and 1 degree completion course (MCR 705; 3 credits). Previously matriculated MSTI degree students are grandfathered into this option but must meet the above construct.

For a full-time student matriculating in the fall term and pursuing the MSTI degree with the APR option, a suggested schedule is:

- Phase 1 (summer) – MCR 609
- Fall Term – MCR 701, MCR 607, MST 613, 1 MST elective, 1 free elective

- Winter Term – MCR 611, MST 699A**, 1 MST elective, 1 free elective*
- Spring Term – MCR 608, MST 699A**, 2 MST electives
- Summer Term – MCR 705

For a part-time evening or MEP student matriculating in the fall term and pursuing the MSTI degree with the APR option, the schedule is to take the graduate core and MST 613 in the first academic year. For students matriculating by rolling admissions during the academic year, the desire is for them to take electives.

*Note: Free electives can be any NIU elective to include JPME courses (full-time students only)

**Note: MST 699A courses can be any NIU elective to include JPME courses for full-time JPME students only.

SSTI Portfolio

Generally, the Portfolio is intended to allow students to think more broadly across the curriculum in the context of a student-defined theme of inquiry. The portfolio is ideally suited for students who seek to showcase a breadth of interconnected work versus study one topic in depth. Students will use examples of their work developed in each NIU course to discuss a self-designed theme of IC interest. Students will also self-reflect on their learning and personal growth as tied to their academic journey. The Portfolio is ideally suited for students to showcase gained knowledge, skills, and abilities pertaining to their thematic inquiry, which ideally will map to the interests of their home stakeholder agency, student's career trajectory, and/or future employer.

The Portfolio option requires submission of a signed T-1 package to the Assistant Dean before formal portfolio work can begin; Human Subjects Review is required. Students will produce a final Portfolio deliverable that will be assessed by the Portfolio Advisor using a rubric to ensure degree learning outcomes have been achieved. Final approval by the Assistant Dean must be gained to earn MCR 706 credit before the degree completion option turn-in date. Students will also publish their learning experience and will give an oral presentation of their work to their Portfolio Advisor and others in a format and venue determined by the Dean. The Portfolio Advisor must be an SSTI faculty member or administrator.

The MSTI degree with the Portfolio option is a 45-credit-hour degree, which includes 5 graduate core courses (MCR 701, 607, 608, 609, 611; 15 credits); 1 program requirement course (MST 613; 3 credits); 4 MST elective courses (12 credits); 4 free elective courses (12 credits); and 1 degree completion course (MCR 706; 3 credits, 1 credit each term for three terms; deviations can be approved by the Associate Dean). Previously matriculated MSTI degree students are grandfathered into this option but must meet the above construct.

For a full-time student matriculating in the fall term and pursuing the MSTI degree with the Portfolio option, a suggested schedule is:

- Phase 1 (summer) – MCR 609
- Fall Term – MCR 701, MCR 607, MST 613, 1 MST elective, 1 free elective*

- Winter Term – MCR 611, MCR 706, 2 MST electives, 1 free elective*
- Spring Term – MCR 608, MCR 706, 1 MST elective, 2 free electives*
- Summer Term – MCR 706

For a part-time evening or MEP student matriculating in the fall term and pursuing the MSTI degree with the Portfolio option, the schedule is to take the graduate core and MST 613 in the first academic year. For students matriculating by rolling admissions during the academic year, the desire is for them to take electives.

*Note: Free electives can be any NIU elective to include JPME courses (full-time students only).

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. Academic freedom is defined as the pursuit of truth and knowledge, regardless of result, and based 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 the 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 a subject without institutional discipline or restraint. All 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, the concept 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 scholarly activities, NIU faculty, staff, and students 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 US Government but should be aware that they are still being deemed representatives of the University, the IC, and the US Government; therefore, the public may judge these institutions based on faculty, staff, and student 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 produced 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 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 outside the NIU environment without explicit permission. This non-attribution policy is used to protect external speakers from public access to remarks and provides that information obtained from the 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

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 because all NIU students and many faculty members have professional careers outside the University in US Government agencies or the military services. Views and opinions expressed by students and faculty in classroom and research interactions are not to be attributed outside the NIU environment without 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 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 US 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, is used to provide a unified definition of misconduct that applies to all Federal agencies, including NIU. A clear reason for stressing professional ethics and behavior in academic research is articulated: "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."

Research misconduct does not include honest errors or differences of opinion. "Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results," according to the unified definition at 65 F.R. 76260. 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 is not an unintentional error but the representation of 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 credit.

Cheating, plagiarism, and tolerance of those practices by other students are prohibited. 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 board members 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 the thesis or capstone paper with proper annotation and citation**.

Actions for Suspected Academic Integrity Violations

The process for reviewing academic integrity violations is:

1. Students must report any suspected violations of academic integrity to faculty members.
2. The faculty member then discusses the matter with the student(s) in question and grades the deliverable in question accordingly.
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. If necessary, 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 members review the record to determine if a violation occurred.
7. The APSC members determine whether a violation occurred and notify the appropriate Dean of written findings and recommendations.
8. The Dean reviews the APSC findings and recommendations and makes a final written determination, which is then communicated to the student and APSC members. The student may appeal the punishment to the Provost. If the applicable Dean or the Provost is unavailable, the Associate Dean or Associate Provost performs the review and determination.

Punishments for violations include, but are not limited to:

- Grade of zero for the specific work involved in the violation.
- Withdrawal of the student from the course with an appropriate withdrawal grade.
- Disenrollment from the University.
- Report of any proven violation of academic integrity 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 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 US Government.

ODNI and NIU officials 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 through the Department Chair, Program Director, academic advisor, or supervisor as appropriate. University staff interested in maintaining intellectual property rights on published work and the potential for receiving royalties, honorariums, or patents should consult with 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 assertion of 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 employment, on US Government time, or with US 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 US Government resources belongs to the US Government.

Any work intended for release to the public is still subject to prepublication security and policy review, as specified by NIU and ODNI officials. 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 US 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 faculty and students 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 faculty and students 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 is used specifically to recognize academic freedom at NIU. Students and faculty of NIU may prepare academic papers and manuscripts for open publication. They may express views in such materials as long as those views do not disclose classified or OPSEC critical information or jeopardize US national security interests and the author accurately portrays official policy, even if the author opposes the policy.

NIU faculty and students must obtain the supervisor's concurrence prior to 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 faculty and students 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 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 works by granting 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 US Copyright Act (Title 17, US 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, and related activities:

- A book chapter
- An article from a periodical or newspaper
- A short story, essay, poem, or similar item, 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 in these circumstances:
  - 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 is related to reproduction of material for classroom use where the reproduction is unexpected or spontaneous—for example, 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, US 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 US copyright law automatically apply in the United States.

Responsibilities

The individual user is responsible for ensuring compliance with copyright requirements, including reproduction under the fair use doctrine. Some additional restrictions and allowances should be considered regarding copyright clearance requests:

- Journal articles: The Commission on New Technological Uses of Copyrighted Works (CONTU) **guidelines** for defining aggregate quantities are used by NIU librarians. Specifically, requests and reception of 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 excessive according to CONTU guidance.
- 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 individual reuse rights. The license's terms and conditions must be consulted to determine permissions. However, provision of 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 subsequent 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. This notice appears on all photocopiers at NIU and its library:

  > The Copyright Law of the United States (Title 17 US 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 the determination made that copyright permission is required. Library policy for students and faculty is to request permission in writing and to ensure that the library copyright officer has a copy of each permission form or letter. Request forms can be obtained from the copyright officer in the NIU library. For assistance in obtaining copyright permissions, contact the library at library@niu.odni.gov.

General information and tools to assist in making informed decisions regarding appropriate use of copyrighted materials are provided in this summary because users are responsible for copyright compliance. Additional sources for more information are:

- US 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 AND ENGAGEMENT

The Office of Research and Engagement (ORE) staff serve as the IC's premier resource for intelligence ideas, innovation, and research excellence. The 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. Therefore, ORE staff are incorporated within 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) is represented as the IC's principal resource for academic intelligence research. CIIR supports, advances, and promotes NIU's academically rigorous research on topics critical to US intelligence and national security. NIU's expert research faculty,

prestigious research fellowship program, and a number of pioneering intelligence research centers—in which state-of-the-art research methods and tools are used to analyze a synthesis of classified and unclassified data on advanced topics—are all part of the institute.

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 US national security and intelligence interest during an academic year at NIU.

Caracristi Research Initiatives

- *Blue Sky*: a portfolio of research initiatives in which an open-minded approach to informing national and IC leaders is used on what the future intelligence enterprise could be and how that vision can be achieved.
- *North Star*: a focused definition of the future intelligence mission and examination of longstanding debates regarding definitions, purpose, and scope of intelligence, as well as whom 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, in-depth research on regions and dynamics of critical and emergent significance to US intelligence and national security.
- Center for Intelligence in Extremis (CIX): Providing in-depth, 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 US national security and supporting national interests.

- Data Science Intelligence Center (DSIC): Leveraging classified and unclassified datasets from across the US Government and open sources to push the limits of data science research in support of US 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 US 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 US 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 US Government.

NIU, through the NI Press, publishes the work of faculty, research fellows, students, and IC professionals. The NI Press staff encourage authors to exercise their academic freedom to introduce new perspectives on key issues within the IC. To ensure accuracy and relevance, NI Press products must be peer-reviewed by senior US Government officials and subject matter experts before publication.

Books

The NI Press Editorial Board is used to promote transparency and professionalism in the selection of book-length manuscripts for publication. The Editorial Board members include NIU faculty to incorporate 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**. US 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 staff collaborate closely with the Caracristi Institute in the publication of NIU *Research Monographs*, including those prepared by the Institute's research fellows. The Press staff also publish NIU *Research Shorts* and NIU *Research Notes*, which incorporate intelligence information with academic insights on topics of interest among members of the IC. Some of these publications are available at http://www.NI-U.edu.

NIU Podcast Series

The NI Press staff also produce the *Intelligence Jumpstart* podcast. This NIU podcast series is used to explore relevant issues that impact national security, as well as engage thought leaders from academia, the IC, and the private sector to offer academic perspectives on timely and relevant topics.

University Library

The NIU library staff are instrumental in the enhancement of the competence of intelligence professionals by providing patrons with all-source academic research assistance, instruction, and comprehensive collections and tools to support the curriculum of the University and the all-source needs of the IC. The NIU librarians are committed to enlarging collections and enhancing services to align with the University's future-focused curricula and the overall mission of the IC.

Location

The NIU 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 facility is physically accessible to users 24 hours a day, 7 days a week, as are electronic resources through 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 available resources. Research librarians are experts in the organization and retrieval of information and have extensive skills and experience in searching online databases and internet resources for information. Questions are welcomed and the librarians are pleased to assist with patrons' research.

The librarians provide general information, in-depth 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

Access to subscription databases for academic research resources are provided through the NIU library. Users can obtain information from thousands of research periodicals and books through these combined subscriptions. 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 Dean of Students and consists of three components:

- Student Life (including student communications, orientation, and support of student leadership/ organizations).
- The Writing Center (staff provide assistance to students, faculty, and staff in grammar, flow, and style for all written NIU papers, reports, theses, and presentations. Additional information can be found on the Blackboard website, research resources community of interest, page. Contact the writing center at NIU_WritingCenter@odni.gov).
- Alumni Relations.

Student affairs is also responsible for the student handbook, the onboarding and end-of-program surveys, and the coordination of NIU's two largest annual events: 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 officials grant 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 faculty are 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 a master's degree by attending class part-time. Courses are offered in the day, evening, during a monthly weekend/executive program, and at academic centers. Although these formats are offered annually, 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 electives and complete an academic thesis or alternate degree completion option according to the degree program (MSSI or MSTI). Part-time students may attend class during the day if the schedule and home agency permit.

Monthly Executive Program

NIU students can earn an 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 competitive program 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 managed by both the College and the School.

Continuing Education

Students who wish to take courses for professional development may apply as a continuing education (CE) student. CE students can apply earned CE credits 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 intermediate-level, 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* *Joint Campaign Planning and Operations*
- *DEF 604* *Staff Ride*

Graduate students enrolled in the JPME program will earn the Military Affairs concentration. MSSI students will be assigned to the National Intelligence and Strategic Studies (NISS) department; MSTI students will be assigned based on their SSTI course of study.

NIU Global Campus

To effectively meet its mandate to provide relevant, accessible, and continuous intelligence education to globally dispersed students 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 physically located outside an academic center or instructional site can participate remotely but must be made aware that the onus is on them to ensure they have access to a secure VTC. Not all courses can be taught through secure VTC, therefore, students are encouraged to reach out to the respected course faculty member or the enrollment staff to verify course participation requirements.

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. Additional sites in Colorado, Hawaii, Texas, and Utah are being pilot tested during academic year 2024-25.

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 it in a convenient location and format for its civilian and military personnel.

NAC students earn NIU’s 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 master’s thesis or SRP to earn a general 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 US European Command (EUCOM) and US Africa Command (AFRICOM). With

additional instructional sites in Stuttgart and Ramstein, Germany, EAC supports students throughout Europe and Africa able to attend course sessions via secure videoconference.

The EAC staff consists of one 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 US Government civilians and military service members who hold TS/SCI clearances. Also like the main campus, the EAC operates on an academic quarter calendar.

By taking two classes per quarter, EAC students in the degree program can complete the coursework in roughly 18 months. The degree requires a master's thesis or SRP (MSSI only). The thesis may be completed concurrently with the coursework but can typically take up to an additional six months to complete.

For more information about the EAC, contact the Director at 301-243-2338.

NIU Southern Academic Center (SAC)

The Southern Academic Center (SAC), located at US 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: US 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 members, 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 US 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. The degree requires a master's thesis, SRP (MSSI only), or ARP or Portfolio (MSTI only). The thesis may be completed concurrently with the coursework but can typically take up to an additional six months to complete.

The Strategic Intelligence in Special Operations (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 secure VTC to NIU Main Campus. Classes operate Monday through Thursday from 1800 to 2040 during the ten-week fall, winter, and spring sessions and from 1800 to 2120 during the eight-week summer session. Instruction is provided by NIU Main Campus faculty and augmented by adjunct faculty.

QAC students can earn their master's degree by taking two classes per quarter. QAC students in the degree program can complete coursework in roughly 18 months. The degree requires a master's thesis or SRP (MSSI only). The thesis 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 US 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 supports students at this location.

Students at the US Southern Command (SOUTHCOM), US Special Operations Command (SOCOM), US Northern Command (NORTHCOM), and other appropriate agencies and organizations working on Latin America issues may pursue the Latin America Certificate. Courses are taught by adjunct faculty or via secure VTC to the ICC-B. NIU's Director of the Latin America Certificate supports students at these locations.

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

In AY 2023-24, NIU began to transition degree programs to a phased approach. 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 2025 must complete all courses by the end of spring term (except MCR 704 Thesis Completion or MSI 799 SRP Completion).**

Phase 1: Students in the in-residence/full-time program report to NIU on 29 July 2024 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 30 July to 22 August, which will be integrated with other orientation activities. Between 5-16 August, new in-residence/full-time students will engage in research and writing workshops, and degree completion options (Thesis, SRP, ARP, Portfolio) and capstone topic conversations.

Phase 2: Classes begin on 24 August 2024 for all students. Students will complete all coursework, to include required core courses, general electives, free electives, and research or capstone preparation courses, during the fall, winter, and spring academic terms. Students should research and write their theses, SRP, ARP or Portfolio, and capstone projects primarily during this period.

Phase 3: Students will complete and submit master's theses, SRPs, ARPs or Portfolios, and capstone projects. The final deadline to submit an approved (by the student's committee) thesis, SRP, ARP, and Portfolio to the appropriate Assistant Dean is 9 June 2025 at noon. Each graduate student will be required to participate in a university-sponsored research symposium to be held during 19-22 May and 27-30 May 2025. BSI students will complete and submit capstone team presentations and papers by 9 June 2025.

Graduation for the Class of 2025 will be held on 27 June 2025.

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 MSTI programs require students to earn 45 credits. Students in the JPME program will earn 46 credits, except for the MSTI degree thesis option that will earn 51 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 faculty use JWICS SharePoint to present classified course materials.

If circumstances warrant, faculty may also use MS Teams (embedded in ODNI U-View) 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 because of local weather concerns. NIU staff also use MS Teams and One Drive for research presentations and other engagement with the 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 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 US 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 the year at NIU. Students conduct group and individual work on a comprehensive research project. NIU faculty and staff provide 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 is used to work closely with each team throughout the academic year. Under the guidance of the committees, team members refine and present the capstone project during Phase 3 of the summer term. Final papers and presentations are due by 9 June 2025 or as prescribed by the BSI Program Director. For more questions about the BSI program, please contact the BSI Program Director at 301-243-2354.

The required six capstone courses needed to graduate are:

- *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 research, display critical and creative thinking, and present ideas through effective oral and written exercises, including a graduate thesis or substantial research paper (SRP). The students 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 US national security is shaped by forces and developments in an uncertain world.
- Analyze the role the IC plays in the decisionmaking process within the US 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:

- 5 core courses (15 credit hours)
- 1 program requirement course (3 credit hours)
- 4 concentration courses or CSI electives if non-concentration (12 credit hours)
- 2 electives (6 credit hours)

Degree completion option requirements (9 credit hours):

- Option 1: Thesis Courses (9 credit hours)
- Option 2: 1 elective (3 credit hours)

  1 Directed Readings course (3 credit hours)

  SRP Seminar courses (3 credit hours)

Required Core Courses (15 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*
- *MCR 701 Research Methodology and Design*

MSSI Program Requirement (3 credit hours):

- *MSI 601 Analyzing the Global Strategic Environment*

Degree completion option requirements (9 credit hours):

- Option 1: Thesis (9 credit hours)
    - MCR 702 Thesis Research (3 credit hours)
    - MCR 703 Thesis Writing (3 credit hours)
    - MCR 704 Thesis Completion (3 credit hours)
- Option 2: Substantial Research Paper (SRP) (9 credit hours)
    - 1 free elective (3 credit hours)
    - MSI 699 Directed Readings OR free elective (3 credit hours)
    - MSI 798 SRP Seminar in Strategic Intelligence (2 credit hours)
    - MSI 799 SRP Completion (1 credit hour)

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 specific 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 staff will try to accommodate students who request a specific concentration in the application and will send out notifications of 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:

- China
- Counterintelligence
- IC Leadership and Management
- Military Affairs (JPME; selective based on student qualifications)
- Middle East
- Russia, Europe, and Eurasia
- Strategic Intelligence in Special Operations
- 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 NIU; 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 staff attempt 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.

CSI Departments

The College of Strategic Intelligence faculty endeavor to improve the global and cultural awareness of military and civilian intelligence and national security professionals, provide frameworks and tools for critical analysis, instill in-depth knowledge of the Intelligence Community and its support of the national security policy process, and enhance the 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 department faculty 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 assigned concentrations or program courses, electives, and certificate topics. Students with questions regarding the program are encouraged to speak to the 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 two concentrations (Counterintelligence and the IC Leadership and Management) and two certificate topics (Counterintelligence and the IC Strategic Leaders Program).

Counterintelligence Concentration

The counterintelligence (CI) concentration prepares students to critically evaluate the efforts of US CI agencies to mitigate the foreign intelligence service threat to the United States. The courses examine the US CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and US national security strategy. The courses also address the structure and mission of the US 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 US 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 US approach to CI.
- Evaluate US 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). Note: CAC 620 is a prerequisite course for the concentration.

- *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, lenses for leadership decisionmaking, 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 603* *Intelligence Resource Management: Process, Politics, and Money*
- *INT 604* *Professional Ethics*
- *INT 605* *Intelligence and National Security Law*
- *INT 698* *Leadership Decision Making*

National Intelligence and Strategic Studies (NISS) Department

The National Intelligence and Strategic Studies (NISS) Department faculty challenge 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 Military Affairs Concentration/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 US 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 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, Europe, and 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 US policy.
- Evaluate the strengths and weaknesses of China studies scholarship and its implications for the US 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, Europe, and Eurasia Concentration

The Russia, Europe, and 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, Europe, and Eurasia Concentration Learning Outcomes:

- Evaluate the expert theoretical and applied research literature examining the dynamics of Russia, Europe, and 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 communist states in the key issues of governance, economic and infrastructure development, foreign and security policy, domestic political and security conditions, and resource management.

The Russia, Europe, and Eurasia concentration includes the following courses (12 credit hours overall):

- *RSI 632* *Russian Politics*
- *RSI 636* *Russian Intelligence*
- *RSI 637* *Russian Foreign Policy*

One additional course (student's choice):

- *RSI 630* *Russian Military Issues*
- *RSI 635* *Central/Eastern Europe and the Caucasus*

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 US 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 US 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 US and allied state targets.
- Analyze the role of the US IC in its response to the global and domestic terrorist threat.
- Evaluate past and present challenges of US 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 (Option 1)

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. The thesis option is **selective** in that students must submit research descriptions and be selected by a faculty member who agrees to serve as their Thesis Chair before the student can enroll in MCR 702. Students who are not approved for the thesis option will instead complete the SRP option.[2] All thesis 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.

Beginning in AY2024-25, the revised thesis option includes a course credit change. MCR 702, 703, and 704 will increase from 2 credits to 3 credits each. This allows thesis students to take one less elective compared to past years providing more time for substantive research and writing. The thesis will also require a minimum word count (~20,000 words) and an executive summary (2-3 pages) for enhanced IC stakeholder accessibility. All thesis students will be required to present their thesis work at the Research Symposium during the summer quarter, or an alternate forum designed for non-resident students and special cases as determined by faculty Chairs and the Dean.

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.
- Meet a minimum of ~20,000 words of text (excluding front and back matter).
- Include a 2–3-page executive summary.
- Include an oral thesis presentation.

[2] Students who began earning credits toward their MSSI degree before Academic Year 2024-25 will retain the option to pursue a thesis and are not subject to the selection process. CSI and SSTI will ensure that all students enrolled prior to AY 2024-25 who want to complete a thesis are provided with thesis support to include Chairs and Readers. These students may opt-in to the SRP option, instead of completing a thesis, provided they meet the requirements of that option.

Below are the required thesis courses needed to graduate:

- *MCR 702 Thesis Research (3 credits)*
- *MCR 703 Thesis Writing (3 credits)*
- *MCR 704 Thesis Completion (3 credits)*

The MSSI Substantial Research Paper (Option 2)

The MSSI Substantial Research Paper (SRP) is a work of individual scholarship on a topic related to a student's concentration or primary area of interest as determined by the student's assigned seminar. SRPs may be works of academic inquiry or focused on contemporary policy issues. Whatever specific topic or mode of inquiry a student chooses, the SRP requires substantial research, high quality presentation, and rigorous analysis. While the SRP is an individual project, the process of developing an SRP is intensely collaborative. Students will use the research seminars to learn from faculty and each other on issues related to their topic, to share sources, learn techniques, and exchange perspectives. While SRPs require rigorous research and analysis, they do not require the production of "new knowledge" from original or field research. Students are not expected to generate or depend on novel or new data sources but are encouraged to draw on existing knowledge to answer their question.

In lieu of MCR 702, 703, and 704, SRP students will take one additional elective, one MSI 699 Directed Readings course (or additional elective), a 2-credit SRP seminar (Pass/Fail), and a 1-credit SRP completion course (Pass/Fail). For AY2024-25, the first year of this new option, the SRP seminar course will be taken in the spring quarter aligned to concentrations and will be available to resident and non-resident students. Students without a concentration will be assigned to an appropriate seminar. All SRP students will complete an oral presentation of their work to their concentration faculty.

An acceptable SRP must:

- Be based on sound, valid, and clear argumentation.
- Meet a minimum of 7,500 words of text (excluding front and back matter).
- Contribute knowledge or analysis to an intelligence topic area of interest.
- Include a 1-2-page executive summary.
- Include an oral presentation.

Below are the required SRP courses needed to graduate:

- 1 free elective (3 credits)
- *MSI 699 Directed Readings OR free elective (3 credit hours)*
- *MSI 798 SRP Seminar in Strategic Intelligence (2 credit hours)*
- *MSI 799 SRP Completion (1 credit hour)*

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 US 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 US 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 US national security and intelligence communities.

MSTI Degree Requirements

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

- 5 core courses (15 credit hours)
- 1 program requirement course (3 credit hours)
- Degree Path Options (27 credit hours total in each option):
    - Option 1: Thesis
        - 6 electives (18 credits)
            - 4 must be MST electives.
            - 2 free electives. JPME students can use JPME electives. JPME students pursuing this option will incur an additional two courses to earn the MSTI degree.
        - 3 thesis courses (9 credits)

- Option 2: Applied Research Project (ARP)
    - 6 electives (18 credits)
        - 4 must be MST electives.
        - 2 free electives. JPME students can use JPME electives.
    - 2 Directed Readings related to ARP or 2 electives per project advisor approval (6 credits). JPME students can use JPME electives.
    - 1 ARP completion course (3 credits)
- Option 3: Portfolio
    - 8 electives (24 credits)
        - 4 must be MST electives
        - 4 free electives. JPME students can use JPME electives.
- 3 Portfolio electives (1 credit each). This is 1 credit spread over three terms with deviations approved by Associate Dean.

Students who want to earn a concentration must examine the concentrations requirements and fulfill the requirements for that concentration. Required core courses (15 credit hours) are:

- *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*
- *MCR 701 Research Methodology and Design*

MSTI Program Requirement (3 credit hours):

- *MST 613 Science and Technology Intelligence*

General Electives and Concentration Courses

The School of Science and Technology Intelligence (SSTI) offers its concentrations to students at ICC-B who attend class in person, or via secure VTC. Students who want a more in-depth S&TI education in a particular area of study may pursue an SSTI concentration, and they earn a concentration annotation on their transcripts. Students wanting a specific concentration should examine that concentration's requirements. In some cases, contingent upon the concentration requirements, students can also pursue dual concentrations, and they earn dual concentration annotations on their transcripts. 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.

MSTI students also enrolled in the JPME Program may pursue dual concentrations (Military Affairs/JPME and the SSTI concentration of their choice). These students will be assigned to the appropriate academic department within the SSTI.

Available concentrations include:

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

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 Explosive Threat*
- *MST 670P* *Chemical Weapons Intelligence*
- *MST 671* *S&TI Space and Missile Systems*
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *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 684* *Cyber Threat* [MST 682 is a prerequisite]
- *MST 685* *Social Networks and Intelligence (dual-listed)*
- *MST 686* *Cyber Operations Environment—Engagement* [MST 684 is a prerequisite]
- *MST 694* *Algorithmic Warfare (dual-listed)*
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *Directed Readings*

Note: some of the CYI curriculum is taught at the iRES lounge on Wisconsin Avenue in Bethesda, MD, which is accessible by all distance learning students through unclassified means. Distance learning students must also have secure VTC access for some class sessions hosted at the ICC-B during course iterations.

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 688 is a prerequisite]
- *MST 691* *Data Science Tools and Techniques* [MST 688 is a prerequisite]
- *MST 692* *Data Science Visualization and Communication*
- *MST 693* *Geospatial Data Science* [MST 688 is a prerequisite]
- *MST 694* *Algorithmic Warfare (dual-listed)*
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *Directed Readings*

Note: most of the DSI curriculum is taught at the iRES lounge on Wisconsin Avenue in Bethesda, MD, which is accessible by all distance learning students through unclassified means. Distance learning students must also have secure VTC access for some class sessions hosted at the ICC-B during course iterations.

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 699A* *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 US technological superiority or significantly affect US 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 overarching goal of this 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 660 is a prerequisite]
- *MST 674* *Identity Intelligence (dual-listed)*
- *MST 680* *Information Power*
- *MST 681* *Propaganda* [MST 680 is a prerequisite]
- *MST 683* *Foreign Information and Cyber Strategies*
- *MST 685* *Social Networks and Intelligence (dual-listed)*
- *MST 687* *Advanced Information Power Seminar* [Must take at least one I3 course as a prerequisite; MST680, 681, and/or 683 especially recommended]
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *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.

Certificate in Intelligence Studies

The Certificate in Intelligence Studies (CIS) program allows non-degree-seeking students the opportunity for in-depth, 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.

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 US policy.
- Evaluate the strengths and weaknesses of China studies scholarship and its implications for the US 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*

Latin America

The Certificate in Intelligence Studies–Latin America 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 program 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.

The Latin America topic is available to students via ICC-B.

Certificate in Intelligence Studies – Latin America Learning Outcomes:

- Evaluate major historical influences as explanations for contemporary Latin American regional decisionmaking and the implications for US policy.
- Assess the current impact of major internal/regional trends and transnational crime on economic and democratic stability.

- Assess the current impact of regional and strategic competition, especially from China and Russia, on US national security and the US Intelligence Community.
- Hypothesize the future impact of major current issues and trends within real-world intelligence scenarios, for the purpose of developing intelligence professionalism in indications and warning collection and analysis.

The certificate course requirements include:

- *RSI 641 Introduction to Latin America Regional Intelligence Issues*
- *RSI 642 Mexico and Central America Intelligence Issues*
- *RSI 643 Caribbean Basin Intelligence Issues*
- *RSI 644 South America Intelligence Issues*

Russia, Europe, and Eurasia

The Certificate in Intelligence Studies–Russia, Europe, and 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, Europe, and 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, Europe, and Eurasia Certificate includes the following courses (12 credit hours overall):

- *RSI 632* *Russian Politics*
- *RSI 636* *Russian Intelligence*
- *RSI 637* *Russian Foreign Policy*

One additional course (student's choice):

- *RSI 630* *Russian Military Issues*
- *RSI 635* *Central/Eastern Europe and the Caucasus*

Counterintelligence

The Certificate in Intelligence Studies–Counterintelligence prepares students to critically evaluate the efforts of US counterintelligence (CI) agencies to mitigate the foreign intelligence service threat to the United States. The courses examine the US CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and US national security strategy. The courses also address the structure and mission of US 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 US 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 US approach to CI.
- Evaluate US 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* [This course is a pre-requisite for the CI certificate.]
- *CAC 621* *Comparative Intelligence*
- *RSI 613* *Chinese Intelligence and Information Warfare*
- *RSI 636* *Russian Intelligence*

The IC Strategic Leaders Program

The CIS IC Strategic Leaders 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. Participation requires a nomination from the applicant's home agency, a two-page résumé, a 500-word statement of interest, and official transcripts for degrees completed. This program is designed for GS-14s and 15s (and military rank equivalent) intelligence professionals of all job series and backgrounds with at least 10 years' experience in national security. 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.

The IC Strategic Leaders Program is available to students at ICC-B.

Certificate in Intelligence Studies–IC Strategic Leaders Program 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 751* *Leadership and Intelligence*
- *INT 752* *Leadership, Intelligence, and National Security Decision Making*
- *INT 753* *National Security Law and Ethics*
- *INT 754* *Organizational Management and Change*

Homeland Intelligence

The Certificate in Intelligence Studies–Homeland Intelligence for Transnational Issues provides an in-depth examination and evaluation of intelligence gathered and used domestically by the intelligence, law enforcement, and private sectors to address 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*
- *MST 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 US 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 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 Explosive Threat*
- *MST 670P* *Chemical Weapons Intelligence*
- *MST 671* *S&TI Space and Missile Systems*
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *Directed Readings*

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 684* *Cyber Threat*
- *MST 685* *Social Networks and Intelligence (dual-listed)*
- *MST 686* *Cyber Operations Environment—Engagement* [MST 684 is a prerequisite]
- *MST 694* *Algorithmic Warfare (dual-listed)*
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *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 688 is a prerequisite]
- *MST 691* *Data Science Tools and Techniques* [MST 688 is a prerequisite]
- *MST 692* *Data Science Visualization and Communication*
- *MST 693* *Geospatial Data Science* [MST 688 is a prerequisite]
- *MST 694* *Algorithmic Warfare (dual-listed)*
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *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 613 is a prerequisite]*
- *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 699A* *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 US technological superiority or significantly affect US 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 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 660 is a prerequisite]
- *MST 674* *Identity Intelligence (dual-listed)*
- *MST 680* *Information Power*
- *MST 681* *Propaganda* [MST 680 is a prerequisite]
- *MST 683* *Foreign Information and Cyber Strategies*
- *MST 685* *Social Networks and Intelligence (dual-listed)*
- *MST 687* *Advanced Information Power Seminar* [Must take at least one I3 course as a prerequisite]
- *MST 698* *Special Topics in Strategic Intelligence*
- *MST 699A* *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, secure

VTC attendance *may* be available, except for courses offered at USINDOPACOM. Please verify secure 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 US 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 US national security strategy. These strategies provide the intellectual framework for the evolution and application of US instruments of national power. This course focuses on the tenets of US 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 a 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 US national security and economic interests at home and abroad. This course examines the US CI effort from a strategic perspective, including the role of CI in relation to the IC, the law enforcement system, and US 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 US 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 US national interests. Stability operations have been designated a core US 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 US and multinational stability and peace operations in global regions, including how intelligence supports US 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 US 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 US 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 US national security.

RSI 432 Europe: Intelligence Issues

Europe contains many of the US 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 US allies meet US expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall US 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 US 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 US 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 decisionmakers 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 US 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 US 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 US 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 US information operations planning and strategy. The course analyzes US, 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 US 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 701 Research Design and Methods

This course imparts the research methods and design knowledge and skills students need to craft a graduate-level research proposal on a topic related to US intelligence and national security. The course educates students to the fundamentals of research design and teaches them how to identify an academic intelligence research problem, develop a complex academic intelligence research question, understand theoretical frameworks, construct a functional and synthesized literature review, devise a conceptual framework, formulate hypotheses, identify the data needed to answer key questions and how to analyze them, select an appropriate research design for the project, and describe the results of their research. Students also learn about human subjects research/Institutional Review Board (IRB) standards and procedures. During the course, students prepare and peer review each other's research designs, and as the final assignment, complete a research proposal.

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

This course examines the broad institutional environment in which the US Intelligence Community (IC) operates. The course analyzes how intelligence agencies and elements interact with each other and other parts of the US Government. Topics include the evolution of IC authorities; the national security policy process and the role of intelligence in that process; Congressional, Presidential, and legal oversight; intelligence resources, and the future of intelligence integration. This course also evaluates how the IC can be more agile, innovative, and resilient in an increasingly complex and uncertain world.

Master's Thesis, Substantial Research Paper, Applied Research Project, and Portfolio Courses

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

Thesis Courses (MSSI and MSTI)

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.)

Substantial Research Paper Courses (MSSI)

MSI 699 Directed Readings

Students will be assigned to Directed Readings sections that align with their MSI 798 SRP Seminar course placement. (Prerequisite: passing MCR 701 with a score of 80 or higher).

MSI 798 SRP Seminar in Intelligence Studies

This course provides MSSI students the opportunity to conduct supervised topical research. This course builds on research skills learned in MCR 701 and knowledge gained in previous NIU coursework, and provides continued academic instruction on the graduate-level research and writing skills students need to complete an MSSI substantial research paper (SRP) on a topic related to US intelligence and national security. (Prerequisites: completion of applicable MSI 699 Directed Readings course with a pass, and completion of all other courses and degree requirements except MSI 799.)

MSI 799 SRP Completion

Under the seminar faculty chair's guidance, the student completes and delivers the substantial research paper (SRP), executive summary, and oral presentation. (Prerequisite: completion of MSI 798 with a pass).

Applied Research Project Course (MSTI)

MST 705 Applied Research Project

Under the guidance of an advisor, the student completes and submits the agreed upon deliverable.

Portfolio Course (MSTI)

MCR 706 Portfolio Development

Under the guidance of an advisor, the student reflects and refines key deliverables to put together in the agreed upon portfolio approach. This course is designed to be 1 credit per quarter for the last three quarters of the student's degree program. Exceptions can be made with approval of the Associate Dean.

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 course is designed to develop a common knowledge and comprehension of current and future science and technology threats and issues. It explores the concepts, principles, and applications of scientific and technical intelligence to collection and analysis, focusing on: (1) developing the ability to understand threats to US national security posed by adversarial use of science and technology; (2) appreciating the impact of emerging and disruptive technology advances; (3) identifying effective threat indicators and collection capabilities to monitor scientific and technological advances; and (4) understanding the use of science and technology capabilities in US intelligence collection and analysis. The course examines science and technology from a global perspective—studying its use and potential use by adversaries, understanding the science and technology of important weapons and intelligence systems, and exploring the capabilities of relevant US and global science and technology organizations. The course is designed to provide an information foundation for the Master of Science and Technology Intelligence 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 US 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 US 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 US 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 US Intelligence Community, they face a very different set of market constraints and human resources challenges. Many of these firms are already contracting to the US, UK, and other foreign governments, and they are likely to play an increasing role over the next decade in helping the US Government 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 US national security and economic interests at home and abroad. This course examines the US CI effort from a strategic perspective, including the role of CI in relation to the larger IC, the law enforcement system, and US 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 US 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 US 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 751 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 752 Leadership, Intelligence, and National Security Decision Making

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 US national security policy. This course applies to the Leadership and Management in the Intelligence Community certificate topic.

INT 753 National Security Law and Ethics

Senior intelligence officers, responsible for leading mission-oriented organizations and managing public resources and information, require an appreciation for the complex legal and ethical issues they may encounter. Senior officers should have a solid grasp of intelligence law, as well as an appreciation for the roles and responsibilities of attorneys in government. Ethics, the science of morals in human conduct, is closely related, often helping to inform judgment in areas in which obligations might not be clear. INT 753 is the third of four courses that make up the NIU Certificate in the IC Strategic Leaders Program. This course brings together both legal and ethical perspectives on important issues and topics facing intelligence professionals.

INT 754 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 698 Leadership Decision Making

The study of decisionmaking is complex and multidisciplinary, drawing from academic fields such as economics, psychology, business, political science, and organizational behavior. The types of studies used to examine decisionmaking are wide-ranging and include experiments using college students as subjects, statistical analyses of executive behavior in the business sector, and interviews with former USG decisionmakers. This course asks students to evaluate these varying studies and determine how they apply to decisionmaking in the Intelligence Community and other US national security organizations.

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 US 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 US 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 US 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 US 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 in-depth 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 is about the development of strategy as a "theory of victory." Developing national strategy requires consideration of a broad array of factors with political, economic, social, and other elements looming large. Military operations are components of strategy, but there are no purely martial endeavors. Effective strategies—grand or specific—skillfully incorporate all elements of national power. This course examines the theoretical underpinnings of national and military strategies and their application to multiple contexts from conventional conflict to irregular warfare. After establishing a firm grasp of strategy as a concept, this course turns to the constituent components of military strategy with a focus on the various military domains and their respective theoretical underpinnings. Students will develop an understanding of strategy (as a concept, a process, and a product), become conversant in the "grammar of strategy,"

understand the strategic logic of the various military domains, and understand the Intelligence Community's role(s) in US national and military strategy.*

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

DEF 602 Joint Campaign Planning and Intelligence

This course explores military intelligence planning and operations at the national, theater, and operational levels. Grounded in joint doctrine, this course will provide students the skills and insight required to be intelligence planners at the three- and four-star command levels. Students will be presented with real-world examples of intelligence planning products and intelligence operations capabilities to enable them to produce intelligence planning documents of their own. The centerpiece of this course is a scenario-driven planning exercise designed to prepare students to participate in a broader operational-level exercise as joint intelligence planner augmentees to a newly established joint task force responding to crisis.*

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

DEF 603 Joint Campaign Planning and Operations

This course explores joint military operations at the national, theater, and operational levels with a focus on joint planning and joint warfighting. Grounded in joint doctrine, this course will provide students doctrine-based the skills and insight required to contribute to planning and wargaming efforts at the three- and four-star command levels. Students will be presented with real-world examples of wargaming applications as well as fictional scenarios designed to highlight the emerging warfighting dynamics in a strategic competition context. The centerpiece of this course is a scenario-driven planning exercise designed to prepare students to participate in a broader operational-level exercise as joint intelligence planner augmentees to a newly established joint task force responding to crisis.*

* 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 and the doctrine discussed in DEF 602 and DEF 603. 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 US 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 US-China Great Power Competitive Strategies

This course provides a comprehensive overview of the role of intelligence in the emerging US-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 US 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 US objectives in this environment, and assessing their effectiveness.

INT 601 The History of US Intelligence

This course traces the evolution of US 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 US intelligence in meeting those challenges. Course topics focus on the history of US intelligence collection, analysis, operational support, and the intelligence-policy nexus. The course connects legacy US intelligence capabilities, limitations, achievements, and failures to the enduring intelligence challenges of today and tomorrow. Course content walks through a chronological narrative of US 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 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 609 Intelligence to Protect the Homeland

This course focuses on strategic and operational threats to the US 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 US 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 US 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 US Policy Toward Africa

The US 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 Strategies 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 US 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 US 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 US-China economic relationship, global competition and influence, and Chinese economic power, growth, and sustainability.

RSI 616P Taiwan: Crucible of US-China Relations

This course provides an in-depth examination of the role Taiwan plays in US-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 US 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 an 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 US national security and global political strategy. This course focuses on the reality of contemporary Europe and how US allies meet US expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall US 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 US strategic, political, cultural, and military leadership in the 21st century.

RSI 632 Russian Politics

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 US 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 US military withdrawal from 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 US 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 US 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 US intelligence activities and analysis of this region.

RSI 635 Central/Eastern Europe and the Caucasus

This course examines the diverse countries and subregions from the Baltic Sea to the Black Sea in between Russia and the traditional centers of power in Western Europe. These include the Baltic states (Latvia, Lithuania, and Estonia), the Central European states (Poland, Czechia, Slovakia, and Hungary), the Eastern European states (Belarus, Ukraine, Moldova, Romania, and Bulgaria), and the Caucasus (Georgia, Armenia, and Azerbaijan). The course begins with the history, wars, and ideological battles from the imperial era through the world wars, Cold War, and dissolution of the Soviet Union. The second part of the course examines crosscutting issues and problems that have arisen in the past generation and how they affect the United States. The objective is to expand the student's knowledge of the region and encourage critical thinking about the US 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 US 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 US-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, is 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 in-depth 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 US interests and shape US 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 in-depth 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 US interests and shape US 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 US 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 US 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 US 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 US interests.

RSI 655 Islamism: Geopolitical Intelligence Issues

Understanding the ideology of Islamism is fundamental to strategic intelligence that supports US 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 US regional security calculus. The aim is to equip students to produce quality strategic-level intelligence papers relevant to the 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 that 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 US 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 US 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 US 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 US counterterrorism action. This course examines specific components of US 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 in-depth 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 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 US interagency community has built a complex network of information-sharing and support relationships to face these challenges. This course explores the threat and the US 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 US 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 is 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 US 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 US organizational responses to the foreign D&D threat. Course material addresses the existing US 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 US strategic warning and national security objectives.

MST 661P The Explosive Threat

Students will obtain an understanding of the explosives, precursors, and nefarious explosive user indicators and drivers. The explosive threat will be examined from the overseas and domestic environment. Military, commercial, and improvised/homemade explosives, their precursors, employment, and processing will be addressed. This course will allow students to better assess the explosive threat to personnel and facilities. Through in-depth understanding of explosive and explosive precursor acquisition, processing, and use, students will gain increased ability to analyze indicators, warn of threat, and assess potential mitigation. Analysis of operations and friendly vulnerabilities through the red lens will increase understanding of adversarial planning and attack considerations to inform posture and mitigation strategies. This course addresses scientific and technical intelligence along with policy issues associated with weapons which may be used in warfare, terrorist action, or criminal activity. The instruction is designed to provide a comprehensive understanding of the chemical and explosive categories of weapons of mass destruction. Distinctions are made between this and other classes of WMD. Effects of each type of weapon are examined, along with the current trends and emergent threats. Intelligence indicators and warning associated with the adversarial systems necessary to develop and employ the weapons are reviewed and discussed.

MST 663 WMD: Counterproliferation

This course outlines the structure and role of the US 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 US 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. (Pre-requisite is MST 660.)

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 as it requires special access.*

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 670P Chemical Weapons & Intelligence

This course addresses scientific and technical intelligence along with policy issues associated with chemical weapons that may be used in warfare, terrorist action, or criminal activity. Students will develop an in-depth understanding of chemical agents and the strategic, operational, and tactical intelligence actions and crisis decision-making necessary in chemical threat situations. Students will be able to evaluate counterproliferation, counterterrorism and counterintelligence information related to chemical threats to our national security. Students will use real-world scenarios, raw and finished intelligence, historical information, academic publications, policy documents and the Chemical Weapons Convention (CWC) to understand and identify essential details of a chemical weapons effort. Intelligence tradecraft will be used to

illuminate chemical efforts, issues, and networks involved to make the best decisions possible when seconds count. Students will also be introduced to emerging issues and future trends of chemical agents to include threats posed by nonstate actors, foreign intelligence services and new technologies. The instruction is designed to provide a comprehensive approach and understanding of chemical weapons indications and warning, support to senior leaders and operations, and decisionmaking and communication skills necessary to successfully address chemical issues in the Intelligence Community.

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 US 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.

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 US 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 advantage, critical information infrastructure and cyberspace, strategic communication and public diplomacy, and media effects 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 680 is a prerequisite.]

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 US 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. (Pre-requisite is MST 682.)

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.

MST 686 Cyber 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.* (Pre-requisite is MST 684.)

MST 687 Advanced Information Power Seminar

This seminar enables students to analyze strategic problems in information power affecting US 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. 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.* (Pre-requisite is any I3 course.)

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.

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. (Pre-requisite is MST 688.)

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. (Pre-requisite is MST 688.)

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. (Pre-requisite is MST 688.)

MST 693 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.

MST 694 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.

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 699A 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

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
OPSEC	operational security
ORE	Office of Research and Engagement
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	US European Command
USINDOPACOM	US Indo-Pacific Command
USSOUTHCOM	US Southern Command
U-View	Unclassified Virtual Enterprise Workspace
WMD	weapons of mass destruction