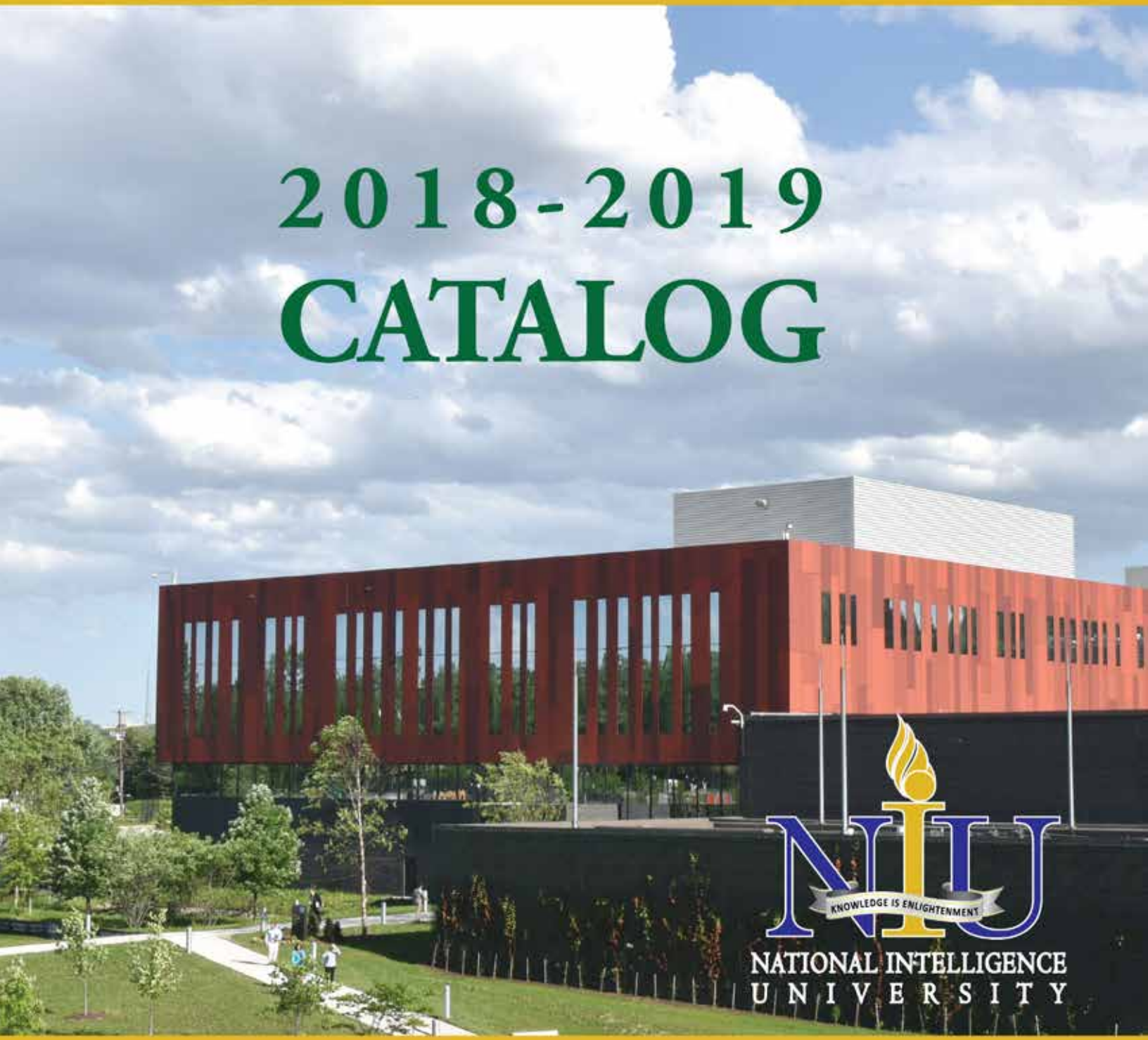


# NATIONAL INTELLIGENCE UNIVERSITY

*Serving as the Center of Academic Life for the Intelligence Community  
while preparing today's IC Leaders for tomorrow's challenges*

## 2018-2019 CATALOG



*Education ♦ Research ♦ Outreach*

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*Academic Calendar 2018-19*

**ACADEMIC CALENDAR 2018–19**

*THIS CALENDAR IS SUBJECT TO CHANGE*

**FALL QUARTER 2018**

<b>AUG 13</b>	Report date for full-time military students
<b>AUG 13-24</b>	Orientation for full-time students
<b>AUG 24</b>	Orientation for part-time students
<b>AUG 24</b>	Convocation (mandatory for full-time students)
<b>AUG 25-26</b>	First Fall Reserve Monthly weekend
<b>AUG 27</b>	Fall Quarter begins
<b>AUG 31</b>	Last day to add a course
<b>SEP 3</b>	Labor Day Holiday
<b>SEP 7</b>	Last day to drop a course
<b>SEP 15-16</b>	Second Fall Reserve Monthly weekend
<b>SEP 28</b>	Last day to withdraw from a course
<b>OCT 8</b>	Columbus Day Holiday
<b>OCT 13-14</b>	Third Fall Reserve Monthly weekend
<b>NOV 2</b>	Last day to submit thesis for December graduation
<b>NOV 3-4</b>	Fourth Fall Reserve Monthly weekend
<b>NOV 7</b>	Fall Quarter ends
<b>NOV 8-18</b>	Research Period
<b>NOV 12</b>	Veterans Day Holiday observed
<b>NOV 14</b>	Fall Quarter grades due

*Academic Calender 2018-19*

**WINTER QUARTER 2018–2019**

<b>NOV 19</b>	Winter Quarter begins
<b>NOV 21-23</b>	Thanksgiving Holiday recess
<b>NOV 30</b>	Last day to add a course
<b>DEC 7</b>	Last day to drop a course
<b>DEC 8-9</b>	First Winter Reserve Monthly weekend
<b>DEC 21</b>	Last day to withdraw from a course
<b>DEC 21</b>	Last day to submit T-1 for July graduation
<b>DEC 22–JAN 1</b>	Winter Reading Period
<b>JAN 1</b>	New Year’s Day Holiday
<b>JAN 2</b>	Winter Quarter resumes
<b>JAN 5-6</b>	Second Winter Reserve Monthly weekend
<b>JAN 21</b>	Birthday of Martin Luther King, Jr., Holiday
<b>JAN 26-27</b>	Third Winter Reserve Monthly weekend
<b>FEB 9-10</b>	Fourth Winter Reserve Monthly weekend
<b>FEB 11</b>	Winter Quarter ends
<b>FEB 12-24</b>	Research Period
<b>FEB 14</b>	Winter Quarter grades due
<b>FEB 18</b>	Washington’s Birthday Holiday

**SPRING QUARTER 2019**

<b>FEB 25</b>	Spring Quarter begins
<b>MAR 1</b>	Last day to add a course
<b>MAR 8</b>	Last day to drop a course
<b>MAR 9-10</b>	First Spring Reserve Monthly weekend
<b>MAR 29</b>	Last day to withdraw from a course

*Academic Calender 2018-19*

**MAR 30-31** Second Spring Reserve Monthly weekend

**APR 27-28** Third Spring Reserve Monthly weekend

**MAY 3** Spring Quarter ends

**MAY 4-12** Research Period

**MAY 8** Spring Quarter grades due

**SUMMER QUARTER 2019**

**MAY 13** Summer Quarter begins

**MAY 17** Last day to add a course

**MAY 18-19** Fourth Spring Reserve Monthly weekend

**MAY 24** Last day to drop a course

**MAY 27** Memorial Day Holiday

**JUN 7** Last day to withdraw from a course

**JUN 10-21** Reserve Monthly Intensive term

**JUL 4** Independence Day Holiday

**JUL 8** Summer Quarter ends

**JUL 8** Final Thesis Turn-in Date

**JUL 11** Summer Quarter grades due

**JUL 15** Graduation Award decisions due

**JUL 25** Commencement Rehearsal

**JUL 26** Commencement Ceremony



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*About the University*



## ABOUT THE UNIVERSITY

### MISSION

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

### VISION

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

### VALUES

- **Academic Freedom:** NIU embraces the principle that students, faculty, and staff have the academic freedom to explore significant and controversial questions as an essential precondition to fulfilling the mission of educating students and advancing knowledge.
- **Collaboration:** NIU embraces the spirit of collegiality; the mission is only accomplished if we work as a team. Students, faculty, and staff must have the character and conviction to lead and the strength to follow.
- **Diversity:** NIU embraces the fact that differing backgrounds and experiences make us stronger, promote inclusion in our workforce, and encourage diversity in our thinking.

## About the University

- Integrity: NIU holds a special public trust. We practice careful stewardship of our resources, both financial and human. We will not just say the right thing—we will do the right thing and remain accountable to ourselves, and ultimately to the American People.
- Learning: Students, faculty, and staff embrace a culture of continuous learning. Every new challenge presents the opportunity for growth; every interaction presents the opportunity for the acquisition of new knowledge.



## The Institution

### Accreditation

NIU is a Federal, degree-granting institution, authorized by Congress to offer accredited graduate and undergraduate degrees and graduate certificates. NIU is accredited by the [Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, Pennsylvania, 19104 (267-284-5000), an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

In October 2012, the Chairman of the Joint Chiefs of Staff (CJCS) approved NIU's Joint Professional Military Education (JPME) program, allowing selected, qualified military officers to receive Phase I JPME credit after completing designated JPME courses concurrent with the NIU master's degree. In addition, the University is a member of the [Consortium of Universities of the Washington Metropolitan Area](#).

### An Intelligence-Focused Academic Institution

Educating future Intelligence Community (IC) leadership is broader and more challenging than ever as advancements in technology, communications, and data management make the intelligence process shorter, strategic analysis more critical, and our responsibilities



## *The Institution*

to national leadership more demanding. The University seeks to strengthen the IC through formal education, research, and outreach, enhancing the knowledge and awareness of its students to better equip them for significant contributions to national intelligence in an ever more complex world.

NIU is educating students in understanding adversarial capabilities and intentions, within the context of a far broader spectrum of intelligence challenges:

- Cultural and religious conflicts.
- Failed and failing nation-states.
- Nonstate actors.
- Weapons of Mass Destruction (WMD) proliferation.
- A transforming digital world.
- The omnipresent threat of terrorism at home and abroad.

Faculty, students, and research fellows develop new ideas, concepts, and perspectives for intelligence problems of today and the future.

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

## **The People**

### **NIU Students**

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

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

## *The People*

Students enrolled in NIU's College of Strategic Intelligence (CSI) or School of Science and Technology Intelligence (SSTI) degree, certificate, and continuing education (CE) programs must be uniformed military or Federal employees and hold an active TS/SCI clearance

### **NIU Faculty**

The NIU faculty brings a wealth of knowledge gained through extensive IC experience and achievement of advanced degrees in intelligence-related fields. Faculty members possess a wide range of expertise in IC topics and come from varied academic, military, and intelligence backgrounds. Many have served on national boards and commissions, including the National Security Council (NSC), National Intelligence Council (NIC), the Intelligence Science Board, WMD Commission, and presidential commissions.

NIU has faculty serving through assignment or as visiting chairs from the Military Services and across the IC:

- The Office of the Director of National Intelligence (ODNI).
- Defense Intelligence Agency (DIA).
- Department of State (DoS).
- Central Intelligence Agency (CIA).
- National Security Agency (NSA).
- Federal Bureau of Investigation (FBI).
- National Geospatial-Intelligence Agency (NGA).
- Department of Homeland Security (DHS).
- Drug Enforcement Administration (DEA).
- Department of Energy (DOE).

The Air Force, Army, Coast Guard, Marine Corps, and Navy provide faculty members as service advisors for their cohorts of students enrolled in the University.

*Academics***ACADEMICS****NIU's Approach to Intelligence Education – A Strategic Perspective**

NIU's graduate degree programs begin with an overview of the global strategic environment and the issues affecting intelligence and U.S. national security. NIU academics focus on analyzing the complexity and dynamics of intelligence capabilities, science and technology (S&T) developments, and political, economic, social, ethnic, and cultural elements as means to understand adversaries and dynamic geopolitical environments and how they affect U.S. national security interests. In addition to the global strategic context of the threats to national security, the integration of collection and analysis and other key intelligence officer responsibilities are embedded throughout the core curriculum.

**Intelligence in A Dynamic Strategic Environment**

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

Professional intelligence knowledge is characterized by an understanding of leadership's requirements. Moreover, it requires precise, focused collection with accurate analysis derived using sound methodologies that encourage collaboration and coordination within the IC. Therefore, the curriculum focuses on developing and understanding analytical skills and all-source

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intelligence data to systematically translate world events into products that identify and fill intelligence gaps.

### **National Security**

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

## **NIU's Commitment to Outcomes Assessment**

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

### **Assessment of Academic Programs**

Students are required to participate in course evaluations used to improve the curriculum and instruction. On occasion, NIU also conducts focus groups and surveys. Students may also contact the Director of Institutional Effectiveness or their program director with comments and suggestions about their educational experience. All courses have learning outcome goals that are measured at the end of each quarter. The Office of Institutional Effectiveness (OIE) provides results of all course evaluations to the faculty member, the program directors, and the Deans. Student grades are not released during the academic year until course evaluations and assessments are completed.

### **Electronic Learning and Assessment**

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

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## University-Wide Programs

### Student Research Funding

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

### The Graduate Core Curriculum

NIU’s primary role is to educate future intelligence and national security leaders in the profession of intelligence. The graduate core curriculum represents the foundational elements that all NIU students in graduate degree programs receive:

- An understanding of the profession.
- Critical thinking and analytical theory.
- Leadership and management.
- Ethics and law.
- Collection strategies.

We expect all graduates to understand the essential elements of the intelligence enterprise and how these elements inform national strategy. NIU’s graduate degree programs complement core learning with tailored subject matter and technical expertise through specialized concentrations and research. As part of their graduate experience, NIU students gain expertise in communication, engagement, collaboration, research, and knowledge discovery. NIU’s core concepts and curriculum are informed by the full set of IC-coordinated competencies promulgated by the DNI.

<b>MCR 607</b>	<b>Intelligence Reasoning and Analysis</b>
<b>MCR 608</b>	<b>Leadership and Management in the Intelligence Community</b>
<b>MCR 609</b>	<b>Intelligence Collection</b>

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

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**Degree Concentrations**

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

**Joint Professional Military Education Studies Program**

NIU is accredited to grant Phase I JPME credit to selected, qualified students enrolled in a full-time master's program. Students are notified of their selection during orientation. Interested students may contact the JPME Program Director for further details.

In addition to the core curriculum for the MSSI and MSTI, JPME students must take designated JPME courses to receive Phase I JPME credit.

**U.S. Army Professor of Strategic Intelligence Program**

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

**The President's Lecture Series**

The President's Lecture Series (PLS) provides NIU students with the opportunity to learn in a joint University-wide environment. Senior military and civilian leaders provide unique perspectives on topics concerning intelligence, policy, leadership, and important contemporary issues. The full-time PLS consists of 7 to 10 lectures per quarter (excluding the summer quarter) and occurs on Mondays, from 11:00 a.m. to 12:30 p.m., in the Intelligence Community Campus-Bethesda (ICC-B) Auditorium. The part-time PLS program is held on designated class weekends, as scheduled by the Reserve/Monthly (R/M) Executive Program Director. The insights from speakers, such as service chiefs, combatant commands (CCMDs), J2s, and other leaders of national intelligence agencies and foreign embassies complement formal instruction. Resident



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and full-time student attendance is mandatory. Part-time students are encouraged to attend as their schedules allow.

### **Learning Outside The NCR: Making Education More Accessible**

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

#### **NIU Academic Center: National Security Agency**

The NIU Academic Center at the NSA was established by a memorandum of agreement between DIA and NSA. Students attend class two days per week and enroll in two courses per quarter, for seven consecutive quarters.

Students are encouraged to spend the full class day at the NIU campus in Bethesda, Maryland. This program is also accessible through distance education to nodes located at NSA Headquarters at Fort George Meade, Maryland, and Fort Gordon, Georgia (NSA Georgia).

#### **NIU Academic Center: National Geospatial-Intelligence Agency**

The NIU and NGA established the NIU Academic Center at NGA by a memorandum of agreement. Students attend class two days per week and enroll in two courses per quarter for seven consecutive quarters.

Students are encouraged to spend the full class day at the ICC-B or the NGA Academic Center to focus on their studies. There are computer workstations for students to conduct research, work on their coursework, and write their theses.

#### **NIU European Academic Center**

In August 2011, NIU initiated educational offerings outside the United States by creating its European Academic Center (EAC). Depending on demand and resource availability, the EAC offers master's degree and certificate courses in a part-time evening format to students who take classes at:

- EAC, Joint Analysis Center, RAF Molesworth, United Kingdom.
- Wiesbaden Army Air Field in Mainz-Kassel, Germany.
- U.S. European Command (USEUCOM) Headquarters, Stuttgart, Germany.

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Full-time and adjunct NIU faculty teach the courses at these locations. Classes are often video teleconferences between faculty members at one location and students at another instructional site. An onsite NIU program director manages the EAC.

### NIU Southern Academic Center

NIU established the NIU Southern Academic Center (SAC) at the Regional Joint Intelligence Training and Education Facility at MacDill Air Force Base (AFB), Florida. Students take classes at MacDill, at the U.S. Southern Command (USSOUTHCOM) in Miami, Florida, and at Fort Bragg, North Carolina. This center offers master's degree courses that support students from all of the Military Services, CCMD, and Federal agencies in the southeastern United States. Classes are usually held in the evenings. An onsite NIU program director manages this program.

### NIU Quantico Academic Center

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

## Continuing Education: Lifelong Learning Opportunities

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

## Two-Year, Part-Time Cohort Formats

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

### DIA Cohort Format

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

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### Evening Cohort Format

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

### Monthly Executive Format

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

As with all graduate-level programs, the Monthly Executive format requires significant time and commitment in addition to the weekends spent in class at the university. Prospective students should apply to NIU. Military reservists should also apply to their parent organizations for a nomination to the Monthly Executive program. For more information on the Monthly Executive format, contact NIU Office of Enrollment Services at (301) 243-2094 or [NIUadmit@dodis.mil](mailto:NIUadmit@dodis.mil).

### Space Available Degree Format

NIU offers students with atypical or irregular schedules (such as personnel on rotating shifts or high-travel schedules) opportunities to earn degrees in a flexible format more fitting of their needs; this format is called a Space Available degree format. There are distinct differences between the cohort format and the space available one that students need to be aware of before signing up for the program – differences that are largely advantageous but can also cause difficulty and should be considered.

First, “space available” may mean a lower priority consideration during the registration period; the priority for registration is generally: full-time, structured part-time programs, certificate programs, and space-available formats.

Second, “space available” means an unstructured format without an automatic enrollment function or set program schedule. A cohort student is enrolled for a specific location, a specific timeframe (such as evening), and with a specific track; the registration staff automatically

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enrolls two-year plan students in their core courses every quarter. In comparison, a space available student chooses and registers for his or her own classes – and generally takes two classes a term. He or she is not placed within a track of students in the same program. Independence in registration and from the track system can limit the student’s ability to achieve education, networking, and collaboration goals.

Finally, “space available” adds flexibility to the admissions deadline. The typical full-time, one-year and part-time, two-year programs have fall start dates. Space available degree programs may begin fall or spring.

## Academic Awards

Each year the University presents several awards to recognize academic excellence.

### **NIU Intelligence Research Award**

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

### **The Lyman B. Kirkpatrick, Jr., Award**

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

### **The A. Denis Clift Award**

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

*Academics***The Lieutenant General Vernon A. Walters Award for International Affairs**

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

**The Lieutenant Colonel Michael D. Kuszewski Award**

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

**National Military Intelligence Foundation Awards**

The National Military Intelligence Foundation (NMIF) Awards are presented to the top graduates of the graduate and undergraduate programs based on final cumulative grade point averages. NMIF grants this award for academic achievement, research excellence, and service

**The Noncommissioned Officers Military Excellence Award**

The Noncommissioned Officers (NCO) Military Excellence Award is presented for superior leadership and academic achievement to the top NCO in the graduate and undergraduate programs.

**The Fleet Admiral Chester W. Nimitz Archival Research Award**

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

**The Barton Whaley Denial and Deception Research Award**

The Barton Whaley Denial and Deception (D&D) Research Award is presented in recognition of the master's thesis that most significantly contributes to the D&D discipline. NIU evaluates submissions for originality, thoroughness of research, and a well-defined relationship to the field of D&D.

*Academic Awards***The Judge Allan Nathaniel Kornblum Award**

The NIU Foundation gives the Judge Allan Nathaniel Kornblum Award, which exemplifies Judge Kornblum's commitment to national security, civil liberties, and outstanding scholarship, to the student who writes the best thesis on national security law or ethics.

**The Military Order of the World Wars Award**

The Military Order of the World Wars Award recognizes the best graduate thesis on a national security topic.

**The Reserve Officers Association Award for Outstanding Scholarship and Military Leadership**

The Reserve Officers Association presents the Award for Outstanding Scholarship and Military Leadership to the top Reserve Program graduate in recognition of outstanding leadership and academic achievement.

**The Ann Caracristi Naval Intelligence Foundation Award**

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

**The Elizebeth S. Friedman Award**

The Coast Guard Foundation presents the Elizebeth S. Friedman Award in recognition of the master's thesis that most significantly contributes to the U.S. homeland security intelligence mission. A faculty committee evaluates submissions for originality, thoroughness of research, and overall contribution to the nation's homeland security intelligence program. Dubbed "America's first female cryptanalyst," Ms. Friedman deciphered more than 12,000 coded messages during the Prohibition era, effectively putting rum-running syndicates out of business on the U.S. Pacific and Gulf Coasts.

**The National Intelligence S&T (Science and Technology) Award**

The National Intelligence Officer (NIO) presents the National Intelligence Science and Technology Award in recognition of the best master's thesis on an analytical science and technology intelligence (S&TI) topic. A faculty committee evaluates submissions for originality, methodology, and overall contribution to the knowledge base in an S&TI-related field.



*NIU Leadership***The Scientific and Technical Intelligence Committee Award**

The Scientific and Technical Intelligence Committee Award recognizes the master's thesis that most significantly contributes to the advancement of experimental science in an IC-related thesis. Submissions are evaluated for originality, experimentation, lab research, and overall contribution to the knowledge base in an S&TI-related field.

**The Cyber Intelligence Research Award**

The NIO for Cyber presents the Cyber Intelligence Research Award for Cyber in recognition of the best master's thesis in the intelligence fields of cyber analysis, collection, operations, policy, or strategy. A faculty committee evaluates submissions based on originality, analytic methodology, technical acumen, and practical application.

**The NIU Faculty Research Award**

NIU's Office of Research (OOR) presents the NIU Faculty Research Award to recognize the best faculty research conducted for the IC. An OOR committee evaluates the quality of the research, resulting scholarship, and overall contribution to the IC.

**NIU Leadership****President**

Leadership of the University is vested in the President, who is also a member of the Defense Intelligence Senior Executive Service. The President is the Chief Executive Officer (CEO) and is charged with overall responsibility for managing the University. The President's responsibilities include managing the budget, facilities, and the education and research programs. The President is the primary liaison between NIU and DIA and participates in various DIA planning functions. The President is also the primary representative of the University to the IC and to U.S. Federal Government leadership.

**Board of Visitors**

The BOV consists of 12 members, plus 3 ex officio members representing the ODNI, CIA, and DHS. The Secretary of Defense appoints Board members who operate within the guidelines of the Federal Advisory Committee Act. The BOV ensures that the mission of the University is implemented, provides guidance to its CEO, and reports its findings and recommendations to the Secretary of Defense and the DNI through the Director of DIA. The BOV, in partnership with University administration and faculty, ensures that the institution demonstrates integrity in how it specifies goals, selects and retains faculty, admits students, establishes curricula, guides

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research, demonstrates attention to equity and diversity, allocates resources, serves the intelligence and national security interests, and provides for student success.

**Executive Vice President, University Operations and Chief of Staff**

The Executive Vice President, University Operations and Chief of Staff (COS) is the senior military, joint service official at the University and serves as the overall link between the University and the Military Services. The Chief of Staff enables academic operations by coordinating, integrating, and synchronizing staff support. The COS advises the NIU President on joint, military, leadership, and accreditation matters. The COS is also the President's designated representative and serves as the ranking administrative official for the University in the President's absence.

**Executive Vice President and Provost**

The Provost is the University's Chief Academic Officer and advisor to the President on the content and direction of academic, research, and outreach programs. The Provost assists the President in developing, executing, reviewing, and evaluating all related activities, including academic policy and plans, faculty matters (both military and civilian), student admissions and evaluation criteria, curriculum and support resources, and applied research. The Provost is the executive liaison within the Service and joint intelligence and educational communities, and represents the University and DIA in educational forums. The Provost oversees the CSI, the SSTI, and the Office of Institutional Effectiveness.

**Vice President for Finance and Administration**

The Vice President for Finance and Administration is responsible for overseeing the University's Operations department. The Vice President works closely with the University President in developing the annual budget and oversees vital functions, including budgeting and finance, personnel, security, contracting, logistics, and facilities.

**Vice President for Institutional Advancement and Outreach**

The Vice President for Institutional Advancement and Outreach directs DIA's engagement with Department of Defense (DoD) senior-level colleges, including the National Defense University (NDU) and the military war colleges. Responsibilities include overseeing education and research programs, fostering and maintaining relationships with outside constituencies, and serving as the government liaison with the National Intelligence University Foundation and the NIU Alumni Association.

*NIU Leadership***Vice President for Research and the NIU Office of Research**

The NIU OOR is the focal point for NIU research collaboration with the IC. OOR houses the Center for Strategic Intelligence Research (CSIR), the NIU Research Fellows Program, the National Intelligence Press (NI Press), and the University Library. OOR oversees the Human Protections Administration for the Human Research Protection Program/NIU's Institutional Review Board (IRB), and ensures that appropriate oversight mechanisms, policies, and procedures are implemented to guarantee IRB compliance and assurance with the Department of Health and Human Services and DoD determinations.

**Director, Institutional Effectiveness**

As a University advisor to the Provost, the Director, Institutional Effectiveness develops, implements, and manages an institutional assessment and reporting plan that incorporates the latest methodologies designed for higher education outcomes assessment. The Director, Institutional Effectiveness leads the analysis of academic and institutional performance trends and the collection and reporting of outcome data to promote institutional effectiveness and improvement. The Director, Institutional Effectiveness serves as the Accreditation Liaison Officer between the University and the Middle States Commission on Higher Education (MSCHE).

**Dean of the College of Strategic Intelligence**

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

**Dean of the Oettinger School of Science and Technology Intelligence**

The Dean of the Oettinger School of Science and Technology Intelligence is responsible for daily operations of the SSTI's MSTI degree program, research, and program outreach. The Dean's responsibilities include faculty assignment, support, and student evaluations. The Dean also directs faculty development, governance, scheduling, and student orientation. The Associate Dean, a Program Director, appointed faculty boards, Department Chairs, Academic Center Program Directors, Senior Service Advisors, and Track Advisors support the Dean.

*NIU Leadership***Director, Information and Educational Technology**

The Director, Information and Educational Technology is a senior advisor to University leadership on matters of technology and student support. The director is responsible for training faculty, staff, and students on NIU-specific technology and overseeing the design, acquisition, operation and maintenance of university technology, to include student information management systems, learning management systems, classroom audiovisual systems, websites, desktop computers, survey tools, and other server/cloud-based systems. The director maintains close relationships with agency IT staff, represents NIU at agency-level IT meetings, and evaluates effects of changing agency policies on NIU.

**Director, Student Affairs and Registrar**

The Director, Student Affairs and Registrar is a senior advisor to University Leadership on matters of student success and is responsible for supporting students from initial inquiry through graduation and beyond. The director works closely with the Deans and Program Directors to establish the quarterly academic schedules and supports student related data inquiries. The director's duties include overseeing the admissions and registration functions of the University; planning and executing the Graduation ceremony; managing classroom utilization; auditing student academic progress; academic advising; maintaining the accuracy and integrity of both physical and electronic student records; and publishing the University Catalog, annual calendars, and census data.

**Academic Program Directors**

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

**Department Chairs**

Department Chairs are supervising faculty administrators who manage assigned faculty and curricula. Within their Department, they are responsible for staffing, administration, time and attendance, performance reviews and assessments, and other administrative duties assigned by the Deans or Associate Deans. They develop, review, and evaluate assigned curricula and provide input to budget and program planning and development. Department Chairs serve as the principal student advisors within their departments.

*NIU Leadership***Senior Service Advisors**

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

**Track Advisors**

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

*College of Strategic Intelligence***College of Strategic Intelligence**

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

**Defining Strategic Intelligence**

The DNI’s 2014 National Intelligence Strategy defines strategic intelligence as “...the process and product of developing deep context, knowledge, and understanding to support national security decisionmaking.”



*College of Strategic Intelligence*

**Mission of The College of Strategic Intelligence**

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

**Vision of The College of Strategic Intelligence**

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

**Master of Science of Strategic Intelligence**

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

**MSSI Degree Requirements**

The MSSSI degree program consists of 43 quarter credit hours, including:

- Four NIU core courses (12 credit hours).
- One degree requirement course (3 credit hours).
- Four concentration courses (12 credit hours).
- Three electives (9 credit hours).

The thesis (7 credit hours).

**Required Core Courses (12 credit hours) All NIU master’s students must take NIU core courses.**

<b>MCR 607</b>	<b>Intelligence Reasoning and Analysis</b>
<b>MCR 608</b>	<b>Leadership and Management in the Intelligence Community</b>
<b>MCR 609</b>	<b>Intelligence Collection</b>
<b>MCR 611</b>	<b>Intelligence and National Security Policy</b>

**MSSI Degree Requirement (3 credit hours) All MSSSI students take one MSSSI specific degree requirement.**



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**MSI 601                    Analyzing the Global Strategic Environment**

**MSSI Concentration Requirements (12 credit hours) All MSSI students take the required courses within their selected concentration.**

Electives (9 credit hours) Students select three additional elective courses

Thesis (7 credit hours)

**MCR 701                    Thesis Methodology and Design (3 credits)**

**MCR 702                    Thesis Proposal (2 credits)**

**MCR 703                    Thesis Research (1 credit)**

**MCR 704                    Thesis Completion (1 credit)**

**MSSI Degree Learning Outcomes**

MSSI graduates:

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

**MSSI Concentrations**

In 2016, the CSI completed a multiyear MSSI curriculum review designed to enhance student-learning opportunities and better align curricular content to IC priorities and student learning outcomes. The results of this review led to the establishment of concentrations within the MSSI program.

CSI is aligned into five interdisciplinary departments:

1. Collection, Analysis, and Counterintelligence (CI).
2. Regional Security and Intelligence.
3. Transnational Threats

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4. Defense Intelligence.
5. Intelligence Enterprise.

All departments contain a concentration, or related elective courses. Department chairs are responsible for the quality, development, and execution of their assigned concentrations, electives and certificates.

A concentration is a collection of courses based on a specific strategic intelligence discipline. Following admission, a student elects a concentration or elects the non-concentration option.

**Collection Analysis and Counterintelligence (CI) Department**

The Collection, Analysis, and CI department offers two concentrations—Collection and Analysis, and CI—that educate intelligence professionals on the dynamic and complex relationships between analysis, collection, foreign intelligence services (FIS), CI, adversary D&D, and warning as they relate to complex strategic problem sets facing the IC.

**Collection and Analysis**

Students apply advanced analytic methodologies to examine theoretical and real-world intelligence collection and analysis priorities while also examining the structures and challenges of the IC, with the goal of providing future-oriented intelligence to strategic decisionmakers.

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

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

<b>MSI 641</b>	<b>Advancing Intelligence Collection</b>
<b>MSI 643</b>	<b>Advanced Methods of Intelligence Analysis</b>
<b>MSI 640</b>	<b>Applied Collection and Analysis for Strategic Warning</b>
<b>MSI 658</b>	<b>Comparative Intelligence</b>

**Collection and Analysis Learning Outcomes**

- MSSSI students in the Collection and Analysis Concentration evaluate and dissect national-level intelligence priorities to identify component elements of information and knowledge gaps against which collection and analysis efforts are employed.
- Evaluate the intelligence capabilities and activities of foreign powers to understand how they both operate and seek to thwart our efforts to anticipate and discern their intended actions.

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- Understand and critique:
  - The practical strengths and limitations of the various collection disciplines and their interaction with one another.
  - The allocation of limited collection resources and capabilities.
  - The interagency structure for tasking, collection, processing, and exploitation of intelligence data
- Understand and apply various research and analysis methodologies to theoretical and real-world intelligence priorities
- Develop and apply a holistic and complementary collection, analysis, and CI strategy to further the IC’s understanding of a specific strategic warning problem set

**Counterintelligence**

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

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

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

<b>MSI 661</b>	<b>Counterintelligence</b>
<b>MSI 658</b>	<b>Comparative Intelligence</b>
<b>MSI 579</b>	<b>Chinese Intelligence and Information Operations</b>
<b>MSI 689</b>	<b>Russian Intelligence</b>

**CI Learning Outcomes**

- MSSI students in the CI concentration recognize, understand, and analyze the political, legal, social, and economic factors that have shaped the evolution of the U.S. approach to CI.
- Recognize, understand, and analyze U.S. CI policy, strategies, organizations, functions, and missions.

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- Recognize, understand, and analyze the foreign intelligence threat to the United States.
- Recognize, understand, and analyze the political, legal, social, and economic factors that have shaped selected foreign intelligence communities.

**Regional Security and Intelligence Department**

The Regional Security and Intelligence Department offers three concentrations with two goals:

- Developing a broad understanding of a particular region's existing and emerging security issues and trends.
- Demonstrating mastery of a strategic intelligence issue in a particular region by researching and writing a thesis.

To accomplish these goals, students collaborate with faculty in performing all-source intelligence research that builds on existing knowledge and addresses strategic and operational requirements of the national security and intelligence communities.

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

**Regional Security and Intelligence Concentration Learning Outcomes**

MSSI Regional Security and Intelligence learning outcomes include:

- Knowledge of Applicable Scientific Literature—discuss and critically appraise the various interdisciplinary theoretical frameworks or models for social action from the literature that apply to the broader categories of regionally based strategic security issues.
- Contextual and Substantive Knowledge—critically discuss and evaluate each of the region's complex strategic security issues, as well as the local, regional, and global contextual factors and strategies of the various agents that shape, enable, and constrain them.
- Application and Synthesis—for each of the region's strategic security issues, demonstrate the ability to combine the relevant sociological conceptual frameworks and other analytical concepts, as well as knowledge of relevant contextual and substantive factors to evaluate potential threats, estimate their future trajectory, and assess the strategic and operational opportunities for the national security and intelligence communities.

**China and East Asia**

The China and East Asia concentration emphasizes strategic-level knowledge of this diverse and dynamic region, preparing students to critically identify, analyze, and forecast current and

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emerging intelligence and security concerns facing the IC and affecting the U.S. rebalance with Asia. The program provides students with a multi-disciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with East Asian political, social, economic, security, military, conflict, and informational issues for state and nonstate actors. Particular focus is on assessing the drivers and outcomes of China’s comprehensive modernization and the effects and trajectories of its re-emergence as a great power, both regionally and globally. Students choose a topic and collaborate with faculty to organize courses that prepare them to produce a future-oriented intelligence estimate and contribute to national strategies related to this important region.

The concentration focuses on the internal, external, and informational characteristics and causal variables influencing China and East Asia’s domestic stability, regional disputes and behaviors, and other regional activities.

Internal variables include domestic economic reforms, internal security and social stability challenges, leadership and governance issues, territorial disputes, leadership perceptions and aspirations, military modernization, and overall national strategies for comprehensive development.

Students analyze external variables to evaluate the conditions, causes, effects, and likely future outcomes for a range of priority intelligence issues, including bilateral and multilateral state-to-state relations and foreign policies; economics, trade, and finance; regional and international institutions; transnational security issues; and military strategies, modernization, and operations. Particular emphasis is on the informational and operational characteristics and effects of China’s intelligence activities, cyber and information operations, strategic influence, and other forms of soft power throughout the region and globally.

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

<b>MSI 672</b>	<b>Introduction to China and East Asia Intelligence Studies</b>
<b>MSI 674</b>	<b>China and East Asia National Strategies and Foreign Policy</b>
<b>MSI 676</b>	<b>China and East Asia Military Capabilities and Strategies</b>
<b>MSI 678</b>	<b>Chinese and East Asia Intelligence Operations</b>

**China and East Asia Learning Outcomes**

MSSI students in the China and East Asia concentration:

- Understand, analyze, and evaluate the dynamics of China’s and East Asia’s evolving internal socio-economic development, political and legal systems, economic initiatives and reforms, domestic stability and internal security, and military strategy and modernization.

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- Evaluate, synthesize, and forecast China's and East Asia's evolving regional and global aspirations and behaviors to include foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and regional disputes.
- Understand, analyze, and appraise China's domestic and international activities in the information domain to include intelligence, CI, cyber and information operations, and persuasion and strategic influence.

**Eurasia**

The Eurasia concentration emphasizes strategic-level knowledge of this dynamic, geographically broad, 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, socio-cultural, economic, demographic, security, military, conflict, and informational issues for this region of more than 50 countries with a population of 750 million. The program focuses on assessing the drivers and outcomes of Russia's authoritarian assertiveness; European Union (EU) integration; migration, economic and energy production and interdependence; radicalization and terrorism issues; and Europe's and Russia's 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 prepares them to produce future-oriented, relevant intelligence assessments.

The concentration focuses on the internal, external, and informational characteristics and causal variables influencing domestic stability, regional disputes and behaviors, and other key regional activities of Eurasian states, societies, and multilateral institutions.

Internal variables include domestic economic activity and challenges; internal security and stability challenges; issues of leadership and governance (both national and supra-national); territorial and resource disputes; leadership aims and views; military capabilities, actions and preparedness; and overall national strategies for socio-economic advancement, power projection, and security.

External variables and drivers are analyzed to evaluate the conditions, causes, effects, and plausible future outcomes for a variety of intelligence issues and concerns. These include bilateral and multilateral state-to-state relations and foreign policies; the condition and outlook for the EU, North Atlantic Treaty Organization (NATO), Organization for Security and Co-operation in Europe (OSCE), and the Eurasian Union; economics, finance, budgets, and trade; transnational security issues and threats; demographic and migration trends and challenges; and military

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strategies, capabilities, modernization and reform, and operations. The program places particular emphasis on partner and hostile intelligence activities and prowess, cyber and information operations, strategic influence, and other applications of soft power across the region and globally.

In addition to the other degree requirements, the Europe/Eurasia concentration includes the following courses (12 credit hours):

<b>MSI 685</b>	<b>Russia: Geostrategic Intelligence Issues</b>
<b>MSI 686</b>	<b>Central Asia: Geostrategic Intelligence Issues</b>
<b>MSI 688</b>	<b>The Near Abroad</b>
<b>MSI 690</b>	<b>Russian Foreign Policy</b>

**The Eurasia Learning Outcomes**

MSSI students in the Eurasia concentration:

- Critically delve, analyze, and evaluate the expert theoretical and applied research literature examining the dynamics of Eurasia’s evolving internal socio-economic development, national and supra-national governance, financial and economic performance and challenges, domestic stability and internal security, Russia’s military strategy and modernization, and NATO partners’ defense commitments and priorities
- Critically discuss, evaluate, synthesize, and forecast Russia’s and the EU’s evolving regional and global aspirations and behaviors, including foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and confronting or causing regional disputes, including evolving global megatrends
- Understand, analyze, and appraise the EU’s staying power and outlook, member-state strategies on immigration, radicalization, and counterterrorism and willingness and preparedness to support U.S. global objectives militarily, economically, diplomatically, and politically
- Understand, analyze, and assess Russia’s actions and intent in economic and infrastructure development, military operations and assertiveness, nationalist orientation in foreign and security policy, relations with neighbors in and beyond the former Soviet Union, and the key issues of governance, economics, domestic political and security conditions, and resource management in Russia’s “near abroad”

**The Broader Middle East**

The Broader Middle East concentration emphasizes advanced, strategic-level knowledge of the diverse and complex broader Middle East, from Morocco to Afghanistan, preparing students to critically identify, analyze, and forecast current and emerging security and intelligence issues within that region and its nations.



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This program establishes an understanding of the historic context and strategic security environment within the Broader Middle East, social structures (including economic and political power structures), cultures, ideologies, movements, and the related conflicts within the broader region, including deep analysis of the multiple facets of Islamic religious ideology which directly affect regional governance and security.

Students are able to understand and predict the future trajectory of the region and identify strategic U.S. opportunities within the Broader Middle East, its regions, and individual nations. To this purpose, students research and use classified intelligence and produce segments of strategic intelligence estimates for trans-regional and state-level security issues.

In addition to other degree requirements students admitted to this concentration take the following four courses (12 credit hours):

**MSI 683      Broader Middle East Strategic Security and Intelligence Environment**

**MSI 670      Iran: Strategic Security and Intelligence Issues**

**MSI 698J     The Near East: Strategic Security and Intelligence Issues**

**MSI 698K     Arabian Peninsula and North Africa: Strategic Security and Intelligence Issues**

For their thesis research requirement, students focus upon a strategic-level intelligence issue within the broader Middle East that is influencing or influence the region, its sub-regions, or individual states.

#### **Broader Middle East Learning Outcomes**

MSSI students in the Broader Middle East concentration learn to:

- Evaluate U.S. strategic concerns and intelligence issues in the Middle East and apply a conceptual framework.
- Understand and apply the specific factors shaping security and stability in the Middle East Region.
- Synthesize information and evaluate the threat of extremist movements, conflict, and other destabilizing societal structures, and estimate their future trends, trajectories, and outcomes, while assessing the strategic intelligence affecting the U.S.

#### **Transnational Issues Department**

##### **Terrorism**

The Terrorism Concentration seeks to educate intelligence professions on the full lifecycle of terrorist activities, from their political, military, social, and cultural origins, to their manifestations as individual terrorists, organized groups, and aspiring states. Students engage with a wide spectrum of transnational issues that inform the emergence and growth of global terrorist groups, especially those threatening the United States and its interests. Students transition

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throughout the Program from a primarily RED paradigm of studying terrorist adversaries, to a BLUE paradigm of assessing strength and weaknesses of the U.S. response to terrorist threats.

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

<b>MSI 615</b>	<b>National Strategy: Theory and Intelligence Considerations</b>
<b>MSI 651</b>	<b>Roots of Terrorism</b>
<b>MSI 653</b>	<b>Transnational Threat Environment</b>
<b>MSI 659</b>	<b>Countering the Terrorist Threat</b>

For their thesis research requirement, students focus upon a terrorism-related issue, which may include any topics related to transnational issues bearing on terrorism, or which address the U.S. response to terrorist threats.

**Terrorism Learning Outcomes**

MSSI students in the Terrorism concentration learn to:

- Recognize and define the root causes of terrorism and the fundamental operating principles of terrorist movements and groups.
- Demonstrate how terrorist organizations are able to achieve their ends through the effects of lethal force as they operate in the physical, cognitive, and moral domains of warfare.
- Analyze the complex interactions between domestic and international issues, including evaluation of the role of adversary states in sponsoring or permitting nonstate and nongovernmental actors to plan or execute attacks against U.S. and allied state targets.
- Apply cross-discipline theoretical frameworks to evaluate how political, economic, demographic, and cultural pressures combine to create transnational terrorist groups.

**Intelligence Community Enterprise and Leadership Department**

The IC Leadership and Management (L&M) concentration seeks to educate intelligence professionals on the skills and competencies necessary to lead an effective, adaptive, and agile IC. The concentration provides students with an opportunity to explore and apply leadership and management principles to current and future IC challenges through theoretical and real-world examples. Students are exposed to national security law, budget and resource management, intelligence and leadership ethics, strategic decision analytics, and specific leadership roles and methods to effectively support senior policymakers.

Students choose a leadership and management topic for their graduate thesis and collaborate with faculty to select elective courses that prepare them to produce research that contributes to the growing body of work focused on the IC.

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

<b>MSI 636</b>	<b>Strategic Decision Analytics and Methods</b>
<b>MSI 637</b>	<b>Intelligence Resource Management: Process, Politics, and Money</b>
<b>MSI 638</b>	<b>Professional Ethics</b>
<b>MSI 639</b>	<b>Intelligence and National Security Law</b>

**IC Leadership and Management Learning Outcomes**

MSSI students in the L&M Concentration learn to:

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

**Defense Intelligence Department**

The Defense Intelligence department examines the complex nature of Defense Department strategic intelligence. The department educates students in the principles of warfighting within the context of operational art. Students expand their understanding of joint force deployment and employment at the operational level, across the spectrum of conflict. In addition to continuing to develop their intelligence and warfighting expertise, students are introduced to national military strategy, joint plans, joint doctrine, joint command and control (C2), and joint force requirements.

**Strategic Intelligence Studies (Non-Concentration Option)**

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

*NOTE: Students enrolled in a concentration have priority when registering for courses within that concentration. Strategic Intelligence Studies (non-concentration option) students can enroll in a concentration course if there are additional seats available.*

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

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In addition to the other degree requirements, the Strategic Intelligence Studies (non-concentration option) includes taking seven electives across the graduate catalog, a minimum of four must be within the MSSI Program.

**Electives**

Elective courses provide students with the opportunity to explore topics within the five discipline areas in more detail or to select a broad array of courses across the offerings. In coordination with their faculty advisors, all MSSI students select 9 credit hours of electives from any of the University’s graduate-level courses that optimally prepare them to produce a relevant body of research related to their thesis topics. A list of courses and descriptions are found in the back of the catalog.

**Thesis Courses**

All MSSI students take 7 credit hours of thesis courses.

<b>MCR 701</b>	<b>Thesis Methodology and Design (3 credits)</b>
<b>MCR 702</b>	<b>Thesis Proposal (2 credits)</b>
<b>MCR 703</b>	<b>Thesis Research (1 credit)</b>
<b>MCR 704</b>	<b>Thesis Completion (1 credit)</b>

**The MSSI Thesis**

The MSSI thesis is a written presentation of original research that examines a strategic intelligence or intelligence-related topic and contributes to the overall body of knowledge of the IC. All students research and write their theses under the close guidance of a thesis chair and a reader. Based on their concentrations or programs of study, students choose topics for their graduate theses and collaborate with faculty to select specific elective courses that optimally prepare them to produce a relevant body of research related to their selected concentrations or programs. An acceptable thesis must be based on sound, valid, and clear argumentation; provide documentation sufficient for the research to be replicated; and contribute to the body of intelligence literature. Classified theses are highly encouraged, but unclassified theses may also be submitted.

In MCR 701, each degree candidate is required to form a committee and select an intelligence topic for development of a thesis.

In MCR 702, each student, in consultation with their committee, develops and obtains approval of the thesis proposal. Thesis proposals should clearly state the nature of the intelligence problem being addressed, the approach used in addressing the problem, and methods (analytical, observational, statistical, etc.) for data collection and analysis. To register for MCR 702, the

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student must submit the top half of the Thesis Committee and Proposal Approval (T-1) Form to the Enrollments Office.

In MCR 703, students conduct research on their approved thesis topics. Thesis research must be rigorous, not only demonstrating an understanding of the existing literature, but also fully and properly applying analytical methodologies that are appropriate to the topic under investigation. To register for MCR 703, the student must submit the Thesis Committee and Proposal Approval (T-1) Form with their Associate Dean’s signature to the Enrollments Office.

MCR 704 is the course in which students finalize their theses. An expanded discussion of student thesis requirements can be found on Blackboard under the Thesis Support tab.

## **College of Strategic Intelligence Certificates of Intelligence Studies**

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

Students interested in applying for a CIS program must possess an undergraduate degree. Students already enrolled in an NIU graduate degree program may take CIS courses as individual electives but may not earn the graduate certificate. CIS students who do not earn a certificate but subsequently matriculate to an NIU graduate program can apply to transfer a maximum of six credits toward their NIU master’s degree.

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

### **Africa: Strategic Intelligence Studies**

**MSI 572**                      **Africa: Intelligence and National Security Strategy**

**MSI 573**                      **Regional Conflicts and its Causes**

**MSI 574**                      **Africa: Conflict Management Challenges**

**MSI 671**                      **Africa: Geostrategic Intelligence Issues**

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**China: Intelligence Concerns**

<b>MSI 576</b>	<b>Introduction to China Intelligence Studies</b>
<b>MSI 577</b>	<b>China National Strategy and Foreign Policy</b>
<b>MSI 578</b>	<b>China Military Capabilities and Strategy</b>
<b>MSI 579</b>	<b>Chinese Intelligence and Information Operations</b>

**Counterintelligence**

<b>MSI 579</b>	<b>China’s Intelligence and Information Operations</b>
<b>MSI 658</b>	<b>Comparative Intelligence</b>
<b>MSI 661</b>	<b>Counterintelligence</b>
<b>MSI 689</b>	<b>Russian Intelligence</b>

**Eurasia**

<b>MSI 685</b>	<b>Russia: Geostrategic Intelligence Issues</b>
<b>MSI 686</b>	<b>Central Asia: Geostrategic Intelligence Issues</b>
<b>MSI 688</b>	<b>The Near Abroad</b>
<b>MSI 690</b>	<b>Russian Foreign Policy</b>

**Leadership and Management in the IC**

<b>MSI 501</b>	<b>Leadership and Intelligence</b>
<b>MSI 502</b>	<b>Leadership, Intelligence, and National Security Decisionmaking</b>
<b>MSI 503</b>	<b>National Security Law and Ethics</b>
<b>MSI 504</b>	<b>Organizational Management and Change</b>

**Strategic Warning Analysis**

<b>MSI 511</b>	<b>History of Warning Intelligence</b>
<b>MSI 512</b>	<b>Challenges in Strategic Warning</b>
<b>MSI 513</b>	<b>Warning Theory and Methodologies</b>
<b>MST 660</b>	<b>Denial and Deception</b>

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**Homeland Intelligence**

<b>MSI 657</b>	<b>Intelligence to Protect the Homeland</b>
<b>MSI 659</b>	<b>Countering the Terrorist Threat</b>
<b>MSI 698V</b>	<b>Homeland Intelligence Warning Field Engagement</b>
<b>MST 658</b>	<b>Infrastructure Vulnerability Assessment</b>

**Bachelor of Science in Intelligence**

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

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

At the conclusion of the program, the capstone project allows each student to demonstrate critical thinking and innovative, analytical problem solving in a collaborative environment. The project is an opportunity for students to demonstrate that they have achieved the learning outcomes established for the BSI program. The 12-credit experience integrates learning from the core and elective courses, then requires students to apply that learning to a significant intelligence problem. Throughout the BSI program, student formative outcomes are assessed by examination, case studies, written projects, and oral presentations. The capstone project serves as a summative evaluation of student learning and cultivates alliances and cooperation among faculty and students.

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

**Bachelor of Science in Intelligence Program**

The BSI curriculum consists of 9 core courses and 7 electives, including the capstone project, for a total of 57 quarter credit hours. The core curriculum provides an overview of globalization and the intelligence landscape. Such understanding is essential for a program founded on the premise that world events can best be understood by employing a variety of disciplinary perspectives, within a global and geostrategic context.





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**Fall Quarter (15 credits)**

**BSI 401**            **Globalization and the Intelligence Landscape**

**BSI 403**            **Intelligence Analysis**

**BSI 405**            **Collection Assets and Capabilities**

**BSI 409**            **Intelligence and National Security Strategy**

**BSI 498B**          **Capstone Research and Design**

**Winter Quarter (15 credits)**

**BSI 413**            **Science, Technology, and Intelligence**

**BSI 495**            **Analytic Methods**

**Elective\***          **This elective directly relates to the Capstone Project**

**Elective**

**Elective**

**Spring Quarter (15 credits)**

**BSI 496**            **The Analyst-Collector Integration**

**Elective**

**Elective**

**Elective**

**Elective**

**Summer Quarter (12 credits)**

**BSI 497**            **Capstone Integration**

**Elective Courses**

**BSI 417**            **Intelligence: Building Stability and Peace**

**BSI 419**            **Introduction to Denial and Deception**

**BSI 421**            **Information Operations**

**BSI 425**            **Homeland Security and Intelligence**

**BSI 427**            **Proliferation of Weapons of Mass Destruction**

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<b>BSI 431</b>	<b>Africa: Intelligence Issues</b>
<b>BSI 433</b>	<b>Middle East: Intelligence Issues</b>
<b>BSI 435</b>	<b>Eurasia: Intelligence Issues</b>
<b>BSI 437</b>	<b>South Asia: Intelligence Issues</b>
<b>BSI 439</b>	<b>East Asia: Intelligence Issues</b>
<b>BSI 441</b>	<b>Latin America: Intelligence Issues</b>
<b>BSI 498</b>	<b>Special Topics in Intelligence</b>
<b>BSI 498C</b>	<b>Counterintelligence</b>
<b>BSI 498D</b>	<b>Drug Intelligence</b>
<b>BSI 498E</b>	<b>Europe: Intelligence Issues</b>
<b>BSI 498F</b>	<b>Transnational Threats</b>

BSI students have the option to take one MSI or one MST elective course on a space-available basis in lieu of one BSI elective course in the spring quarter.

**BSI Learning Outcomes**

BSI graduates:

- Understand and analyze the emerging global environment in the context of U.S. national security and intelligence challenges.
- Understand the tenets of U.S. national security strategy and the IC’s influence and role in development.
- Describe and evaluate the capabilities and limitations of the U.S. collection and analysis enterprise.
- Demonstrate critical and creative thinking skills in identifying, analyzing, and assessing national security threats and opportunities.
- Apply and synthesize research, intelligence collection, and analytic methods to develop a comprehensive capstone project supporting national security objectives.
- Demonstrate the ability to communicate effectively and operate collaboratively in a Joint and interagency environment.

*College of Strategic Intelligence***Bachelor of Science in Intelligence Concentration Designation**

Bachelor of Science in Intelligence (BSI) students who complete the BSI program earn a degree concentration in a regional or functional area of study that is the focus of that year's BSI Capstone Project. A concentration is a collection of courses based on a specific strategic intelligence discipline or specific area of study. BSI students earn the concentration after completing a minimum of 15 credit hours toward a specific regional or functional area. Students earn 12 of those credit hours in the BSI Capstone Project—BSI 497 (Capstone Integration), along with a 3-credit hour course, designated by the BSI Program Director, to prepare the students for the BSI Capstone Project's focus area. The degree concentration will be reflected on each student's official NIU transcript.



## **Anthony G. Oettinger School of Science and Technology Intelligence**

Science and technology are the great enablers of change in the world. The modern ability to access tremendous bodies of knowledge, coupled with near-instant communication, has increased the rate of global development of S&T, transforming not only the time between initial discovery and application, but also the ability of new and unexpected participants to utilize technology faster than ever expected. Globalization now provides anyone, from nation-states to individuals, with the potential to innovate and apply S&T at both the strategic and tactical levels. In this dynamic environment, there is a compelling strategic need for the IC to have the technical knowledge, skills, and tools necessary to understand the potential effect of S&T on the interests of the United States in the world.

### **School of Science and Technology Intelligence Characteristics**

SSTI complements the academic programs of the CSI by providing students with better opportunities for effective scholarship, research, intelligence analysis, and interagency outreach within a science-based educational paradigm.

*School of Science and Technology***School of Science and Technology Intelligence Mission**

The mission of SSTI is to provide the foundational strategic knowledge of the interplay of science, technology, and intelligence needed to maintain the United States' competitive knowledge advantage and technology overmatch against current and future adversaries.

**School of Science and Technology Intelligence Vision**

SSTI is an exceptional and collaborative community dedicated to the comprehensive study and effective practice of S&TI deemed essential to the careers of those in the intelligence, defense, and national security communities.

**School of Science and Technology Intelligence Goals**

Graduates comprehend the fundamentals of the national intelligence profession at the personal and organizational level and learn to:

- Analyze the global context of science and its effects on the complexity, variability, and interdependency of world issues and events.
- Shape the IC's future and adopt the values and ethics of an S&TI professional.
- Understand the S&TI enterprise.
- Examine the role of innovation, adaptation, and threat-based utilization of technology through cultural, social, and contextual adaptations across the global scientific environment.
- Compare and contrast S&TI requirements and examine the appropriate balance between competing demands, including current operations and future conflicts, conventional and irregular warfare, time-dominant and content-dominant needs, and tactical and strategic issues.
- Comprehend a wide range of S&TI-based threats, both physical and informational, and analyze their roles in intelligence, both from the point of indicators, and the intelligence tools needed to identify and mitigate such threats.

**Master of Science and Technology Intelligence**

The MSTI degree curriculum integrates the Director of National Intelligence's published competencies, knowledge, skills, and abilities for S&TI officers with the academic mission of the University. Students in the degree program take core courses designed to introduce them to the strategic nature of the intelligence environment. They follow a designed course of study offered through structured concentrations to focus their education on issues directly related to national intelligence priorities.

*School of Science and Technology*

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

**MSTI Degree Requirements**

The MSTI degree program offers two approaches:

- A general program that exposes students to as wide an experience as possible in the S&TI world.
- A focus on S&TI elective courses in one of four concentrations for in-depth knowledge that will be identified on the student’s transcript.

All MSTI students complete the following:

**Required Core Courses (12 Credits)**

<b>MCR 607</b>	<b>Intelligence Reasoning and Analysis</b>
<b>MCR 608</b>	<b>Leadership and Management in the Intelligence Community</b>
<b>MCR 609</b>	<b>Intelligence Collection</b>
<b>MCR 611</b>	<b>Intelligence and National Security Policy</b>

**Program Requirements (3 Credits)**

<b>MST 613</b>	<b>Science and Technology Intelligence</b>
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**Thesis Courses (7 Credits)**

<b>MCR 701</b>	<b>Thesis Methodology and Design (3 credits)</b>
<b>MCR 702</b>	<b>Thesis Proposal (2 credits)</b>
<b>MCR 703</b>	<b>Thesis Research (1 credit)</b>
<b>MCR 704</b>	<b>Thesis Completion (1 credit)</b>

**Electives and Concentrations (21 Credits)**

**Concentrations of The Oettinger School of Science and Technology Intelligence**

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

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Students desiring a more in-depth S&TI education into a particular area of study may select their four electives (12 credits) all from within one of the SSTI concentrations, and they earn a concentration annotation on their transcripts. Students can also pursue dual concentrations if they like, and they earn dual concentration annotations on their transcripts. Dual concentrations likely require that the final three electives (9 credits) and more electives be from the concentration programs.

The four MSTI concentrations are:

- Weapons of Mass Destruction (WMD).
- Cyber Intelligence and Data Analytics.
- Emerging Technologies and Geostrategic Resources.
- Information and Influence Intelligence (I3).

**Weapons of Mass Destruction Concentration.**

WMDs 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 non-state actors, as well as potential terrorist threats involving all forms of WMD. The IC uses a wide range of techniques to identify and counter the various adversarial WMD programs and their delivery means. To address this critically important issue in an ever-changing global environment, the WMD concentration at NIU provides a graduate education designed to introduce students to the technology involved in WMD threats, and the intelligence issues and challenges surrounding the full spectrum of WMD actors, and their evolving capabilities.

<b>MST 629</b>	<b>Strategic Crisis Exercise*</b>
<b>MST 655</b>	<b>Advanced Conventional and Non-Conventional Weapons</b>
<b>MST 661</b>	<b>WMD Terrorism</b>
<b>MST 663</b>	<b>WMD: Counter-proliferation</b>
<b>MST 665</b>	<b>The Biological Threat</b>
<b>MST 667</b>	<b>The Nuclear Threat</b>
<b>MST 669</b>	<b>The Chemical and Explosive Threat</b>
<b>MST 671</b>	<b>S&amp;TI Space and Missile Systems</b>

\*Applies to JPME students only

**Cyber Intelligence and Data Analytics Concentration**

Cyber intelligence is information in the digital world: how it is used, manipulated, and understood. Information in large databases, complex structures, and massively obscured flows of





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data provide intelligence with opportunities to detect and understand threats. The Cyber Intelligence and Data Analytics concentration educates students on the foundations and rapidly changing dynamics of the global information environment. Successful completion of four courses in the concentration prepares students to provide strategic intelligence support within cyber intelligence. Students should discuss their elective choices with their advisor.

<b>MST 604</b>	<b>Data Analysis</b>
<b>MST 629</b>	<b>Strategic Crisis Exercise*</b>
<b>MST 682</b>	<b>Cyber Intelligence</b>
<b>MST 684</b>	<b>Cyber Threat</b>
<b>MST 685</b>	<b>Social Networks and Intelligence</b>
<b>MST 686</b>	<b>Network Operations Environment—Engagement</b>
<b>MST 6980</b>	<b>Data Science Applications</b>
<b>MST 698P</b>	<b>Advanced Cyber Intelligence</b>

**NIU Cyber Lab at Virginia Tech ARC**

In partnership with Pacific Northwest National Laboratory (PNNL) and the Virginia Tech’s Advanced Research Center (ARC), NIU offers a state-of-the-art cyber research laboratory, with advanced research capabilities for students and faculty and experiential courses in cyber analytics and engagement. Several Cyber Intelligence and Data Analytics electives are offered here.

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

**Emerging Technologies and Geostrategic Resources Concentration**

Disruptive and emerging technologies pose one of the greatest challenges to the IC. These challenges arise from new or evolving threats and vulnerabilities, geostrategic changes, environmental changes, market conditions, innovation, and unexpected technical application or processes, just to name a few. Identification of the theoretical sciences, emerging disciplines, and recognition of hypothetical capabilities are predictive challenges requiring both new approaches and broad resources.

<b>MST 629</b>	<b>Strategic Crisis Exercise*</b>
<b>MST 653</b>	<b>Advanced Science and Technology</b>
<b>MST 655</b>	<b>Advanced Conventional and Non-Conventional Weapons</b>

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<b>MST 656</b>	<b>The Economics of Technology</b>
<b>MST 657</b>	<b>Case Studies in Technology Transfer</b>
<b>MST 658</b>	<b>Infrastructure Vulnerability Assessment</b>
<b>MST 672</b>	<b>Intelligence and the Changing Global Resource Environment</b>
<b>MST 674</b>	<b>Identity Intelligence</b>
<b>MST 675</b>	<b>Electrical Power Systems and Distribution</b>

\*Applies to JPME students only.

**Information and Influence Intelligence Concentration**

The Information and Influence Intelligence 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 component of the concentration addresses foreign programs that are designed to counter U.S. technological superiority or significantly affect U.S. national security interests. The Information Power component addresses intelligence-related issues and equities in the use of information to affect the understanding, will, and behavior of selected target audiences. The Identity Intelligence component addresses the Intelligence Enterprise in intelligence operations and attribution of actors. The overarching goal of the Concentration is to enable students to analyze, evaluate, and solve the IC’s current and emerging concerns regarding the use of information in the cognitive dimension of the information environment. Students who pursue an Information and Influence Intelligence Concentration must complete at least four I3 elective courses and write a thesis on a topic related to the concentration.

<b>MST 629</b>	<b>Strategic Crisis Exercise*</b>
<b>MST 660</b>	<b>Introduction to Denial and Deception: History, Concepts, Issues, and Implications</b>
<b>MST 662</b>	<b>Denial and Deception: Psychological/Cultural Aspects and National Security Decisionmaking</b>
<b>MST 664</b>	<b>Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures</b>
<b>MST 668</b>	<b>Denial and Deception: Tradecraft, Tools, and Methodology</b>
<b>MST 674</b>	<b>Identity Intelligence</b>
<b>MST 680</b>	<b>Strategic Intelligence and Information Power</b>
<b>MST 681</b>	<b>Propaganda, Persuasion, and Influence</b>

*School of Science and Technology***MST 687      Advanced Information Power Seminar**

\*Applies to JPME students only.

**The Master of Science and Technology Intelligence Thesis**

The MSTI thesis is a written presentation of original research, examining an S&TI topic within the selected SSTI concentration that contributes to the overall knowledge base of the IC. An acceptable thesis must:

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

All students research and write their theses under the close guidance of a thesis chair and a reader. The classification of the thesis is determined by the research question, nature of the data, and sensitivity of the judgments and results.

- In MCR 701, all degree candidates are required to form a committee and select an intelligence topic for developing a thesis.
- In MCR 702, thesis students develop and obtain approval of their thesis proposals in consultation with their committee. Thesis proposals should clearly state the nature of the intelligence problem to be addressed, the approach to be used in addressing the problem, and methods (analytical, observational, statistical, etc.) for data collection and analysis.
- In MCR 703, students conduct thesis research on their approved thesis topics. Thesis research must be rigorous—demonstrating not only an understanding of the existing literature, but fully and properly applying analytical methodologies that are appropriate to the topic under investigation.
- In MCR 704, students complete and publish their theses.

**MSTI Students in the JPME Program**

Students in the JPME program may elect to earn an MSTI degree by completing:

- MST 613 Science and Technology Intelligence (3 credits) in lieu of MSI 601 Analyzing the Global Strategic Environment.
- MST/MSI 629 Strategic Crisis Exercise (3 credits).
- Four MSTI electives (12 credits).
- MSI 615 National Strategy: Theory and Intelligence Considerations and MSI 621 Joint Campaign Planning and Intelligence (6 credits, required for all JPME students)
- An S&TI-focused thesis.

If the electives are in a single SSTI concentration, students may also earn that concentration. Please see the JPME program director or Dean for further information.

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**School of Science and Technology Intelligence Cooperative Graduate Research Program**

Students writing a science-based intelligence thesis have an opportunity to interact with scientists at a DOE national laboratory. Students participating in the program may conduct up to three months of funded research on joint NIU/DOE laboratory topics of interest. Students with an S&TI topic who are interested in expanding their research opportunities should discuss this program with the SSTI staff.

## Admissions



## Admissions

### Graduate Admissions

#### Eligibility for Admission

All prospective NIU students must be U.S. citizens who are members of the U.S. Armed Forces or Federal Government employees. In addition, candidates must possess an active and current Top Secret/Sensitive Compartmented Information (TS/SCI) security clearance. Students must report any changes to employment or clearance status to the Office of Enrollments and the Security Office immediately.

*NOTE: Government contractors are not eligible to enroll at NIU.*

Students require nominations for full-time study and for part-time graduate study at the NGA and NSA Graduate Centers, the Program for Reserves, and the DIA Cohort Program.

Nominations are not required for part-time study in the Evening, the Monthly Executive, EAC, QAC, SAC, or CE programs.

#### Nondiscrimination

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

## Admissions

### Graduate Admissions Requirements

NIU evaluates admission applications with regard to the applicant's education, academic preparation, and the proven ability to excel in graduate work. NIU gives careful consideration to a variety of factors, including undergraduate and graduate grade-point averages, Graduate Record Exam (GRE) scores, and the applicant's statement of purpose.

All graduate applicants must:

- Possess a bachelor's degree from a regionally accredited institution.
- Provide GRE scores for applicants who do not already possess a master's or doctoral degree from a regionally accredited institution.

Applicants for the CSI graduate certificate must:

- Be U.S. citizens and members of the U.S. Armed Forces or Federal Government employees.
- Possess an active and current TS/SCI security clearance.
- Possess a baccalaureate degree from a regionally accredited institution.
- NIU requires a nomination for the CIS in Leadership and Management in the IC program; nominations are not required for other certificate programs.

Applicants for CE study must:

- Be U.S. citizens and members of the U.S. Armed Forces or Federal Government employees.
- Possess a valid and current TS/SCI security clearance.
- Possess a baccalaureate degree from a regionally accredited institution.

Agency nominations are not required for CE courses.

### Graduate Applications

MSSI and MSTI graduate applicants must submit the following directly to NIU:

- [NIU Degree-Seeking Application](#).
- Statement of Purpose – a 500-word essay on the topic specified on the application.
- Official GRE score report that is less than five years old.
  - NIU's school code for the GRE is 5205.
  - No other exam may be submitted in place of the GRE.
  - Applicants with an earned master's or doctoral degree from a regionally accredited institution are not required to submit GRE scores.
- Official undergraduate transcripts showing the date and degree awarded.
- Official graduate transcripts showing the date and degree awarded.

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- Nomination from parent organization, if applying to the full-time DIA Cohort, NSA Cohort, NGA Cohort, or the Program for Reserves.
  - Nominations may be submitted memo style, on official government letterhead, or on [U.S. Government Standard Form 182](#).
  - Civilian NSA personnel must have their supervisory chain submit a nomination to the NSA Academic Center Director using NSA Form E-71.
  - Military members must have their respective assignment managers submit their nomination to NIU.

## Undergraduate Applications

### Admission Requirements

NIU carefully examines admission applications with regard to the student's education, academic preparation and the demonstrated ability to excel in undergraduate work.

Applicants should have a cumulative grade-point average of 2.5 or higher on a 4.0 scale and must have completed a minimum of 80 semester hours of undergraduate work that includes:

- 20 upper-division (300–400 level) semester hours.
- 30 hours earned from a regionally accredited institution.
- 9 hours in Communication Skills, 6 hours of which must be in Composition courses.
- 12 hours in Math or Science, 3 hours of which must be in Mathematics.
- 15 hours in the Humanities, Social Sciences, or Fine Arts.

### Transfer Hours—Undergraduate Level

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

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

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



## Admissions

### Admissions Counseling

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

### Undergraduate Applications

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

1. NIU Degree-Seeking Application.
2. Nominations from the parent organization may be submitted in memo style on official government letterhead, or on U.S. Government Standard Form 182.
  - a. Civilian NSA personnel must have their supervisory chain submit a nomination to the NSA Academic Center Director using NSA Form E-71.
  - b. Military members must have their respective assignment managers submit their nomination to NIU that includes:
3. Statement of Purpose (as described on the application form)
4. Official high school transcript(s) or General Equivalency Degree (GED)
5. Official transcripts from each undergraduate academic institution attended
6. Official DoD school transcripts (e.g., Defense Language Institute (DLI), National Cryptologic School, ACE College Credit for Military Service transcripts).

*NOTE: See the ACE Military Guide for further information for formal courses and occupations offered by all branches of the military).*

7. Military Service transcripts:
  - a. Air Force (CCAF).
  - b. Army/Navy/Marines/Coast Guard (Joint Services Transcript (JST)). Official JST transcripts can be requested from the JST website

## Admissions

8. Official copies of standardized test results for:
  - a. College Level Exam Program (CLEP) exams
  - b. DANTES Subject Standardized Test (DSST) exams
  - c. Excelsior College exams
  - d. Defense Language Proficiency Test (DLPT) with ACE recommended scores for Listening, Reading, and Speaking.

### Send all admissions materials to:

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

## Certificate Applications

Certificate applicants must submit:

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

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

## Continuing Education Applications

### CE applicants must submit:

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

### Send all admissions materials to:

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

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**Admissions Deadlines**

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

<b>February 1, 2019</b>	Application deadline for full-time study.
<b>May 3, 2019</b>	Application deadline for the following part-time programs: <ul style="list-style-type: none"> <li>• MSSI/MSTI Program for Reserves.</li> <li>• Evening MSSI/MSTI.</li> <li>• Monthly Executive MSSI/MSTI.</li> <li>• NIU Academic Center at NSA.</li> <li>• NIU Academic Center at NGA.</li> <li>• DIA Cohort</li> <li>• EAC.</li> <li>• SAC.</li> <li>• QAC.</li> </ul>
<b>July 12, 2019:</b>	Deadline for receipt of security clearances for all students for Academic Year 2020.

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

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

**Conditional Admission to the Full-Time MSSI or MSTI Degree Programs**

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

Conditional admissions are considered when the Board and the appropriate Dean determine an applicant has other qualifications that indicate academic success in a graduate program. Conditionally admitted students are expected to take the required curriculum and must maintain a minimum grade-point average of 3.0 during the first quarter.

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Students who meet this guideline may be granted full admission. Students who do not meet the conditional requirements after the first quarter will be dismissed from the University.

No conditional admissions are made for part-time students.

### Admission Notification

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

Applicants are responsible for confirming that NIU has received all application materials and transcripts before the deadlines. Admissions staff members advise applicants of the status of their application packages upon request by the applicant.

### Full-Time Students

As a general rule, the Admissions Office informs full-time applicants of their admission status within six to eight weeks after the application deadline.

### Part-Time Students

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

- Evening MSSI/MSTI.
- Monthly Executive MSSI/MSTI.
- MSSI/MSTI Program for Reserves.
- NIU Academic Center at NSA.
- NIU Academic Center at NGA.
- DIA Employee Cohort.
- EAC.
- SAC.
- QAC.

### Space Available, Continuing Education, and Certificate Students

Space Available, CE, and Certificate applicants are generally notified within six to eight weeks of the application deadline.

### Registration for New and Returning Students

NIU announces registration periods to admitted students via e-mail and Blackboard. It is the responsibility of the student to monitor both for updates.

## Admissions

### Deferred Applications

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

### Transfer Hours—Graduate Level

Graduate students may transfer a maximum of 6 quarter hours to a master's program. The students must have taken the courses within five years prior to enrolling in NIU and earned a grade of B or better. Courses submitted for transfer credit must be relevant to the degree being sought and must be taken at the appropriate academic level at a regionally accredited institution.

When making a transfer credit request, students must certify that the hours have not been used, nor will they be used, to meet requirements for any other degree. Students may not obtain transfer credit in lieu of taking NIU core courses. The Deans may set additional transfer requirements for their respective degree programs, provided these requirements are published in places accessible to current and prospective students and faculty.

After acceptance to NIU, students may obtain Transfer Credit Evaluation Forms from the NIU Office of Enrollment Services or on Blackboard. Completed forms should be submitted to the Office of Enrollment Services, together with official transcripts, catalog descriptions, and syllabi. Additional documentation may be required. Approval of transfer hours resides with the Dean of the appropriate program. NIU does not have articulation agreements established with other institutions.

### Undergraduate Admissions

#### Eligibility

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

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

While an individual's parent organization ensures that the nominee meets that organization's eligibility requirements—using such criteria as job performance, seniority, availability, and other

## Admissions

factors—the University uses traditional academic criteria to determine program admissibility. Final determination for admissions rests with the University.

### Admission Requirements

NIU carefully examines admission applications with regard to the student's education, academic preparation and the demonstrated ability to excel in undergraduate work.

Applicants should have a cumulative grade-point average of 2.5 or higher on a 4.0 scale. To meet the University's requirements for the Bachelor of Science in Intelligence degree, applicants must have completed a minimum of 80 semester hours of undergraduate coursework that includes:

- General Education courses - 36 total hours:
  - Communication Skills - 9 hours (6 hours must be in Composition courses).
  - Math or Science – 12 hours (3 hours must be in Mathematics).
  - Humanities, Social Sciences, or Fine Arts – 15 hours.
- Upper Division courses – 20 total hours through a combination of the following:
  - American Council on Education (ACE) approved courses and exams.
  - 300-400 level coursework from a regionally accredited institution.
  - 300-400 level coursework via articulation agreement.
- General Elective courses to fulfill the remaining 80 semester hour minimum:
  - 100-400 level coursework via articulation agreement.
  - 100-400 level coursework from a Regionally Accredited Institution.
  - College Level Exam Program (CLEP), DANTES Subject Standardized Test (DSST), Excelsior College Exam, Defense Language Proficiency Test (DLPT).
  - Military courses.
  - Department of Defense Schools.
  - American Council on Education (ACE) approved courses and exams.

### Transfer Hours—Undergraduate Level

NIU accepts transfer credits for the BSI program provided that the credits are from a regionally accredited institution and that the student earned a grade of C or better. In addition, NIU accepts a maximum of 50 semester hours of credit from testing, military courses, or ACE evaluated courses and exams. Please contact the admissions officer to see what articulation agreements exist with other academic institutions.

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

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

### Admissions Counseling

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

### Undergraduate Applications

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

1. NIU Degree-Seeking Application.
2. Nominations from the parent organization may be submitted in memo style on official government letterhead, or on U.S. Government Standard Form 182.
  - a. Civilian NSA personnel must have their supervisory chain submit a nomination to the NSA Academic Center Director using NSA Form E-71.
  - b. Military members must have their respective assignment managers submit their nomination to NIU that includes:
3. Statement of Purpose (as described on the application form)
4. Official high school transcript(s) or General Equivalency Degree (GED)
5. Official transcripts from each undergraduate academic institution attended
6. Official DoD school transcripts (e.g., Defense Language Institute (DLI), National Cryptologic School, ACE College Credit for Military Service transcripts).

*NOTE: See the ACE Military Guide for further information for formal courses and occupations offered by all branches of the military).*

7. Military Service transcripts:
  - a. Air Force (CCAF).
  - b. Army/Navy/Marines/Coast Guard (Joint Services Transcript (JST)). Official JST transcripts can be requested from the JST website



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- 8. Official copies of standardized test results for:
  - a. CLEP exams
  - b. DSST exams
  - c. Excelsior College exams
  - d. DLPT with ACE recommended scores for Listening, Reading, and Speaking.

**Send all admissions materials to:**

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

**Admissions Deadlines**

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

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

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

<b>February 1, 2019</b>	Application deadline for full-time nominations due from Military Services and Federal agencies for Academic Year 2020
<b>July 13, 2019</b>	Deadline for receipt of security clearances for all students for Academic Year 2020
<b>August 5, 2019</b>	Final transfer credit hours due for students accepted for Academic Year 2020

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

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### Admissions Decisions

The Admissions Office informs applicants of their admission decision within six to eight weeks after the application deadline.

### Readmission After Previous Attendance

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

### Security Clearance Requirements

All students must have a current TS/SCI eligibility with a Single Scope Background Investigation (SSBI) date (no older than six years) to attend NIU. Candidates who are nearing their PR update should begin work on the SF-86 immediately. Below are the instructions on how to pass clearances for the Military Services and civilian organizations:

Civilian, Coast Guard, and students who are returning to their home station after graduation must ensure that their agency/organization has certified their TS/SI/TK/G/HCS clearances and access to the NIU Security Office by **July 8, 2019**. The clearance must be “perm-certed” through the end of the academic year, **August 2020**. Loss of clearance results in automatic withdrawal from NIU.

Clearances must be sent using one of the below SSO channels:

PLA: SSO DIA SEC  
JPAS: SMO Code XP124CS  
Unclassified Fax: 301 227-7067

Within the message body, state the following: “Pass to National Intelligence University, ATTN: Security Officer.”

### U.S. Army

#### Army students assigned to HRA, Student Detachment, FT. Jackson, SC:

A Transfer-In-Status should be sent to:

PLA: SSO GORDON, U.S. ARMY CYBER CENTER OF EXCELLENCE  
JPAS SMO CODE: WOU5AA3  
POC: Cheryl Berry  
E-mail: [Cheryl.y.berry.civ@mail.mil](mailto:Cheryl.y.berry.civ@mail.mil)  
Phone: (706) 791-2130

## Admissions

Students must process in first at HRA, U.S. Army Detachment, Ft Jackson, SC:

SSG Lovato, Gregory  
 HRA, U.S. Army Student Detachment  
 Fort Jackson, SC 29207  
 Phone: (803) 751-1740 (DSN 734)  
 Fax: (803)751-5392 (DSN 734)  
 E-mail: [Gregory.I.lovato.mil@mail.mil](mailto:Gregory.I.lovato.mil@mail.mil)  
<https://usasd.armylive.dodlive.mil/>

Or

POC: Mr. Lovell Sample  
 E-mail: [lovell.sample.civ@mail.mil](mailto:lovell.sample.civ@mail.mil)  
 Phone: (803) 751-5381

Additionally, you must submit the READ ON and/or VISIT REQUEST form to have your clearances perm-certed to NIU.

**Students assigned to AMEDD STU DET (W3VZBD), Ft. Sam Houston, TX:** If you have questions, send E-mail to: [usarmy.jbsa.medcom-ameddcs.mbx.studentdet@mail.mil](mailto:usarmy.jbsa.medcom-ameddcs.mbx.studentdet@mail.mil)

### U.S. Marine Corps

A Transfer-In-Status should be sent to:

PLA: CMC//SSO//  
 JPAS SMO CODE: 540080083  
 Charlene Baer, 703 693-6005  
 E-mail: [hqmc\\_intel\\_SSO@usmc.mil](mailto:hqmc_intel_SSO@usmc.mil)

### U.S. Navy

A Transfer-In-Status should be sent to:

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

## Admissions

### U.S. Air Force

A Transfer-In-Status should be sent to:

PLA: SSO USAF

JPAS SMO CODE: SSOUSAF2

Maria Martinez

E-mail: [maria.martinez@pentagon.af.mil](mailto:maria.martinez@pentagon.af.mil) or [usaf.pentagon.afdw-a2.mbx.af-ssopersonnel-security@mail.mil](mailto:usaf.pentagon.afdw-a2.mbx.af-ssopersonnel-security@mail.mil)

Phone: (703) 697-0673 or (703) 692-8341/8343 (DSN: 227)

Applicants whose clearances are not received on time risk losing their admission to the program or having their orders canceled, even if they have already carried out a permanent change of station (PCS). Applicants should call to verify receipt of their clearance once their agency has confirmed it has been sent.

The NIU Security Office can be reached at (301) 243-2097. The individuals enrolled in part-time programs must meet the same clearance and access requirements as full-time students. All part-time students must ensure that their clearance and SCI access are certified by their SSO to DIA prior to attending class.

Students must ensure that their Military Service or Agency enters the student's Top Secret clearances and SI/TK/G/HCS-P/NATO accesses into Scattered Castles.

### Status Changes

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

### Tuition and Fees

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

## General Information



## General Information

### Knowledge of University Policies

Each student must be familiar with University degree requirements and academic policies. This catalog codifies all academic and general policies, but corrections and changes may occur during the academic year. Specific items not covered by the catalog are at the discretion of the President and the President's staff, per DoD Instruction 3305.01, "National Intelligence University," January 27, 2017.

### Official University Communications

Official communication with students, including notices about academic standing, class cancellation, and other University-wide notifications, is via electronic means. Students are responsible for viewing all announcements posted on the NIU website and Blackboard website, and for accessing University communications sent to their Non-secure Internet Protocol Router Network (NIPRNet) and Joint Worldwide Intelligence Communications System (JWICS) accounts. Students are required to activate all accounts and check them regularly.

### 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 Student Affairs Office or downloaded from the NIU website ([www.ni-u.edu](http://www.ni-u.edu)). Transcripts are provided free of charge.

## General Information

### **Student Requests for Academic Action**

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

### **Assessment of Academic Programs**

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

### **Updating Records**

Each student is required to maintain current contact information, including permanent and local addresses, telephone numbers, and e-mail address. Each student must also maintain NI-PRNet and JWICS accounts (or appropriate NGA, NSA, SAC, QAC, or EAC accounts) assigned at orientation. Students are responsible for accessing official communications directed to these official accounts. Changes must be processed at the Enrollment Services Office.

### **Student's Right to View Academic Records**

1. NIU Students have the right to inspect and review the student's education records within 45 days after the day the school receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The school official makes arrangements for access and notify the student of the time and place where the records may be inspected. Students who are not located in the National Capitol Region may request records be faxed or e-mailed, though electronically transmitted records may be redacted to comply with Personally Identifiable Information (PII) policies.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights:

### General Information

- A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
  - If the school decides not to amend the record as requested, the school notifies the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures are provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the university discloses PII from the student's education records. The school discloses education records without a student's prior written consent to school officials with legitimate educational interests. A school official is a person employed by the 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 school official also may include a volunteer or contractor outside of the NIU, who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, or auditor. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for NIU.

### Student Badges

Upon completion of security briefings and verification of clearances, students receive an ICC-B Student Badge.

### Degree Status

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

### Non-Degree Status

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



*General Information***Assignment of Credit Hours**

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

Certain courses that involve original research projects carry a different number of credits:

- The Capstone Project (BSI 497) carries 12 credit hours; students meet for 5,600 minutes during the quarter, plus outside preparation.
- The Thesis Proposal (MCR 702) carries 2 credit hours. Students work one-on-one with a thesis chair to develop a thesis proposal to guide their research.
- Thesis Research (MCR 703) and Thesis Completion (MCR 704) carry 1 credit each. These courses represent the final research and writing of the graduate thesis. Students meet one-on-one with their committee as appropriate.

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

- The MSSI and the MSTI programs require students to earn 43 credits.
- The BSI is a degree-completion program; therefore, students are required to:
  - Transfer in 120 quarter (80 semester) hours of work.
  - Complete 57 upper-division credits while at NIU.

**Academic Load**

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

**Human Subjects Research**

NIU protects the rights of all human subjects when conducting research as expressed by [45 C.F.R. 46](#), "Protection of Human Subjects," and [DoD Instruction 3216.02](#), "Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research." NIU's Office of Research oversees NIU policy compliance with U.S. Government regulations regarding human subjects research.

Each Graduate degree seeking student is required to complete NIU's training on the Human Research Protection Program (available online in DIA's Advanced Global Intelligence Learning

**General Information**

Environment (AGILE). In conjunction with the thesis proposal, each student must complete the T-1B Form, entitled “Human Subjects Research Determination,” and submit the thesis proposal package to the human subjects team for review. If the team determines a student’s research proposal falls under the purview of human subjects, the student must complete additional training through the [Collaborative Institutional Training Initiative](#) (CITI). Specific plans for collecting data via surveys or interviews for coursework or for a thesis, for example,—must be reviewed by the IRB.

<b>GRADING</b>					
<b>GRADUATE COURSES</b>			<b>UNDERGRADUATE COURSES</b>		
<b>Numeric</b>	<b>Point Value</b>	<b>Letter</b>	<b>Numeric</b>	<b>Numeric</b>	<b>Point Value</b>
<b>A</b>	<b>93–100</b>	<b>4.0</b>	<b>A</b>	<b>93–100</b>	<b>4.0</b>
<b>A–</b>	<b>90–92</b>	<b>3.7</b>	<b>A–</b>	<b>90–92</b>	<b>3.7</b>
<b>B+</b>	<b>87–89</b>	<b>3.3</b>	<b>B+</b>	<b>87–89</b>	<b>3.3</b>
<b>B</b>	<b>83–86</b>	<b>3.0</b>	<b>B</b>	<b>83–86</b>	<b>3.0</b>
<b>B–</b>	<b>80–82</b>	<b>2.7</b>	<b>B–</b>	<b>80–82</b>	<b>2.7</b>
<b>C+</b>	<b>77–79</b>	<b>2.3</b>	<b>C+</b>	<b>77–79</b>	<b>2.3</b>
<b>C</b>	<b>70–76</b>	<b>2.0</b>	<b>C</b>	<b>73–76</b>	<b>2.0</b>
<b>F</b>	<b>0–69</b>	<b>0.0</b>	<b>C–</b>	<b>70–72</b>	<b>1.7</b>
			<b>D</b>	<b>60–69</b>	<b>1.0</b>
			<b>F</b>	<b>0–59</b>	<b>0.0</b>

**Attendance**

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

**Reporting an Absence**

Students are responsible for calling the Enrollment Services Office (301-243-2093) to report an absence on a regular class day when emergencies or illness prevent them from attending class.

If students cannot contact the Enrollment Services Office, they should contact the Student Class Leader, who can then make the local contacts. Faculty must report unauthorized or unexplained absences to the Department of University Operations and students must report

## General Information

absences to the Enrollment Services Office and Senior Service Advisor. The appropriate Associate Dean initiates administrative warnings or, if the case warrants, charge leave to cover the period of absence.

### Academic Leave of Absence

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

### Grading

NIU faculty members use different mechanisms for evaluating student work, including examinations, classroom participation, papers, and performance in a simulation course. In all cases, students have the right to a grade that is based on their actual course performance against an articulated standard applied to all those taking the course.

Faculty must have uniform, identifiable grading criteria in each course syllabus. Before the end of the first class session, the faculty member must clearly articulate to students his or her grading criteria and the methods for grading student performance.

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

Faculty members define their grading policies explicitly. If there is any deviation from the original statement of grading policy, faculty members must inform all students. The University presumes that faculty members are in the best position to know the range of excellence of the students in the class and to award grades in good faith; the University reaffirms its confidence in the qualifications and good judgment of its faculty.

Faculty members should provide timely feedback to students on all graded work during the course of 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.

## General Information

### Incomplete (I)

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

The faculty member must turn in the final grade by the tenth week of the following quarter. If a faculty member does not submit a final grade by this deadline, the I grade is converted to an F. The Dean may extend the deadline in exceptional cases. As long as the I remains on the transcript, it is treated as unsatisfactory academic performance.

### Pass (P)/Fail (F) Grading

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

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

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

### In Progress (IP)

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

### No Progress (NP)

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

### Withdrawal (W)

Students may withdraw from a course until the midpoint of that course, such as the end of the fifth session of a ten-session course, or the end of the fourth session of an eight-session course. Students receive a notation of W on the transcript if a student withdraws from a course before the withdrawal deadline.

### *General Information*

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

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

#### **Administrative Withdrawal (X)**

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

#### **Audit (AU)**

Students may request to audit a course on a space-available basis after all other students have had the opportunity to enroll in the course for credit. Faculty members must approve and document the audit and provide a signed schedule adjustment form to the Registrar's Office before the close of the drop/add period. Audited courses receive no credit and appear on the transcript with the notation AU (audit). Core courses may not be audited and previously audited courses may not be taken later for credit.

#### **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 Research and Methodology course when the student has already completed a doctoral dissertation. The Dean may also grant a waiver based on a change in curriculum when a previously required course is not offered. Waived courses appear on the transcript but carry no credit value. The student must take a 3-credit elective course in place of the waived course to earn the required credits. Waivers are granted solely at the Dean's discretion.

#### **Grade-Point Average**

The grade-point average (GPA) is calculated by dividing the number of grade points earned by the number of credits attempted. The total grade points earned for a course equals the number of grade points assigned times the number of course credits. For example, if

## General Information

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

## Academic Review Practices

### Academic Policy and Standards Committee

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

### Grade Appeals

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

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

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

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

## General Information

### Recognized Grounds for Challenging a Grade

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

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

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

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

- The faculty member applied predetermined criteria in an arbitrary and capricious manner, and the evaluation of academic performance so exceeded the reasonable limits of the faculty member's discretion as not to be acceptable to the faculty member's peers. Under NIU policy, "arbitrary and capricious" is defined as: The assignment of a grade on some basis other than performance in the course.
- The assignment of a grade in a non-uniform fashion, that is, by applying different standards to one student or by applying the standards differently to other students at the same level in the same course.
- The assignment of a grade in a way that represents a substantial and unreasonable departure from the faculty member's articulated standards.
- The assignment of a grade in the absence of a clearly articulated standard.

### Procedures for Appealing a Final Class Grade

**Within five working days after the posting of the final grades by the Registrar,** the student should convey his or her concerns about the grade, in writing, to the faculty member who assigned the grade and request a meeting to discuss the matter.

Within five working days of receiving such a request, the faculty member contacts the student and addresses the student's concerns.

The purpose of the consultation is for the faculty member to explain the basis for the student's grade. At the consultation, the student explains his or her concerns about the grade. The fac-



### General Information

ulty member explains the standard that he or she used for grading in the particular course and how the student's grade was determined based on application of that standard. As noted previously, the faculty member may change a grade when a clerical or mathematical error is discovered.

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

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

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

The student shall:

- State the facts that, if affirmed to be true, would be sufficient to show the basis for the claim of clerical error or for the claim that the grade was awarded in an arbitrary or capricious manner.
- Detail the remedy or resolution sought (i.e., what is a fair resolution of the matter).
- The Program Director notifies the faculty member that the student has filed a grade appeal. As soon as possible, but within three working days, the Program Director meets with the faculty member and the student to serve as mediator to resolve the dispute.

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

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

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

### *General Information*

A similar process exists for appealing a conduct action. Please contact your Dean for further information.

#### **Repeating A Course**

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

#### **Registration**

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

#### **Drop/Add**

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

#### **Intent to Graduate**

All students must complete and submit the Diploma Order Form no later than the first day of classes in the Spring Quarter in the year that they intend to graduate. Students are not cleared for graduation if the form is not submitted by the specified deadline.

#### **Progress Toward the Degree**

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

*General Information***Requests for Extension**

Graduate students may request an extension from their Associate Dean to complete their theses when there are extenuating circumstances. All requests for extensions must be made before the expiration of their original eligibility period (two years for full-time students, three years for part-time students).

Students must submit requests for extension in writing through the Registrar; requests are forwarded to the appropriate Dean/Associate Dean for adjudication. The request must include:

- Student Contact Information.
- Thesis Committee members (or explanation of why there is no valid committee).
- Concurrence of your Thesis Chair.
- The Research Question (or explanation, if there is a change).
- A description of your progress to date.
- Justification for the extension (deployment dates, illness, etc.).
- Your timeline for completion.

Students are expected to have completed all coursework; the Associate Dean grants extensions only for students to complete their thesis. If the extension is approved, students must enroll in the appropriate thesis course and remain enrolled until the thesis is completed or until the extension expires.

**Thesis and Thesis Process**

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

**Time Requirements**

Full-time/resident students have two years to complete all coursework and the thesis; for example, resident students entering in August 2018 must finish by the last day of the Summer Quarter of 2020.

Students' parent Services or agencies may require them to finish the thesis in the one year allotted or receive a negative report—that is not an NIU requirement. Currently, the USAF requires 14Ns to finish within the year, as does the Army for FA-34s. For more information on Service or agency requirements, students should consult the appropriate Senior Service Advisor.

Part-time/cohort students have a total of three years (which is equivalent to the full-time program requirement, since it is one year beyond the normal time taken) to complete the course-

## General Information

work. Part-time students must complete all requirements by the last day of the Summer Quarter of the third year, or July 2021 for those students beginning their classes in August 2018.

### Thesis Chair, Reader, and Thesis Topic

Thesis chairs must be members of the University's full-time faculty, including the Reserve faculty and the NIU full-time faculty at Academic Centers. Students should select their readers based upon either subject matter expertise, professional experience, or methodological expertise. If the chair is a subject matter expert (SME), the reader does not need to be another SME. In these cases, some students may add a reader who is an expert in the minor or tangential areas the thesis may cover.

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

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

The thesis should cover an appropriate IC topic for the degree sought and contribute to the overall knowledge base of the IC. The Associate Deans make the final determination on whether students' topics meet the standard for their degree requirements.

### Thesis Course Schedule

#### Full-Time NIU Graduate Students

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

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

After forming a committee, the student, working with the thesis chair, must complete a thesis proposal and submit it with a completed NIU Form T-1 to the respective Associate Dean by the deadline published in the NIU Catalog, typically mid-December. The completed T-1 Form and thesis proposal are the graded deliverables for MCR 702. The student must receive a grade of PASS to enroll in MCR 703, Thesis Research.

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The students enroll in and complete MCR 703, Thesis Research, in the Spring Quarter, under the supervision of their approved thesis committee chairs. The chair works with the student and sets the specific deliverables for the course based upon the student's topic and research timetable. The student must earn a grade of PASS to enroll in MCR 704, Thesis Completion.

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

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

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

### Cohort/Part-Time Master's Degree Students

MCR 701 is offered to all cohort students during the first academic year and it must be taken no later than the Fall Quarter of the second year.

MCR 702 should be taken in the next quarter after MCR 701, but no later than the Winter Quarter of the second year.

Like the full-time student, part-time students' final deliverables are a completed NIU Form T-1 and a thesis proposal. Students must earn a grade of 80 or higher in MCR 701 and a grade of PASS in each of the subsequent thesis courses to enroll in the following course or, in the case of MCR 704, complete the thesis process.

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

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

Part-time students register and take MCR 703 in the quarter following MCR 702, under the supervision of the approved thesis committee chair. The chairs work with the students and set the specific deliverables for the course based upon students' topic and research timetables. Students must earn a grade of PASS to enroll in MCR 704, Thesis Completion.

## General Information

Part-time students should take MCR 704 in the quarter immediately following MCR 703, but no earlier than the Winter Quarter of the second year and in each subsequent quarter until either the thesis is approved or their eligibility expires.

To graduate, part-time students must submit all of the required thesis items, using the Thesis Completion Checklist, no later than the thesis completion deadline of the academic year.

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

### Thesis Forms

Thesis forms are available on both NIPRNet and JWICS Blackboard, under the Thesis tab, and must be submitted by deadline dates for the academic year. Students are responsible for selecting the most current form. Forms must be typed and filled out completely.

### Thesis Course Grading and Implications

Students must earn a PASS grade in each thesis course to enroll in subsequent thesis courses and in MCR 704.

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

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

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

These rules are especially important for resident students in the Spring Quarter MCR 703 because they must take MCR 704 in the summer to graduate the same year.

MCR 704 can be assigned a final PASS/FAIL grade, an incomplete, an IP, or an NP.

Unless placed on hold due to a deployment—coordinated with the Registrar and the thesis committee chair—, students must stay enrolled in MCR 704 until they complete the thesis and course or until their eligibility expires.

Students receive grades of IP or NP for each quarter the thesis is not completed. To receive an IP, students must remain in contact with the chair throughout the quarter and must show continued progress toward thesis completion. If students do not meet these standards, the chair

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submits an NP for MCR 704. The appropriate Dean dismisses any students receiving an NP for two consecutive quarters or for any two quarters during a four-quarter period.

Any changes to students' topics or committees must be coordinated by completing a new NIU Form T-1 and submitting it to the Associate Dean for approval. This must be completed no later than June 1 of the year in which the student intends to graduate.

## **Academic Freedom at NIU**

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

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

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

All NIU faculty and students are entitled to freedom in the classroom to discuss their subject without institutional discipline or restraint. They are expected to avoid controversial issues and opinions that have no relation to the classroom subject. This concept, as discussed in the "Statement of Principles on Academic Freedom," is not intended to avoid controversy, because dealing with controversial topics is critical to academic freedom; rather, it is intended to reinforce the need for faculty members to avoid material that has no relation to the class subject.

NIU faculty, staff, and students have the freedom to conduct research on any intelligence- and national security-related issue that contributes to the knowledge base of the IC. In exercising their scholarly activities, NIU personnel may participate in the discourse on intelligence and national security:

- Through research.
- By publishing articles, books, and book reviews.
- By appearing in public in professional and academic forums.



## General Information

In these activities, NIU personnel speak for themselves and not for the University or the government, but they should be aware that they are still deemed to be representing the University, the IC, and the U.S. Government; therefore, the public may judge these institutions based on their actions and statements.

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

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

### Non-Attribution

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

### Visiting Speakers

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

### NIU Classroom and Research

Because all NIU students and many faculty members have professional careers outside of the University in U.S. Government agencies or the Military Services, the University has a non-attribution

## General Information

tribution policy to cover student and faculty interactions to encourage open and candid exchange in both classroom and research settings. Views and opinions expressed by students and faculty in classroom and research interactions are not to be attributed to them outside of the NIU environment without their explicit permission. Comments, views, and opinions, both written and oral, can be used and debated freely within the NIU environment to encourage open and candid exchange in both classroom and research settings.

### Academic Integrity

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

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

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

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

### General Information

- Students taking material from the Internet verbatim, without attribution, during write-ups of research.
- Faculty taking dissertation material from students and including it in publications without giving due credit.

Academic integrity specifically prohibits cheating, plagiarism, and tolerance of those practices by other students. Cheating is defined as committing an act with the intent to receive undeserved credit or gain an unfair advantage, or assisting, or attempting to assist, others in doing so. Students are expected to properly and accurately credit the source of materials directly cited or indirectly used (i.e., paraphrased) in any oral or written work. All students' work shall be their own, unless otherwise properly noted.

Alleged violations of these areas are investigated by appointed faculty boards who make recommendations for action to the student's Dean.

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

### Self-Plagiarism

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

### Actions for Suspected Academic Integrity Violations

The process for reviewing academic integrity violations is as follows:

1. Students must report any suspected violations of academic integrity to their faculty members.
2. The faculty member then discusses the matter with the student(s) in question.
3. The faculty member reports any suspected violations, whether based on his or her own findings or those forwarded by a student, to the appropriate Program Director.
4. The Program Director investigates the suspected violation, talks to all parties involved, and, if necessary, convenes the APSC to review the validity of the suspected violations.

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5. As required by the APSC, students and faculty members submit detailed information for the record.
6. The APSC reviews the record to determine if a violation occurred.
7. The APSC determines whether a violation occurred and notifies the appropriate Dean of its findings and recommendations in writing.
8. The Dean then makes the final determination of the suspected violation and notifies the APSC and the student in writing of all actions taken.
9. The student may appeal the punishment to the Provost. If the applicable Dean or the Provost is unavailable, the Associate Dean or Vice Provost acts in his or her place.

Punishments for violations include, but are not limited to:

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

### Academic Probation

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

- Cumulative GPA below 3.0.
- Two grades of C.

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

- Cumulative GPA below 2.5.
- Two grades of D.
- A failing grade in any class results in dismissal.

All students placed on academic probation are notified by letter from the applicable Dean. If the student fails to meet the terms of the probation, he or she may be disenrolled.

### Dismissal from the University

Dismissal for conduct issues are addressed by the APSC. The University reserves the right to dismiss students for failure to:

- Maintain DIA, DoD, 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, Federal employment status, or citizenship.

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If students are subject to dismissal, their transcripts carry that notation. Depending on the situation, students are given conditions for continuation or are dismissed from the University.

Dismissal for academic performance issues addressed by the Dean include:

- Receiving a third grade of C or one grade of F in a graduate course results in consideration for immediate dismissal from the University.
- Receiving a third grade of D or one grade of F in an undergraduate course are considered for immediate dismissal from the University.
- Failing a thesis course that prevents the student from registering for the next thesis course are considered for dismissal.

*General Policies*



**General Policies**

**Dress Requirements**

Military students are required to conform to the uniform and grooming standards promulgated by their Services for the Washington, DC, metropolitan area. The uniform of the day, typically the service combat/operational uniforms, worn by all military students while on the NIU campus for official functions (class, PLS, etc.). Military students also have the option of wearing more formal service uniforms. Civilians should wear appropriate professional attire while attending the University.

On Mondays, the following is the Uniform of the Day at NIU:

<b>Army:</b>	Class A or Class B Uniform
<b>Air Force:</b>	Service Uniform
<b>Navy:</b>	Navy Service Uniform
<b>Coast Guard:</b>	Tropical Blue Uniform
<b>Marines:</b>	Service Bravo or Service Charlie Uniform
<b>Civilians:</b>	Business Attire

## *Academic Policies and Standards*

NIU military students who wish to use the campus on days when they do not have any official NIU functions (e.g. class, PLS) may wear civilian attire, subject to the following guidelines:

- Duty hours: Business casual (no jeans, tennis shoes, or t-shirts)
- Non-duty hours: Tasteful civilian attire

### **Disabled or Special Needs Students**

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

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

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

### **Leave, Passes, and Absences**

When classes are not scheduled during normal Federal workdays (e.g., between quarters, the holiday recess), resident full-time students are expected to remain in the local area where the student normally resides and commutes to the University and conduct University-related research or coursework. If departing the local area during normal duty, students must be on temporary duty (TDY) status, permissive orders, leave, liberty, or pass.

Military students must make arrangements with their Senior Service Advisor and inform their track leader. Civilian students must coordinate with their Time and Attendance Approving Official, inform their track leader, and notify their track advisor.

Civilian employees remaining in the local area and not conducting research, University coursework, thesis completion, etc., must report back to their home office for duty.



## General Policies

### Military Leave

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

### Military Passes

Monday through Friday of each week is considered normal duty time. Passes may be granted for up to four days (96 hours) for staff, faculty, and student personnel, in accordance with DIA Instruction (DIAI) 1350.001 "Military Personnel Administration," November 20, 2015. The respective Senior Service Advisor or supervisor grants passes. Pass forms are available from track advisors, from Senior Service Advisors, or in room 1E400-007. A signed copy of the pass form must be delivered to the University Operations Office before any pass commences.

### Leave Forms

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

### Intellectual Property Rights Policy

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

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

### General Policies

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

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

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

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

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

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

*General Policies***Publication Procedures**

In accordance with DIAI 5400.005, “Prepublication Review of Information Prepared for Public Release,” information being released from NIU in any form (written, oral, or electronic) to the public must undergo prepublication security and policy review if the information pertains to or mentions:

- Intelligence data.
- Intelligence activities.
- Military matters.
- National security issues.
- Foreign relations.
- Policies or operations of DIA, DoD, the IC, or the U.S. Government.
- Subjects of significant concern to DIA or DoD.
- Any subject about which the author has had access to classified information during his or her affiliation with NIU, DIA, DoD, or the IC.

NIU personnel may publish two types of materials: (1) official, produced as part of one’s official NIU duties, and (2) non-official, produced outside of one’s NIU duties. In accordance with DIAI 5400.005, both official and non-official products must undergo a review process, defined by the respective NIU Dean or Director, to ensure that the product does not contain classified or operational security (OPSEC) information and would reasonably not be expected to impair the member’s performance of duties, interfere with authorized functions of DIA or DoD, or have an adverse effect on the security or foreign relations of the United States. DIAI 5400.005 states:

“DIA personnel must obtain their supervisor’s concurrence prior to the Dean’s submission of material to **[DIA Office of Corporate Communications] Prepublication Review. Authors are not to submit materials directly to prepublication review.** Supervisory concurrence is to ensure the individual’s supervisory chain has no concerns that the public disclosure would be expected to impair the performance of the individual’s official duties or interfere with the authorized functions of DIA.”

As noted in paragraph 4.7.1.4 of DIAI 5400.005, DIA personnel may prepare information in a private and non-official capacity for disclosure in the public domain if such action “[w]ould reasonably not be expected to impair the author’s performance of duties, interfere with the authorized functions of DIA or DoD, or have an adverse impact on the security or foreign relations of the U.S.”

Again, DIA policy specifically recognizes academic freedom at NIU. As stated in DIAI 5400.005, “students and faculty members of the NIU may prepare academic papers and manuscripts for open publication. They may express their views in such materials as long as those views do not

## General Policies

disclose classified or [OPSEC] critical information or jeopardize DoD interests and the author accurately portrays official policy, even if the author takes issue with that policy.”

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

### Research Funding

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

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

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

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

### Textbook Policies

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

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

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

All students at Academic Centers outside the greater Washington, DC, area—i.e., the EAC, the SAC, and the QAC—receive their books according to each Academic Center's policies on book distribution. For clarification on those policies, contact that Academic Center's Program Director.

### Copyright Compliance for Faculty and Students

Reproduction of copyrighted materials at NIU is governed by the Copyright Law of the United States (<https://www.copyright.gov/title17/>). Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (Title 17, U.S. Code). The rights granted by the Copyright Act are intended to benefit “authors” of “original works of authorship,” including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations.

#### **Copyright law does not protect ideas, data, or facts.**

In the United States, the general rule of copyright duration for a work created on or after January 1, 1978, is the author's life plus 70 years after the author's death. Works created by companies or other types of organizations generally have a copyright term of 95 years.

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

### Fair Use

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

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

- A book chapter.
- An article from a periodical or newspaper.
- A short story, essay, poem, etc., whether or not from a collected work.
- A chart, diagram, graph, drawing, cartoon, or picture from a book, periodical, or newspaper.

## General Policies

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](http://www.copyright.gov/circs/circ21.pdf))—tests for *brevity*, *spontaneity*, and *cumulative effect*:

- **Brevity:** The amount of copying is limited as follows:
  - The amount of copying for prose should not exceed 10 percent of the words in the work.
  - No more than one chart, graph, diagram, drawing, cartoon, or picture is copied per book or per periodical issue.
  - If a poem is copied, the poem or the excerpt is less than 250 words and is printed on no more than 2 pages.
- **Spontaneity:** This test covers reproduction of material for classroom use where the reproduction is unexpected or spontaneous—for example, where an article in the morning’s paper is directly relevant to that day’s class topic.
- **Cumulative Effect:** The copying is for a single course only—not to be reused in future iterations of the course without securing copyright compliance.

If the intended use does not meet the 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. The following chart outlines various ways to use materials in the classroom without violating copyright.

Each copy must include the following copyright statement:

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

### Copyright and Foreign Works

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

### Responsibilities

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

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

## General Policies

- **Use of electronic materials licensed by DIA or the IC:** The University Library and other IC-available sources have paid subscription licenses for commercial content available electronically. Each commercial vendor includes its own reuse rights. The license's terms and conditions must be consulted to determine permissions. However, providing an electronic link to the material is allowed under copyright.
- **Photocopying:** A single photocopy of a portion of a copyright-protected work, such as a copy of an article from a scientific journal made for research, does not require permission. Any of the following actions would require permission: photocopying all the assignments from a book recommended for purchase by the faculty member, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks. The following notice appears on all photocopiers in the University and the University Library:  
 “The Copyright Law of the United States (Title 17 U.S. Code) Governs the Making of Photocopies or 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 NIU Library provides assistance once the materials have been identified and it has been determined that copyright permission is required. It is the library's policy for students and faculty to request permission in writing and to ensure that the library's Copyright Officer has a copy of each permission form or letter. Request forms can be obtained from the Copyright Officer in the University Library.

For assistance in obtaining copyright permissions, contact the library at [JTH\\_Library@dodis.mil](mailto:JTH_Library@dodis.mil).

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

- U.S. Copyright Office <http://www.copyright.gov>
- “Reproduction of Copyrighted Works by Educators and Librarians” <http://www.copyright.gov/circs/circ21.pdf>
- Copyright Clearance Center <http://www.copyright.com>
- “Resources for Teaching Faculty—Using Copyrighted Works in Your Teaching—FAQ” <http://www.knowyourcopyrights.org/resources-for-teaching-faculty>



General Policies

# What You Can Do



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

Know Your Copy Rights™		Proposed Use				
		Exhibit materials in a live classroom?	Post materials to an online class?	Distribute readings?	Create electronic reserves?	
Legal Status of Work To Be Used	Works Not Copyrighted	Public Domain Works (US Govt. and pre-1923 works, and certain other works)	Yes	Yes	Yes	Yes
	Copyrighted Works	Your Own Works (if you kept copyright or reserved use rights)	Yes	Yes	Yes	Yes
		Open Access Works (works available online without license, password, or technical restrictions)	Yes	Link	Link	Link
		Electronic Works Licensed by Your Institution (depends on license, but usually permitted)	Yes	Link	Link (Most licenses also allow students to make an individual copy.)	Link
		Electronic Works with a Creative Commons License (depends on license, but usually permitted; if not, LINK)	Yes	Yes	Yes	Yes
		Other Works (when none of above apply)	Yes	Yes, if meets either TEACH Act or Fair Use standards. If not, LINK or seek permission.	Yes, if meets Fair Use standards. If not, LINK or seek permission.	Yes, if meets Fair Use standards. If not, LINK or seek permission.

Copyright: Association of College and Research Libraries

## General Policies

### Responsible Use of Computing

To ensure NIU computing resources can be effectively shared by all users for academic, administrative, public service, or academically-related communication, this policy is intended to delineate the responsible use of information technology at NIU. Information technology includes, but is not limited to:

- Computer networks.
- Network servers.
- Personal computers.
- Printers.
- Workstations.
- Mainframe computers.
- Software.
- E-mail
- Voice and video networks.
- Transmission systems.
- Digital information.

These computer and network resources are allocated by the University only for activities that support research, education, or administrative functions. All office, campus network, and Internet activities must be consistent with that purpose.

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

### Authorized Use

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

### Privacy

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

The University may find it necessary to view electronic data and it may be required by law to allow third parties to do so (e.g., electronically stored data may become evidence in legal pro-

## General Policies

ceedings). It is also possible that messages or data may be inadvertently viewed by others. Should the security of a computer system be threatened, the system may be monitored and user files may be examined (Electronic Communications Privacy Act, 18 U.S.C. 2701–2711).

### Statement of Responsibility

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

### Information Technology Policies

All users are responsible for respecting and valuing the privacy of others, behaving ethically, and complying with all legal restrictions regarding the use of electronic data. University computers or networks should not be used to:

- Install, run, or copy software without a license to do so.
- Conduct commercial business.
- Express animus or bias against individuals or groups.
- Transmit offensive material such as obscenity, vulgarity or profanity, sexually explicit material, name-calling, or cursing.
- Guess or decrypt passwords of other users.
- Deprive authorized users of access.
- Secure a higher level of privilege than allowed by the university.
- Read, copy, change, or delete another user's files or software without the user's permission.
- Gain unauthorized access to remote servers.
- 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, where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease.

### General Policies

- Contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease (such as debt collection).
- Disrupt or damage the academic, research, administrative, or related pursuits of another person.
- Invade or threaten to invade the privacy, academic or otherwise, of another person.
- Each user is responsible for the security and integrity of information stored on his or her computer and for ensuring permission or a license is obtained before installing or copying copyrighted software.

Students, faculty, and staff are not permitted to install software on University-owned computer equipment, with the exception of NIU's information technology support personnel, who are the only personnel authorized to install software on network systems.

Computer accounts, passwords, and other types of authorization assigned to individual users or groups must not be shared with or used by others without authorization. Users are expected to refrain from acts that:

- Waste University computer or network resources.
- Prevent others from using those resources.
- Compromise the performance of campus computers, peripherals, and networks.
- Users should avoid any willful actions that: Damage or modify University-owned hardware or software.
- Introduce computer viruses or other disruptive or destructive programs into NIU/DIA networks.
- Degrade performance of a computer system or network.
- Reconfigure University-owned software or hardware to intentionally allow access by unauthorized users or deprive authorized users of access.
- Create unnecessary multiple jobs, processes, or network traffic (e.g., streaming video, sending e-mail chain letters or mass mailings, or unnecessary use of the "All Students" e-mail address).

Each administrative unit is responsible for enforcing these policies. All users and administrative units have the responsibility to report any observed or discovered unauthorized access attempts or other improper usage of University computers, networks, or other information processing equipment to their supervisor, information technology support personnel, or the University SSO. The University's information technology support personnel provide each administrative unit with the resources to enforce this policy and help with data backup procedures and virus protection.

## *General Policies*

### **Disciplinary Actions**

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

### **Prohibited Portable Electronic Devices**

Any easily transportable electronic device that has a capability to record, copy, store, or transmit data, digital images, video, or audio is prohibited in ICC-B. Examples of portable electronic devices (PEDs) include:

- Laptops and tablets.
- Cell phones or smartphones.
- thumb drives, or flash drives, or other removable/portable hard drives.
- MP3 players or iPods.
- Electronic readers- Kindles, Nooks, Neos.
- Cameras and camcorders.
- Calculators.
- Electronic watches with input capability.
- Fitness trackers.

Any such items, if found, could result in the violator's accesses and security clearance potentially being revoked. NIU students, faculty, and staff taking public transportation have the option to turn off PEDs and store them in the lock boxes at the entrance of ICC-B.

*Resources and Facilities***Resources and Facilities**

ICC-B is the home of NIU's main campus in Bethesda, Maryland. NIU also has academic centers consisting of offices and classrooms at the:

- NSA, at Fort George Meade, Maryland.
- SAC, at the Regional Joint Intelligence Training and Education Facility at MacDill AFB, Florida
- QAC, at Quantico, Virginia
- EAC, at the Joint Analysis Center at RAF Molesworth, England.

The University's main campus occupies a purpose built academic building at the ICC-B. These facilities include:

- Twelve classrooms.
- A computer laboratory.
- An S&T analytic laboratory.
- A research center.
- A University Library.
- Faculty and staff offices.
- Access to the 500-seat ICC-B Auditorium, in which University activities are scheduled.
- The University also has an off campus Cyber Laboratory located at the Virginia Tech Applied Research center facility in Arlington, Virginia.

*Resources and Facilities***Dining Facilities**

A cafeteria is located on the first floor of Erskine Hall at ICC-B; and there are many small eating establishments located within the shopping complex across from the ICC-B campus. Several microwave ovens and a refrigerator are available in the NIU Student Lounge for students who bring their own meals.

**Access, Transportation, and Parking**

U.S. government employees with IC-issued badges may enter through the ICC-B gates. Visitors must enter via the ICC-B Visitor Control Center.

**Parking**

Parking for students and employees is available at ICC-B in the parking garage. Disability tag or placard permit holders may park in specially marked parking spaces for persons with disabilities. Students and staff must have a state-issued DMV tag or placard visible on their vehicle.

**Transportation Services**

The University is accessible by public transportation. During the duty day students and military/government faculty and staff who use Metrorail may catch a free shuttle between the Tenleytown Metro Station and the ICC-B; contract faculty and staff may purchase shuttle tickets at ICC-B. After hours and on the weekends, students, faculty and staff may catch Montgomery County Ride-on bus 23 which runs between the Friendship Heights Metro Station and ICC-B. Students and employees who use Metrorail or Metrobus service, van pools, or commuter bus services are eligible for the Mass Transportation Benefit Program. Student applications are available through the Washington Headquarters Service website for the NCR Mass Transportation Benefit Program Transit Subsidy. The link and other information can be obtained from the University Operations Office in Room 1E500-007.

**The Center for Strategic Intelligence Research**

CSIR's research faculty apply the highest scholarly research standards to regional and functional national security issues. Researchers consult with IC leadership to formulate research agendas, execute strategic research projects, and connect researchers from academia, international organizations, and the IC to address strategic intelligence topics of interest to senior policymakers.



*Resources and Facilities***NIU Research Workshops**

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.

**NIU Research Fellowship**

CSIR operates the NIU Research Fellowship to promote and conduct complex, sophisticated academic research within the IC. The Research Fellowship is available to IC civilians and active-duty members of the U.S. military who meet the eligibility requirements of the program. Individuals are nominated by their home offices and the application process is highly competitive. Up to four fellows are assigned to CSIR for one year. Professionals from across the IC must apply directly to the program and have the support of their supervisors and agencies to participate, if they are selected.

The research fellows work with CSIR mentors and NIU faculty to refine their proposals, execute their research, and complete written products. The fellowships also offer research funding for data collection and analysis. All fellows produce an article, essay, technical report, or book. Finished products may be eligible for publication by NIU's NI Press. Individuals interested in applying for a research fellow position may contact CSIR for more information at [Research@NI-U.edu](mailto:Research@NI-U.edu).

**National Intelligence Press**

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

The University, through the NI Press, publishes the work of NIU faculty, research fellows, students, and IC professionals. The NI Press encourages authors to exercise their academic freedom to introduce new perspectives on key issues within the IC. To ensure accuracy and relevance, all NI Press products undergo peer review by senior government officials and SMEs before publication.

The NI Press Editorial Board promotes transparency and professionalism in the selection of manuscripts for publication. By including faculty and BOV members—and drawing on their varied backgrounds and expertise—the NI Press has broadened its perspective and improved the quality of its publications.

Anyone may download free electronic copies of NI Press books at <http://www.NI-U.edu>. U.S. government employees may request a complimentary copy of any book by contacting the NI Press at [NI\\_press@dodiis.mil](mailto:NI_press@dodiis.mil). The general public may purchase copies of some NI Press books from the Government Printing Office at <http://bookstore.gpo.gov>.

*Resources and Facilities***University Library**

The University Library, consisting of the main library located at ICC-Bethesda and the branch library located at DIA-HQ, serves as the all-source research and information resource for NIU and the analytical staff of DIA. The Library staff guides patrons through the library's many all-source print and electronic resources to quickly and easily access the exact information needed. The library plays a key role in enhancing the competence of intelligence professionals by providing patrons with all-source academic research assistance, instruction, and comprehensive collections and tools that support the curriculum of the University and the all-source intelligence requirements of DIA. The library is committed to building its collections and services to align with the University's future-focused curricula and the broader mission of DIA.

**Location**

The main branch of the library is located inside Roberdeau Hall at ICC-B; a smaller branch is located at DIA-HQ. The library's staff operating hours are 0700–1630, Monday through Friday. However, the library is accessible to users 24 hours a day, 7 days a week.

**Research Librarians**

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

The librarians provide general information, in-depth research, including LexisNexis searches, assistance with other 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 Blackboard.

**Collections**

The library's general holdings, split between the two libraries, are composed of more than 70,000 books and reference materials, more than 300 journals and periodicals, an extensive map and atlas collection, audio CDs, and DVDs.

**Electronic Resources**

The library provides access to 20 subscription databases, focusing on academic research resources. Among the library's subscriptions are:

*Resources and Facilities*

- ProQuest Research Library.
- JSTOR.
- Congressional Research Reports.
- EBSCOhost.
- Gale.
- Europa World Plus.
- e-book subscriptions, such as:
  - Praeger Security International Online.
  - MilitaryNetBase.
  - Ebook Central.

These combined subscriptions put millions of research periodicals and books at users' fingertips. For access information, contact the library staff. Contact information can be found on Blackboard.

*Course Descriptions***Course Descriptions****Master's Core Courses**

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

**MCR 607 Intelligence Reasoning and Analysis**

This course focuses on the art and science of analysis and explores the methodologies and processes of developing effective intelligence analysis. The course orients itself on the ODNI Analytical Standards that the IC employs, including alternative analysis and effective professional collaboration. Students explore the elements of logic, critical thinking, and argumentation as the fundamental components of assessing and estimating threats and opportunities in the national security environment. Students then examine analytical methodologies with the goal of mitigating traditional analytic pitfalls and enhancing the accuracy of assessments. Throughout the course, the class explores the numerous organizational and ethical issues associated with improving intelligence analysis in today's highly dynamic and increasingly complex environment.

**Course Descriptions****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 inter-departmental government construct. This course concludes with an examination of how the IC can organize, prioritize, collaborate, and operate in a rapidly changing global environment.

**MCR 609 Intelligence Collection**

Collection includes a dynamic and integrated set of activities to acquire intelligence information needed to satisfy national intelligence requirements and is performed through five primary means:

1. Human intelligence (HUMINT).
2. Signals intelligence (SIGINT).
3. Geospatial intelligence (GEOINT).
4. Measurement and signature intelligence (MASINT).
5. Open-source intelligence (OSINT).

Collection must continuously produce the right data and information for successful and aggressive all-source analysis. This course analyzes HUMINT, SIGINT, GEOINT, MASINT, and OSINT collection disciplines to determine their structures, technologies, capabilities, and limitations, in the context of interacting with and providing evidence for analysts. Case studies drawn from classified intelligence literature provide the substantive backdrop for analyzing the capabilities and limitations of each collection discipline.

**MCR 611 Intelligence and National Security Policy**

Emerging trends that have manifested in the threats and opportunities of globalization have altered collective national interests and national security policy formulation. The country’s success in meeting the ever increasing asymmetric and transnational challenges depend on effective transformation, reorientation, and coordination of the IC to support the requirements of national

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**Course Descriptions**

security policy. This course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. Changing intelligence relationships with policymakers continue to serve as benchmarks for national security engagement. Students analyze and evaluate the future political, cultural, and institutional changes facing the IC as it supports national policy.

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**Master's Thesis Courses**

The course requirements for the Master's Thesis are described in the subsections that follow.

**MCR 701 Thesis Methodology and Design**

This course is designed to prepare students for the graduate-level research and organization needed to complete their graduate theses. Students learn and practice the skill of acquiring and synthesizing archival and original research and are introduced to literature reviews, human subject reviews, IRB procedures, analytical frameworks, and research methodologies. Students prepare and review each other's thesis questions, hypotheses, research strategies, and analytical designs. This course provides the student with a starting point for successfully completing a thesis on a national security- and intelligence-related topic, making an important contribution to the body of intelligence knowledge.

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**MCR 702 Thesis Proposal**

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

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**MCR 703 Thesis Research**

Under the thesis chair's guidance, the student produces a major portion of the draft thesis. The thesis chair works with the student to set the deliverables for the course. At a minimum, students must show continued progression in research and writing. (Prerequisite: completion of MCR 702 with a PASS.)

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**Course Descriptions****MCR 704 Thesis Completion**

Under the guidance of the thesis chair and reader, the student completes the master's thesis. (Prerequisite: completion of MCR 703 with a PASS.)

**Master of Science of Strategic Intelligence**

All MSSSI students at NIU must successfully complete 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 from both a regional and country-specific level and 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 as 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.

**College of Strategic Intelligence Electives**

In addition to the courses required for the concentration, MSSSI students are required to take three additional electives. Students should select these electives to support their thesis research, in coordination with their advisors.

**Defense Intelligence Department****MSI 615 National Strategy: Theory and Intelligence Considerations**

National-level policy and decisionmakers rely on strategy to guide their actions in the pursuit of policy objectives. Effective strategies rely on intelligence to develop the proper understanding of the environment and all relevant actors in it. Successful national strategies at the highest level also effectively use all means necessary and available to achieve the desired ends. Strategy formulation is a continuous process that evaluates the current situation and the means available to shape the future. This course examines the formulation of national



**Course Descriptions**

strategy, the factors that influence and shape strategic choices, and the role of intelligence in strategy formulation.\*

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

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**MSI 619 Asymmetric Warfare: Future Strategies**

War is no longer restricted to the realm of the nation-state and conventional military operations. The complexities of asymmetric warfare require 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 Hizballah. 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.

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**MSI 621 J Joint Campaign Planning and Intelligence**

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

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

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**MSI 625 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

**Course Descriptions**

(NGOs), intergovernmental organizations, and governmental organizations—and how they interact in the stabilization mission and environment.

**MSI 627 Engaging International Partnerships**

Globalization, the mounting challenges of transnational threats, access to hard targets, and the increasing complexity of the world security environment demand that the United States 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.

**MSI 629 Strategic Crisis Exercise**

This course explores the application of intelligence to operational and strategic crisis planning.\* Six weeks of classroom instruction prepares students to participate in exercises hosted by the Services' war colleges, a CCMD and, or combat support agency. Students enhance the intelligence value of the exercise by role-playing in BLUE (friendly), RED (adversary), or WHITE (control) functions. Students are challenged by time-constrained decisionmaking as they evaluate policy and strategy options, assess the effects of threats, resolve conflicting information, and develop and revise intelligence estimates in a rapidly evolving crisis situation. Simulations and gaming help students understand the challenges inherent in effective intelligence planning across a broad spectrum of scenarios: regional wars, military contingencies, homeland defense, humanitarian assistance, and peacekeeping operations.

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

**Intelligence Community Enterprise and Leadership Department****MSI 634 The Evolution of U.S. Intelligence**

This course traces the evolution of U.S. national intelligence organizations and their missions in the context of evolving security threats since the beginning of the 20th century. It challenges students to critically evaluate various threats the United States has faced and U.S. intelligence's role in meeting those challenges. Course topics focus on the history of U.S. intelligence collection, analysis,

**Course Descriptions**

operational support, and the intelligence-policy nexus. The course connects legacy U.S. intelligence capabilities, limitations, achievements, and failures to the enduring intelligence challenges of today and tomorrow. Course content walks through a chronological narrative of U.S. intelligence organizations, national security challenges, and intelligence outcomes with case studies on topics of operational military intelligence, political analysis, advanced technology threats, economic/industrial intelligence, espionage/CI, and intelligence ethics/oversight. Covert action is not addressed in detail in this course.

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**MSI 636 Strategic Decision Analytics and Methods.**

This course examines the use of applied decision sciences and business analytics in strategic intelligence decisionmaking to determine mission priorities, capabilities, and resources. These disciplines have changed the way senior intelligence executives approach decisions on complex, interdependent systems. For the IC, these tools and methods must be adapted to an interdependent system combining collection, analysis, technology, infrastructure, workforce, and organizational dynamics of the diverse intelligence disciplines. The course introduces the fundamental methods for decision analytics and applies them to real problems in the IC through a case study approach supplemented with advanced textbook exercises.

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**MSI 637 Intelligence Resource Management: Process, Politics, and Money**

One of the primary means of implementing policy and achieving strategic goals is by controlling how, when, and where resources are allocated. IC leadership fights for and spends every budget dollar within a fairly logical resource allocation process. The difficulties lie in knowing how to effectively navigate competing priorities, personalities, and processes. Such knowledge is a critical part of understanding how the IC functions at the strategic level. This course focuses on the National and Military Intelligence Programs and the legal, political, bureaucratic, and interpersonal forces that define and constrain the IC and DoD resource management processes.

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**MSI 638 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

**Course Descriptions**

aids intelligence professionals in developing a deeper understanding of human values and the moral compass to navigate contentious and complex sociopolitical environments.

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**MSI 639 Intelligence and National Security Law**

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

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**MSI 645 Covert Action**

Covert activities and sensitive operations are integral parts of war, conflict, and counterterrorism operations. Intelligence officers, operators, and policy-makers 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.

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*Course Descriptions***Collection, Analysis, and Counterintelligence Department****MSI 640 Applied Collection and Analysis for Strategic Warning (Collection, Analysis, and Counterintelligence Department)**

This course is designed to allow students to evaluate, synthesize, and apply theoretical concepts of collection and analysis to a real-world strategic warning problem. Students apply an advanced analytical methodology to examine a real world problem incorporating collection and analysis priorities while also considering foreign intelligence concepts, adversary D&D, and the unique challenges of effective strategic warning that allow strategic decisionmakers ample time to make effective, proactive decisions.

**MSI 641 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.)

**MSI 642 Signals Intelligence Resources, Methods, and Operations**

This course is designed to present a holistic approach to SIGINT activities and their support to the National Intelligence Priorities Framework (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.)

**MSI 643 Advanced Methods of Intelligence Analysis**

To meet the objectives of the National Intelligence Strategy, analysts must anticipate developments of strategic concern and identify opportunities by rigorously applying techniques that explore alternative analytic views. This course focuses on developing and integrating analysis concepts and techniques to provide effective estimates of opportunities and threats to U.S. national interests.

**Course Descriptions**

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.

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**MSI 644 Transnational Issues in a Cryptologic Environment**

This course explores NSA's approach to non-traditional topics, including counterterrorism and the proliferation of WMDs. The course also discusses the how and why of NSA's analytic attacks against these targets and the policy considerations and academic debates that help shape NSA's operational actions. This course provides students with an understanding of the range of issues associated with confronting the cryptologic environment. (Prerequisite: MCR 609)

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**MSI 646 Current Cryptologic Issues**

This course serves as the capstone course for NSA students. It tests and challenges students to continue expanding professional and technical knowledge, while effectively using the full spectrum of previous coursework. Conducted as a research seminar, sessions are designed to provide an understanding of operations and decisionmaking within the U.S. cryptologic system. Students research, analyze, report, and present briefings on the assigned current cryptologic issues to demonstrate in-depth understanding of the full range of decisions associated with allocating resources, requirements, and production. (Prerequisite: MCR 609)

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**MSI 647 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 with how 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. (Prerequisite: MCR 601)

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**Course Descriptions**

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**MSI 648      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)

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**MSI 649      HUMINT**

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

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**MSI 658      Comparative Intelligence**

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

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**Course Descriptions****MSI 661 Counterintelligence**

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

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**Transnational Issues Department****MSI 650 Economics and Intelligence**

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.

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**MSI 651 Roots of Terrorism**

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

**Course Descriptions**

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

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**MSI 653      Transnational Threat Environment**

The dynamics of transnational threats against the complexity of globalization have resulted in significant security challenges that shape the intelligence mission. Fueled by globalization, transnational threats include terrorism, WMD proliferation, environmental degradation, pandemic disease, conflict over natural resources and/or energy, destabilizing migration of large groups of people across borders, and the effects of regional economic crises affecting 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. (Prerequisite/Corequisite: MCR 601)

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

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

**Course Descriptions****MSI 657 Intelligence to Protect the Homeland**

This course focuses on strategic and operational threats to the U.S. homeland. Students examine friendly and adversarial centers of gravity, critical vulnerabilities, and offensive and defensive strategies consistent with the values of a free and democratic society. Students explore vital linkages, doctrines, and policies between law enforcement and intelligence and relationships among Federal, state, local, and tribal entities in homeland security.

**MSI 659 Countering the Terrorist Threat**

Students explore the structure, roles, and missions of the U.S. counterterrorism community in the context of fused intelligence and law enforcement expertise. This course examines specific components of U.S. counterterrorism policy, the role of the media, the key functions of indications and warning, and collection and analysis to derive intelligence futures. Students learn to understand terrorism and the U.S. response to it in a rapidly changing international environment. Integrated studies of information operations, collaboration between and among intelligence and law enforcement agencies, and C2 of counterterrorism efforts further enhance students' understanding and awareness of counterterrorism capabilities and limitations in a global environment.

**Regional Security and Intelligence Department****MSI 655 Islamism: Strategic Security Issues**

Understanding the ideology of Islamism is fundamental to producing strategic intelligence that supports U.S. policy, strategy, and operations in today's global theater. Drawing on historical and contemporary patterns, the course examines the intelligence implications of interaction between Islamism and the West, including sources of legitimacy, relationships between religion and the state, the nature of jihad, human rights issues, and questions of political and economic development. As a matter of emphasis, the course explores ideological megatrends of Islamism, pan-Islamic nationalism, caliphatism, pan-salafism, defensive jihadism, takfirism, and mahdism within their local, regional, and global contexts. This in-depth analysis prepares students to assess Islamist threats to the United States and its interests worldwide and to identify opportunities for cooperation and even collaboration with Islamists. From this knowledge base, students produce strategic intelligence estimates and assessments on selected contemporary security issues related to Islamism.

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**Course Descriptions**

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**MSI 670 Iran: Strategic Security and Intelligence Issues**

This graduate-level intelligence course aims at a more empathetic, in-depth, systematic, and comprehensive understanding of the strategic security issues related to the Islamic Republic of Iran. From this knowledge base, students are better able to produce strategic intelligence—to evaluate the nature of the various threats from its structures and strategies, to estimate its future trajectory and reactionary tendencies, and to identify opportunities for U.S. policy and strategy. To achieve this goal, the course constructs and applies the following seven-part conceptual framework:

1. The view from the local elite, world's experts, and the IC as to what the main security issues are.
2. The historical and cultural contexts leading to the state's political cultures.
3. The economic and other human security structures and trends—demographic, resource, and environmental.
4. The political or power structure, including the patronage networks, the deep state, and state institutions.
5. The internal societal challenger movements and associated security strategies.
6. The external threats and alliances and the regime's security capabilities and strategies.
7. U.S. intelligence collection strategies and effectiveness with respect to these countries.

Additionally, students produce segments of their own strategic intelligence estimates that forecast these factors of state stability, security, and strategy

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**MSI 671 Africa: Geostrategic Intelligence Challenges**

This course examines Africa's political, social, economic, religious, and cultural diversity and treats them as strategic factors. The region's complexity and geographical vastness requires that these issues be understood to make the origins of current and future challenges more discernible. Students study various epochs to show how they gave rise to nationalism, political and ethnic conflict, regional rivalries and how these issues influence African leaders' political and economic decisions and relations between African states, the U.S., and external powers.

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**Course Descriptions****MSI 672 Introduction to China and East Asia Intelligence Studies**

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

**MSI 673 Northeast Asia: Geostrategic Intelligence Issues**

This course examines the history, geography, and culture of Northeast Asia to determine its 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 towards East Asia, and the sub-region's response to the rise of China as a major regional power and global actor.

**MSI 674 China and East Asia National Strategies and Foreign Policy**

This course familiarizes students with the background, drivers, and academic approaches to assessing and synthesizing issues affecting relations between China, East Asian regional powers, and the United States. Students develop a future-oriented assessment in response to a key intelligence question about national strategies, current and potential conflicts, and foreign relations. The course examines how national interests among various states are evolving

**Course Descriptions**

and what effects these changes are having on stability throughout the region and beyond. The course gives students a comprehensive and focused study of the internal, external, and informational characteristics influencing national aspirations, foreign policy formulation, territorial disputes and behaviors, and other key strategic intra- and inter-regional activities. Students identify and analyze causal variables to evaluate the conditions, causes, effects, and likely future outcomes for a range of priority intelligence issues, including bilateral and multilateral state-to-state relations and foreign policies; economics, trade, and finance; regional and international institutions; and transnational security issues. Students particularly focus on China's aspirations, activities, and the effects and trajectories of its re-emergence as a great power, both regionally and globally.

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**MSI 675 South Asia Intelligence Issues**

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

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**MSI 676 China and East Asia Military Capabilities and Strategies**

This course covers the characteristics, drivers, and objectives of China's and East Asia's military capabilities and strategies. The course focuses extensively on China's and East Asia's military force modernization and trends across a range of offensive and defensive capabilities, including space, air, missile, maritime, land, electronic warfare, and cyber forces. Students examine the comprehensive aspects of regional conflict issues and create various future, phased campaign strategies that could likely occur. Students also assess

**Course Descriptions**

China's options for using anti-access and area-denial strategies against the United States and its allies throughout East Asia, with an emphasis on the South China Sea, East China Sea, and Taiwan.

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**MSI 677      China in the Future**

This course explores the drivers, objectives, and strategies associated with China's modernization and re-emergence as a great power. 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.

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**MSI 678      China and East Asia Intelligence Operations**

This course examines the composition, missions, capabilities, and operations of China's and East Asia's intelligence and internal security organizations. A primary objective is to enable students to assess the nature of the threat to U.S. national security and economic interests posed by East Asia's intelligence organizations. The course also includes discussion of the role of intelligence in China's and East Asia's national security policies and U.S. efforts to counter their intelligence activities. The course draws on readings from a variety of perspectives, including IC products, other government publications, academic writings, and media reports.

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**MSI 679      Europe: Intelligence Partner and Analytic Subject**

Europe is the source of the United States' most trusted, most like-minded global allies and partners and it provides a critical strategic platform for pursuing U.S. national security and global political strategy. This course focuses on the reality of contemporary Europe and how U.S. allies meet U.S. expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall U.S. strategic aims, the capacity and will to assist, and the ability to cope with burgeoning domestic challenges. Students explore NATO and EU cooperation and competition, disputes among various European states, and the extent to which Europe remains a major factor in determining the efficacy of U.S. strategic, political, cultural, and military leadership in the 21st century.



**Course Descriptions****MSI 680 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 guerilla 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 crisis, the cycle of provocations, and the future of North Korea under Kim's grandson, Kim Jong Un.

**MSI 681 Latin America: Geostrategic Intelligence Issues**

This course examines the current and future threats, challenges, and opportunities for the U.S. 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.

**MSI 683 Broader Middle East Strategic Security and Intelligence Environment**

This introductory graduate-level intelligence course aims at a more empathetic, in-depth, systematic, and comprehensive understanding of the strategic security environment of the Broader Middle East region. From this knowledge base, students are better able to produce strategic intelligence—to evaluate the nature the various threats, to estimate the region's future trajectory, and to identify opportunities for U.S. policy and strategy. To achieve this goal, the course constructs and applies a conceptual framework for security and stability. At the eventful level, the course examines the more relevant history and present dynamics. At the social structural level, the course examines the various sub- and trans-regional human security structures—economic, demographic, resource, and environmental—and the political or power structures. At the cultural or ideological level, the course examines the various challenger governmentalities and conflict ideologies, including the ideological megatrends of Islamism, pan-Islamic nationalism, caliphatism, pan-Salafism, defensive jihadism, takfirism and mahdism. Finally, the course examines the non-challenger ideologies and their conflicts, including sectarianism, the regional cold

**Course Descriptions**

war, Zionism, and the Israeli-Arab conflict. From this knowledge base, students produce segments of strategic intelligence estimates for regional issues that are common to many, if not all, of its states.

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**MSI 684 Social Analysis**

Strategic-level intelligence estimates and grand strategy for contemporary threats require that we know them both empathetically and sociologically in terms of all of the complex historical, structural, and agent-related factors that have shaped their emergence and growth. Key parts of our analytical tool kit for these threats are 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. This course examines this conceptual toolkit to achieve three goals:

1. Critically evaluate the applicable sociological models for every broader category of strategic issue or threat.
2. Discuss specific instances or cases of threats within those broader issues to evaluate the utility of the theoretical framework as part of our analytical tool kit.
3. Demonstrate the ability to creatively combine the relevant models and concepts to assess the threat for one particular regional or transnational security threat, estimate its future trajectory, and appraise the opportunities to counter or contain it.

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**MSI 685 Russia: Geostrategic Intelligence Issues**

This course assesses the current and future policies and direction of Russia as it continues to redefine itself and its role in the world after the breakup of the Soviet Union in 1991. The course examines major political, economic, military, cultural, and social issues affecting regional stability and U.S. interests. Topics include traditional and newly emerging political 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.

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

This course is designed to develop a deep knowledge and understanding of the complex environment governing Central Asia today. This region is located in the critical area between Iran, Russia, China, and Afghanistan. It is a corridor between Europe and Asia that encompasses the historic Silk Road. With the drawdown in Afghanistan, Central Asia has a special strategic importance to the United States and the IC. Students examine the five nations of the area, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan 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, the issues facing it, and evaluating the U.S. intelligence activities and existing analysis of this region.

**MSI 687 The Caucasus**

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

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

**MSI 688 The Near Abroad**

This course examines the changing environment in the states of the former Soviet Union and U.S. relations with the region. The first part of the course examines the breakup of the Soviet Union and the states that resulted from this breakup, including the Baltic States (Latvia, Lithuania, and Estonia), the BUM (Belarus, Ukraine, and Moldova), the Caucasus (Georgia, Armenia, and Azerbaijan), and Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, and Tajikistan). The second part of the course examines the issues and

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problems that have arisen as a result of the breakup and how they affect the United States. The objective is to expand students' knowledge of this fascinating topic and encourage critical thinking with regard to U.S. policies toward these states. This course is designed as a follow-on to Russia: Geostrategic Intelligence Issues (MSI 685); however, the content stands alone and does not require MSI 685 as a prerequisite.

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**MSI 689**     **Russian Intelligence (Regional Security and Intelligence Department)**  
This course examines the organization, missions, capabilities, and operations of Russia's intelligence organizations. A primary objective is to enable students to assess the nature of the threat to U.S. interests posed by Russian intelligence and information operations (IOs) and the role of intelligence and IOs in Russia's government and society. In addition, the course covers U.S. efforts to counter Russian intelligence and IO activities. The course draws on readings from a variety of perspectives, including IC products, other government publications, academic writings, and Russian documents.

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**MSI 690**     **Russian Foreign Policy (Regional Security and Intelligence Department)**  
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 in class include the effects of Russia's history, the bumpy transition from being a superpower to the era of Yeltsin, and now to the Russia of Vladimir Putin, who has dominated Russian politics for 16 years. The course analyzes key topics, to include Russia's current objectives, its instruments of hard and soft power, its relations with the Near Abroad, the Middle East, China and Asia, the EU, and the U.S. One recurring issue in the course is 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.

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**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.

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**Course Descriptions**

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**MSI 698B Essentials of Conflict Analysis (Transnational Issues Department)**

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 non-violent 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 (I&W), and analysis.

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**MSI 698G Intelligence and Special Operations (Defense Intelligence Department)**

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

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**MSI 698J The Near East: Strategic Security Issues (Regional Security and Intelligence Department)**

This course aims to foster a more empathetic, in-depth, systematic, and comprehensive understanding of the strategic security issues related to the states of the historical Near East, just to the west of Iran, including Iraq, the Sunni de facto state claimed by IS, Turkey, and the Levant states. From this knowledge base, students are better able to produce strategic intelligence—to evaluate the nature of the various threats from its structures and strategies, estimate its future trajectory and reactionary tendencies, and identify opportunities for U.S. policy and strategy. To achieve this goal, the course constructs and applies the following five-part conceptual framework for security and stability for each state:

*Course Descriptions*

1. The historical and cultural contexts leading to the state's political cultures.
2. The economic, demographic, resource, and environmental human security structures and trends.
3. The state's political or power structure, including the patronage networks, the deep state, and state institutions.
4. The internal challenges, societal movements, and associated internal regime security strategies and conflicts.
5. The external threats, alliances security strategies, foreign policy, conflicts, and hard and soft power capabilities.

Additionally, students produce segments of strategic intelligence estimates that emphasize these factors of state stability and security.

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**MSI 698K Arabian Peninsula and North Africa: Strategic Security Issues (Regional Security and Intelligence Department)**

This course aims at a more empathetic, in-depth, systematic, and comprehensive understanding of the strategic security issues related to the states of the Arabian Peninsula and North Africa. From this knowledge base, students are better able to produce strategic intelligence—to evaluate the nature of the various threats from its structures and strategies, estimate its future trajectory and reactionary tendencies, and identify opportunities for U.S. policy and strategy. To achieve this goal, the course constructs and applies for each state the following five-part conceptual framework for security and stability:

1. The historical and cultural contexts leading to the state's political cultures.
2. The human security structures and trends—economic, demographic, resource, and environmental.
3. The state's political or power structure, including the patronage networks, the deep state, and state institutions.
4. The internal challenges, societal movements, and associated internal regime security strategies and conflicts.
5. The external threats, alliances, and security strategies, foreign policy, conflicts, and hard and soft power capabilities.

Additionally, students produce segments of strategic intelligence estimates that emphasize these factors of state stability and security.

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**Course Descriptions****MSI 698V Homeland Intelligence Warning Field Engagement (Transnational Threats Department)**

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.

**MSI 699 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 MSSSI Program Director. Students may use a Directed Readings course to satisfy an elective course requirement.

**Master of Science and Technology Intelligence**

The program requirements or electives within the MSTI degree program are described in the subsections that follow.

**MST 613 Science and Technology**

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

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

The course examines S&T from a global perspective—studying its use and



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

**School of Science & Technology Intelligence Electives****MST 604 Data Analysis**

This course provides an educational foundation and practical exposure to the complexities and challenges of utilizing large data sets in intelligence analysis. Students assess and evaluate data using a variety of data analytics tools and techniques.

**MST 629 Strategic Crisis Exercise**

This course explores applying intelligence to operational and strategic crisis planning. \* Six weeks of classroom instruction prepare students to participate in exercises hosted by the services' war colleges or a CCMD. Students enhance the intelligence value of the exercise by role-playing in BLUE (friendly), RED (adversary), or WHITE (control) functions. Students are challenged by time-constrained decisionmaking as they evaluate policy and strategy options, assess the effects of threats, resolve conflicting information, and develop and revise intelligence estimates in a rapidly evolving crisis situation. Simulations and gaming help students understand the challenges inherent in effective intelligence planning across a broad spectrum of scenarios: regional wars, military contingencies, homeland defense, humanitarian assistance, and peacekeeping operations.

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

**MST 653 Advanced Science and Technology**

This course is designed as a follow-on to MST 613: Science and Technology, for students interested in current intelligence on S&T topics. The course reviews current intelligence collection, reporting, and analysis of S&T topics introduced in MST 613 and 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, WMDs, CBRN-E, missile systems, proliferation, cyber capabilities, conventional weapons, environmental concerns, health, space and counterspace, and arms control. The course also

**Course Descriptions**

considers U.S. S&T capabilities that support collection and analysis on S&T topics and students present observations from their research for class discussion. (Prerequisite: MST 613.)

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

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

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**MST 656    The Economics of Technology**

This course examines economic theories, technological innovation, and labor as they apply to technology and innovation. In addition, this course assesses emerging technologies in the context of how they are adapted in society. Students assess how technological innovations affect the economy and evaluate noted economists' historic writings and their attempts to explain how technology variables affect the larger economy.

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**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 defines and assesses the various meanings of that term, but pays specific attention to its tactical, strategic, and intelligence-related aspects. Students explore case studies as the primary learning vehicle of the S&T-related implications of technology transfer, with particular focus given to its organizational, analytical, political, legal, and economic dimensions. Using specific case studies, the real-world implications of technology transfers—as they apply to the development or diminishment of national power and to the underlying economic health of the nation—become clear.

**Course Descriptions****MST 658      Infrastructure Vulnerability Assessment**

This course introduces students to a range of issues concerning critical infrastructure, defined from a variety of perspectives: economic, military, national, and local. Issues of identification, mapping, assessment, and ranking infrastructure are addressed, as are the concepts of vulnerability and risk assessment from the perspectives of the attacker and the defender. Viewing infrastructure as an essential enabler of current living standards and social cohesion, the course analyzes the weaponization potential of the same national assets by adversaries. The class uses actual examples wherever possible to convey the full potential effect of the misusing ubiquitous, but largely unrecognized, local and national assets on surrounding communities.

**MST 660      Introduction to Denial and Deception: History, Concepts, Issues, and Implications**

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

**MST 661      WMD Terrorism**

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

**Course Descriptions****MST 662 Denial and Deception: Psychological/Cultural Aspects, and National Security Decisionmaking**

This course gives students insight into the potential effect that the psychological aspects of deception and self-deception play on effective intelligence analysis, addresses the unique role that culture plays on perceived truth and falsity, and investigates the critical nodes of U.S. national security decision making that are potentially vulnerable to foreign manipulation via D&D practices. Students' examine the psychological and organizational filters that can distort the search for ground truth. The content underscores the critical decision making points in the U.S. national security structure and identifies how those decisions can potentially be manipulated. The course also delves into the unique nature of several specific cultures, with the intent of highlighting the importance of judging, assessing, or analyzing foreign events through the culture's particular experience and mindset.

**MST 663 WMD: Counterproliferation**

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

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

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

**MST 665 The Biological Threat**

This course addresses the intelligence implications of the biological threat in warfare, terrorism, and criminal activities, then examines the scope of biological agents and their potential for deployment against humans, animals, and plants, and the relevant aspects of prophylaxis and therapeutics. Students distinguish indicators and warnings associated with the properties of agents, production

**Course Descriptions**

facilities, and enablers presenting risk to national security. Students are introduced to the intelligence functions, activities, and mechanisms to counter this threat.

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**MST 667     The Nuclear Threat**

This course addresses the technical and intelligence issues associated with foreign nuclear weapons programs that may be used in warfare, terrorist actions or criminal activity. It provides a comprehensive understanding of the technology and intelligence issues involved in nuclear weapons programs, from the basic nuclear fuel cycle and materials production, to the basic physics of nuclear weapons. Students study the evolution of nuclear weapons from the Manhattan Project, through current day foreign nuclear weapons programs and distinguish intelligence indicators and warnings associated with these adversary programs. Individual foreign programs are discussed and the unique intelligence collection and counter-proliferation challenges they pose to the IC.

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**MST 668     Denial and Deception: Tradecraft, Tools, and Methodology**

The primary intent of the course is for the student to gain a deeper understanding of how to integrate, apply and implement a variety of time tested counter D&D methodologies and tradecraft.

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**MST 669     The Chemical and Explosive Threat**

This course addresses technical and policy issues associated with chemical weapons that may be used in warfare, terrorist actions, or criminal activity, and provides a comprehensive understanding of the chemical and explosive categories of WMD. Distinctions are made between this and other classes of WMD and students examine the effects and status of each type of chemical and explosive threat. The course also reviews and discusses intelligence indicators and warnings of foreign efforts to develop and employ chemical and explosive weapons associated with adversarial systems.

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

This course provides the essential principles, components, and technologies of space and missile systems. Students compare and contrast space-based applications, including orbital and interplanetary propulsion and sensing systems, in both the military and civilian context. This course supplements a fundamental understanding of propulsion systems and accompanying laws of thermodynamics with analyses of the range of physical manufacturing techniques and

**Course Descriptions**

chemistry issues that make such vehicles possible. An examination of guidance, control, warhead design, and delivery techniques—including penetration aids—provide a comprehensive understanding of the strategic aspects of this technology. Students also analyze and relate capabilities of U.S. and foreign systems to implications of national security and the proliferation of ballistic missiles.

**MST 672 Intelligence and the Changing Global Resource Environment**

This survey course assesses global land, energy, food, water, and mineral resource markets and related intelligence issues and outlooks. Students examine how natural resources, the environment and energy and power market issues, can inform, constrain, and affect issues of strategic intelligence. Understanding adversarial adaptations and uses of global resources is an essential component to analyzing geopolitical objectives and intent.

**MST 674 Identity Intelligence**

I2 performs two primary functions: discover/reveal threat identities and protect/conceal friendly identities from foreign entities. The course examines the conceptual foundations, supported missions, organizations, technologies, tools, and policy and legal considerations involved with conducting identity discovery/reveal operations. Additionally, students learn I2 enterprise best practices, tools, authorities, and trends associated with protecting/concealing friendly identities from FIS and law enforcement entities.

**MST 675 Electrical Power Systems and Distribution**

Modern electrical power generation, transmission, and distribution systems are the interconnected networks for delivering electricity from suppliers to consumers. Power generation systems represent a vitally important strategic resource because they provide the infrastructure for transmitting and transforming energy for industrial, communication, military, and transportation uses. This course introduces power generation, transmission, and distribution from a strategic intelligence perspective, providing students with an understanding of the modern systems that provide electrical power. The course covers components of the history and economics of power production, modern power systems, smart grid technologies, and current worldwide regional trends in power production.

**Course Descriptions****MST 680 Strategic Intelligence and Information Power**

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

**MST 681 Propaganda, Persuasion, and Influence**

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

**MST 682 Cyber Intelligence**

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

**MST 684 Cyber Threat**

The Cyber Threat course provides students the framework with which they 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 non-state actor information and cyber strategies, cyber-attack processes, attack vectors, exploitation, espionage, and D&D.

**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 S&T foundations. This enhanced



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perspective should enable the student to provide strategic intelligence support as it relates to social networks.

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**MST 686 Network Operations Environment—Engagement**

The Network Operations – Engagement course focuses on understanding and assessing network operations, exploitation, and activities in a unique, stand-alone network environment.

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**MST 687 The Advanced Information Power Seminar**

This seminar enables students to analyze strategic problems in information power affecting U.S. national interests, assess adversarial information strategies and tactics, create intelligence support requirements, and synthesize potential solutions to information-based confrontations in the global information environment. The course uses a table-top strategic exercise in which BLUE-Force victory is not presumed. The seminar required the students to analyze and integrate nested scenario-driven events to determine adversary information activities and intents, anticipate and counter asymmetric information advantages, generate intelligence requirements and assessments, and solve the complexities of strategic intelligence support for information conflict. The aim of this course is to prepare the intelligence professional to analyze, evaluate, and solve both anticipated and unexpected strategic intelligence challenges in the increasingly contested global information environment.

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**MST 698 Special Topics**

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

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**MST 6980 Data Science Applications**

This course focuses on 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.

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*Course Descriptions***MST 698P    Advanced Cyber Intelligence**

This advanced cyber course builds on the use of cyber intelligence in the operational environment. The focus is on applying capabilities to assess data gathered in the field combined with other multisource intelligence. Students enhance their command of the cyber operational domain and system exploitation. (Prerequisite: MST 604 or MST 686.)

**MST 699    Directed Readings**

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

**Bachelor of Science in Intelligence**

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

**BSI 401    Globalization and the Intelligence Landscape**

The dynamics of globalization have resulted in the development of new challenges shaping the intelligence mission. These challenges include the effects of the global human migration, rapid information dissemination, environmental degradation, natural resource scarcities, disease, financial crises, terrorism, organized crime, and WMD proliferation. The information revolution and advances in S&T provide both threats and opportunities. This course explores the nature and dynamics of the emerging global environment in the context of U.S. national security and challenges for intelligence analysis and collection, both now and in the future. The course examines globalization's effects on transnational issues that affect regional stability, such as demographic shifts and migration movements, the environment and health, competition for natural resources, ethnic and other forms of internal conflict, terrorism, WMD proliferation, and organized crime.

**BSI 403    Intelligence Analysis**

How does information become meaningful intelligence? As information is analyzed, meaning is created. This course examines the logic of reasoning, critical thinking, argumentation, and analytical methodologies applied against a wide range of intelligence problems. Assessing key intelligence failures lays the foundation for addressing methodologies and possible pitfalls, such as

**Course Descriptions**

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.

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**BSI 405      Collection Assets and Capabilities**

This course evaluates key U.S. intelligence collection assets and capabilities that are applied to national intelligence requirements. Topics include the capabilities and limitations of assets corresponding to the five intelligence collection disciplines: HUMINT, GEOINT, SIGINT, MASINT, and OSINT. Students examine intelligence collection assets to determine their organizational structure, the collection infrastructure (technologies, systems, and institutions), and the collection tasking system.

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**BSI 407      The Nature of Conflict and Conflict Capabilities**

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

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**BSI 409      Intelligence and National Security Strategy**

Today's intelligence professionals must understand the role intelligence plays in formulating and executing the U.S. national security strategy. These strategies provide the intellectual framework for the evolution and application of U.S. instruments of national power. This course focuses on the tenets of U.S. national security, warfighting strategies, and the context of influencing nation-

**Course Descriptions**

al security strategies development. Globalization provides the backdrop to discuss 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.

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**BSI 411 Culture and Identity in an Age of Globalization**

The highly distributed and dispersed global operations observed in recent years—from Timor to Bosnia, Baghdad, and Kabul—underscore the importance of conducting uniquely-tailored missions in different environments. The pressures of globalization challenge the ability of individuals and nations to maintain “identity.” The mix of cultural groups, languages, religions, customs, and beliefs occurring in nation-states can shape an official identity. However, individuals and nonstate actors also seek to forge their own identities 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.

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**BSI 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.

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**BSI 415 Terrorism: Origins and Methodologies**

Terrorism represents one of the most palpable threats to U.S. security interests. This course examines the terrorism phenomenon within the context of the social sciences. Particular emphasis is placed on introducing basic techniques for analyzing the causes, strengths, and weaknesses of key forms of terrorism,

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with a view toward facilitating intelligence capabilities to develop preemptive and countervailing strategies.

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**BSI 417 Intelligence: Building Stability and Peace**

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

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**BSI 419 Denial and Deception**

The accuracy and credibility of the IC rest upon its ability to determine ground truth in an environment characterized as information-competitive, with extensive foreign knowledge of intelligence sources, methods, and analytical techniques. Deception analysis equips the intelligence analyst with the information and tools necessary to identify both deception and the larger strategic picture that drive potential adversaries to implement advanced deception operations against the United States. This course establishes a historical, thematic, and contemporary context that provides the fundamental perspective and foundational knowledge required to successfully counter D&D activities.

This course is divided into three parts. Part I examines the fundamental principles and historical events through supporting case studies by focusing on the effects of D&D that permeate and influence the world of the D&D analyst. Part II outlines operational and strategic deceptions and illustrates their effects on leadership and intelligence analysis. Part III focuses on influence operations, offensive CI, and the effect of D&D on surprise, strategic warning, and U.S. national security objectives.

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**Course Descriptions****BSI 421 Information Operations**

The power of information lies at the heart of cooperation and conflict, while state and nonstate actors, groups, and individuals adapt to, and exploit, the “Global Commons.” This course examines the global information environment and its effects on U.S. national security strategy and military operations. Students view essential paradigms and concepts, policies, doctrines, and practices of information operations from a strategic intelligence perspective supporting U.S. information operations planning and strategy. The course analyzes U.S., coalition, and adversarial information operations and examines the exploitation of the global information environment in conducting national security operations at the strategic and operational levels of conflict.

Additionally, the course explores intelligence-related aspects of planning and executing in-theater, interagency, and international IO across the physical, informational, and cognitive dimensions of the information environment.

**BSI 425 Homeland Security and Intelligence**

This course evaluates the role, structure, composition, missions, capabilities, and limitations of homeland security, the IC, and key law enforcement institutions, in light of the strategic security environment and probable threats. Students apply national security strategy and policy to the homeland security environment. Students gain an understanding of how intelligence capabilities are applied to 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.

**BSI 427 Proliferation of Weapons of Mass Destruction**

This course examines the role of intelligence in analyzing threats from adversarial state and nonstate actors possessing or aspiring to acquire WMDs to use against the U.S. homeland and global interests. It explores the capabilities and consequences of current and emerging revolutionary advances in S&T that can be used by adversaries to perfect nuclear, biological, and chemical weap-

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ons. 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 WMDs. The course explores the motives for and means of acquiring and developing WMDs and encourages students to think analytically and critically about the causes and consequences of nuclear proliferation.

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**BSI 431 Africa: Intelligence Issues**

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

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**BSI 433 Middle East: Intelligence Issues**

This course examines cultural, social, political, and economic underpinnings crucial to understanding the challenges for U.S. national security and the role of intelligence warning, analysis, and collection in the region. The course examines the importance of Islam, the history of Western involvement, and regional political and security issues, such as terrorism, the promotion of democracy, and prospects for economic development. The course also addresses specific issues, such as the Arab-Israeli conflict, Persian Gulf security (including issues pertaining to Iraq and Iran), WMD proliferation, and access to hydrocarbon reserves.

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**BSI 435 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, the United States, and other specific states, such as Iran. Current and emerging security challenges, including regional stability, terrorism, criminal activities, transnational threats, and socioeconomic factors that affect regional and global security, are discussed, along with implications for intelligence collection and analysis.

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**Course Descriptions****BSI 437 South Asia: Intelligence Issues**

This course provides students with a basic understanding of the drivers and causes of conflict and instability in South Asia, focusing particularly on the intertwined relations between India, Pakistan, and Afghanistan. The course explores the historical and cultural sources of the region's extremism; its ethnic, communal, and sectarian conflict; and its potential flashpoints, including Kashmir. The course examines the historical and contemporary decision points and challenges that have brought India global stature as an economically dynamic democracy, yet have yielded a struggling and conflict-ridden state in Pakistan, nuclear proliferation, and safehaven for a range of militant Islamist groups. Students also explore the nature of Afghan governance, Afghanistan's current and future prospects, and Indian-Pakistani competition there for influence. The course concludes with a look at the region's future prospects and the enduring nature of U.S. strategic interests there.

**BSI 439 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 tensions over natural resources. Recognizing that China is emerging as a global power, the course addresses priority intelligence challenges, such as China's grand strategy, military modernization, Taiwan and the Korean Peninsula, ethnic tensions, and regional security.

**BSI 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, socio-political, 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.

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**BSI 495 Analytic Methods**

This course strengthens analytic tradecraft to foster critical thinking and provide the opportunity to develop and implement innovative approaches to analyzing complex intelligence problem sets. 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 BSI 497: Capstone Integration.

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**BSI 496 The 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 NIPF. Case studies drawn from classified intelligence literature provide substantive examples that demonstrate the interdependence between collectors and analysts. Students apply analytic methods and full-spectrum collection capabilities in ways that satisfy priority intelligence requirements, provide I&W, and identify intelligence information gaps for policy, planning, and operations against significant intelligence problems.

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**BSI 497 Capstone Integration**

Understanding the dynamic and complex relationships between analysis, collection, and warning are the key challenges facing the IC. This capstone project requires students to experience the dynamics of a significant intelligence problem, while integrating the challenges of analysis, warning, and collection. The goal of the course is for students to successfully apply research and data collection, carry out a comprehensive project, and complete a final written product.

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**BSI 498 Special Topics in Intelligence**

This course designation is used for one-time-only courses on special topics in intelligence. Such courses may be created to take advantage of special expertise of a visiting professor or to meet the needs of a timely intelligence topic. Special Topics are also candidate courses for permanent listing in future curricula.

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**BSI 498B Capstone Research and Design**

This course is designed to prepare students for the undergraduate-level research and design needed to complete their CAPSTONE project. The undergraduate CAPSTONE experience is designed to bring reflection and focus to the whole of the college experience. This course encourages students to integrate

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facets of their coursework with important concepts from related intelligence disciplines. Students learn and practice the skill of acquiring and synthesizing original research and empirical data that includes intelligence reports, academic literature, and seminar-based classes. This course provides the student with a starting point for successfully completing a CAPSTONE project on a national security- and intelligence-related topic, thus making an important contribution to the body of intelligence knowledge.

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**BSI 498C Counterintelligence**

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

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**BSI 498D Drug Intelligence**

This course examines the nature of international drug trafficking and its interaction with other transnational crime and security issues. It explores the effect of drug trafficking on global security by addressing its interrelationships with global issues. The potential and actual effect of intelligence processes and structures in drug intelligence are considered throughout the course. The course identifies, compares and analyzes the challenges and successes of intelligence within counterdrug and policy efforts. Related topics, such as human networks, money laundering, corruption, terror finance, trade, and tax violations are considered in relation to counternarcotics and the role of intelligence in these complex issues.

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**BSI 498E Europe: Intelligence Issues**

Europe contains many of the U.S. allies who provide critical strategic platforms to pursue American national security strategies. This course focuses on the reality of contemporary European and American national security strategies. It also focuses on how U.S. allies meet U.S. expectations in contributing to multi-lateral and coalition efforts. European cooperation depends on agreement with overall U.S. strategic aims, the capacity and will to assist, and the ability to cope with burgeoning domestic challenges. Students explore NATO and EU cooperation and competition, disputes among various European states, and the effects

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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.

**BSI 498F Transnational Threats**

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

**Certificate of Intelligence Studies Program****CIS in Africa: Strategic Intelligence Studies**

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

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

**MSI 572 Africa: Intelligence and National Security Strategy**

This course addresses U.S. national security policy towards Africa and the role of intelligence in formulating it, to include:

1. The physical, cultural, and historical contexts of Africa and their effects on security trends
2. U.S. national interests in Africa

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3. the formulation and practice of U.S. foreign policy in Africa, from the Carter Administration to the current Administration
4. The role of other outside actors, both governmental and non-governmental
5. The part played by the IC in helping shape and implement policy towards Africa.

**MSI 573 Africa: Regional Conflicts and Its Causes**

This course introduces why political, class, economic, and social issues have been integral components of the colonial scramble for Africa, the decolonization process, the Cold War struggle, the emergence of the independent post-colonial state, and the spread of globalization. By looking at past and current conflict in key regions of Africa, this course examines some fundamental questions including:

1. What is conflict? Who are the key actors?
2. What are the causes of conflict?
3. What are the types and levels of conflict?
4. What are the salient theories that seek to explain these conflicts?
5. Who are the major contributors to the study of conflict, both international conflict in general and in Africa in particular?

**MSI 574 Africa: Conflict Management Challenges**

This course examines Africa's capacity to manage conflicts within the region. In addition to past and current conflict cases, it examines conflict management organizations, their organs, instruments, and mechanisms with the aim of identifying where progress in conflict management – including prevention – has been/is being made. This course also examines whether and how the region is capable of managing the complex array of conflicts that could arise from intra-state, interstate, and trans-regional issues and challenges as Africa's population grows and compete for living space and resources.

**CIS in China: Intelligence Concerns**

This certificate prepares students to critically identify, analyze, and forecast to the IC current and emerging intelligence and security concerns regarding China. The courses addresses warning, analysis, and collection challenges for China, including internal stability and governance, grand strategy, global security engagement, and foreign policy. This course also discusses critical issues, such as China's military modernization, campaign strategies, IO, and intelligence operations.

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**MSI 576 Introduction to China Intelligence Studies**

This course provides students with a fundamental and comprehensive understanding of the internal and external variables influencing China's nation-state behavior across a range of current and future intelligence and national security issues. Particular focus is on assessing potential outcomes of China's comprehensive modernization to include the myriad of domestic economic reforms internal social and ethnic instability; leadership, party-state political institutions, and the legal system; natural resource and environmental challenges; and key development strategies for infrastructure, industry, services, and technology. Analysis of China's internal stability and governance challenges are contrasted with China's expanding activities and influence in trade, finance, and economic cooperation within the region and globally. The objective of this course is to produce an analytical assessment of a key intelligence issue involving China in the future.

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**MSI 577 China National Strategy and Foreign Policy**

This course familiarizes students with the background, drivers, and academic approaches to assessing China's evolving national strategy and foreign policy. Particular focus is on the internal and external variables influencing China's aspirations, activities, and likely future trajectories of its re-emergence as a great power both regionally and globally. The course examines how China's national interests are evolving and expanding and what effects these are having on stability throughout the region and beyond. Students identify, analyze and synthesize issues involving cooperation, conflict, and foreign policy relations between China and the U.S., as well as other regional powers around the globe. Students identify, analyze, and evaluate the conditions, causes, and effects involving China in a range of priority intelligence issues, to include bilateral and multilateral state-to-state relations and foreign policies; economics, trade, and finance; regional and international institutions; and transnational security issues. The objective of the course is for students to develop a future-oriented assessment in response to a key intelligence question about China's national strategy, current or potential conflicts, and the range of variables affecting China's foreign policy behavior and practices.

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**Course Descriptions****MSI 578 China Military Capabilities and Strategy**

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

**MSI 579 China's Intelligence and Information Operations**

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

**CIS in Counterintelligence**

The Certificate of Intelligence Studies in CI prepares students to critically evaluate the efforts of U.S. CI agencies to mitigate the FIS threat to the United States. The courses examine the U.S. CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and U.S. national security strategy. The courses also address the organization and mission of the U.S. CI organizations and 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 FIS threat, including espionage, influence operations, economic



*Course Descriptions*

espionage, and cyber intrusions. The certificate courses also explore criticism of the U.S. CI effort, alternative approaches to CI, and the future of CI in a globalized information environment.

The certificate of intelligence studies in Counterintelligence is comprised of the following four courses:

<b>MSI 579</b>	<b>China’s Intelligence and Information Operations</b>
<b>MSI 658</b>	<b>Comparative Intelligence</b>
<b>MSI 661</b>	<b>Counterintelligence</b>
<b>MSI 689</b>	<b>Russian Intelligence</b>

**CIS in Eurasia**

The Graduate Certificate in Eurasian Studies is designed for students who want to develop a deeper understanding of Russia and the countries of the Near Abroad. With the end of the Cold War and the breakup of the Soviet Union, many thought that U.S. security concerns with the region would decrease. Instead, concerns relating to this part of the world have increased and have become more complex. Regional conflicts; the security of materials that could be used to produce WMD; the growth of organized crime and the trafficking of drugs, arms, and human beings; economic, health, and demographic problems; and the spread of radical Islam and cyber threats are just some of the concerns that affect not only Eurasia, but—through association—the rest of the world. By studying these and other issues and how they affect the various parts of the former Soviet space (Russia, the Baltics, BUM, the Caucasus, and Central Asia), students develop the in-depth understanding that allows them to serve as regional specialists and analyze events and their effects on U.S. national security.

The graduate certificate in Eurasia is comprised of the following four courses:

<b>MSI 685</b>	<b>Russia: Geostrategic Intelligence Issues</b>
<b>MSI 686</b>	<b>Central Asia: Geostrategic Intelligence Issues</b>
<b>MSI 688</b>	<b>The Near Abroad</b>
<b>MSI 690</b>	<b>Russian Foreign Policy</b>

**CIS in Leadership and Management in The Intelligence Community**

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

## Course Descriptions

analyze real-world intelligence challenges and use tools immediately applicable to their daily environment.

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

Students in this certificate program comprehend the complexities involved in leading and problem solving within the IC. They analyze IC challenges that cross organizational lines and study optimal interagency decisionmaking and information sharing. They also develop realistic and feasible solutions based on applying leadership principles, best practices, bureaucratic skills, and legal/ethical considerations.

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### **MSI 501 Leadership and Intelligence**

This course explores and applies the tenets of leadership within the context of the IC. The course examines current challenges 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.

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### **MSI 502 Leadership, Intelligence, and National Security Decisionmaking**

This course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. Students examine relationships among primary actors using a combination of theory and real-world examples. Participants better understand and appreciate how the interagency processes, resource management, and IC oversight affect the process of developing and executing U.S. national security policy.

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### **MSI 503 National Security Law and Ethics**

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

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**Course Descriptions****MSI 504 Organizational Management and Change**

This course explores and applies tenets of business management to the IC by studying group dynamics, organizational change theories, business decision-making, 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.

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**CIS in Strategic Warning Analysis**

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

**MSI 511 History of Warning Intelligence**

This course provides a historical perspective of the experiences of the United States and other nations in providing warning to policymakers. It addresses both warning successes and failures and covers methodological and organizational lessons learned 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.

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**MSI 512 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

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**Course Descriptions**

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.

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**MSI 513      Warning Theory and Methodologies**

This course surveys the menu of analytical techniques compiled since the September 11, 2001 attacks that help address the challenges of producing effective warning intelligence. The course begins with a more in-depth discussion of the analytical pitfalls, then discusses methods to help overcome them. The course reviews the methodology developed during the Cold War, analyzes indicator-based scenario, 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.

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**MST 660      Introduction to Denial and Deception: History, Concepts, Issues, and Implications**

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

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*Course Descriptions*

**MSI 598      Special Topics**

This course designation is used for new CIS topics. Special Topics are also candidate courses for permanent listing in future curricula.

**CIS in Homeland Intelligence**

The graduate certificate in Homeland Intelligence provides an in-depth examination and evaluation of intelligence gathered and used domestically by the intelligence, law enforcement, and private sectors to address the significant national security threats that face the United States. Intelligence areas covered within this program span border security, transportation security, counterterrorism, homegrown violent extremism, cyber threats, and transnational organized crime. This certificate integrates critical areas such as infrastructure protection, counterterrorism and warning in a stimulating manner that enables student learning at the highest levels.

The graduate certificate in Homeland Security is comprised of the following four courses:

<b>MSI 657</b>	<b>Intelligence to Protect the Homeland</b>
<b>MSI 659</b>	<b>Countering the Terrorist Threat</b>
<b>MSI 698V</b>	<b>Homeland Intelligence Warning Field Engagement</b>
<b>MST 658</b>	<b>Infrastructure Vulnerability Assessment</b>

*Course Descriptions*

## NIU Leadership

**President: J. Scott Cameron.**

B.S., Delaware Valley University; M.S., University of Florida; Ph.D., Michigan State University.

**Executive Vice President, University Operations and Chief of Staff:**

**Michael E. Senn, Colonel, U.S. Army.**

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

**Executive Vice President and Provost: Susan M. Studds.**

B.A., Hanover College; M.S., Miami University; Ph.D., University of Maryland, College Park.

**Vice President for Finance and Administration: Stephen J. Kerda**

B.A., Drew University; M.P.A., Western Kentucky University.

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

**Vice President for Outreach and Institutional Advancement: Frederick P. Hammersen.**

B.A., Virginia Military Institute; M.A., University of Virginia; M.S.S.I., National Intelligence University; Ed.D., The George Washington University.

**Dean, College of Strategic Intelligence: Daniel L. Burghart.** B.A., University of Illinois; M.A., University of Wisconsin; Ph.D., University of Surrey.

**Dean, Oettinger School of Science and Technology Intelligence: Brian T. Holmes.**

B.S., University of Delaware; Ph.D., Clemson University.

*Course Descriptions*

**Director, Institutional Effectiveness: Ellen Rosenthal, Commander, U.S. Navy (Ret.)**

B.S.Ed, Cleveland State University; MBA, Golden Gate University.

**Director, University Library: Elizabeth Ventura.** B.A. Towson University; M.L.S., University of North Carolina at Chapel Hill.

**Director, Student Affairs and University Registrar: Eric H. Stupar.** B.A., Chaminade University of Honolulu; M.S.S.I., National Intelligence University; M.A., American Public University.

**Director, Information and Educational Technology: Ryan C. Burr.** B.S., Excelsior College; M.S., University of Maryland University College.



*NIU Leadership*

# National Intelligence University



*In recognition of scholarly achievement and distinguished service  
and on nomination of the Faculty of the University  
hereby confers upon*

## **Honorary Degree Recipients**

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**2017** None awarded

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**2016** President George Herbert Walker Bush  
Sir Richard Dearlove, OBE, KCMG

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**2015** Judge William Webster

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

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

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**2012** Honorable Michael J. Rogers  
ADM Robert E. Kramek, USCG (Ret.)

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

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

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*Honorart Degree Recipients*

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

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

---

**2006** Ambassador John D. Negroponte

---

**2005** Dr. Rita Colwell

---

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

---

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

---

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

---

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

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**2000** Senator Richard C. Shelby

---

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

---

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

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

**1996** Representative Larry Combest

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*Honorary Degree Recipients*

**1995** Lt Gen James R. Clapper, Jr., USAF (Ret.)

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**1994** Mr. Dennis M. Nagy  
Lt Gen Ervin J. Rokke, USAF

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**1993** Mr. Whitney E. Reed

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**1992** RADM John M. McConnell, USN  
Maj Gen Frank B. Horton III, USAF

---

**1991** Gen Alfred M. Gray, USMC  
LTG Harry E. Soyster, USA

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**1990** Senator William S. Cohen  
Mr. John F. Blake

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**1989** Representative Anthony C. Beilenson  
Mr. Maurice A. Sovern  
Lt Gen Brent Scowcroft, USAF (Ret.)  
Mr. Gordon Negus  
Ms. Eloise Randolph Page

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**1988** Dr. Robert M. Gates  
Dr. William F. Scott  
Lt Gen Leonard H. Perroots, USAF

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**1987** Gen Robert T. Herres, USAF  
Dr. Edward Teller  
LTG Sidney T. Weinstein, USA  
RADM Jerome L. Johnson, USN  
Representative Louis Stokes  
Dr. Robert L. Plumb  
VADM William O. Studeman, USN

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*Honorary Degree Recipients*

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

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

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

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

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

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**1981** COL Bruce F. Williams, USA

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*Academic Calendar 2019–20*



**ACADEMIC CALENDAR 2019–20**

*THIS CALENDAR IS SUBJECT TO CHANGE*

**FALL QUARTER 2019**

- AUG 12-23**      Orientation for full-time students
- AUG 23**        Orientation for part-time students
- AUG 24-25**    First Fall Reserve Monthly weekend
- AUG 26**        Fall Quarter begins
- AUG 26**        Convocation (mandatory for full-time students)
- AUG 30**        Last day to add a course
- SEP 2**          Labor Day Holiday
- SEP 6**          Last day to drop a course
- SEP 14-15**    Second Fall Reserve Monthly weekend
- SEP 27**        Last day to withdraw from a course
- OCT 14**        Columbus Day Holiday
- OCT 19-20**    Third Fall Reserve Monthly weekend
- NOV 1**         Last day to submit thesis for December graduation
- NOV 6**         Fall Quarter ends
- NOV 7-19**    Research Period

*Academic Calender 2019–20*

- NOV 11** Veterans Day Holiday observed
- NOV 12** Fall Quarter grades due
- NOV 16-17** Fourth Fall Reserve Monthly Weekend

**WINTER QUARTER 2018–2019**

- NOV 20** Winter Quarter begins (this is a Wednesday)
- NOV 26** Last Day to add a course
- NOV 27-29** Thanksgiving Holiday recess
- DEC 6** Last day to drop a course
- DEC 7-8** First Winter Reserve Monthly weekend
- DEC 20** Last day to submit T-1 for July graduation
- DEC 21–JAN 6** Winter Reading Period
- JAN 1** New Year’s Day Holiday
- JAN 4-5** Second Winter Reserve Monthly weekend
- JAN 6** Winter Quarter resumes
- JAN 10** Last Day to withdraw from a course
- JAN 20** Birthday of Martin Luther King, Jr., Holiday
- JAN 25-26** Third Winter Reserve Monthly weekend
- FEB 8-9** Fourth Winter Reserve Monthly weekend
- FEB 17** Washington’s Birthday Holiday
- FEB 18** Winter Quarter ends
- FEB 19-MAR 1** Research Period
- FEB 21** Winter Quarter grades due

**SPRING QUARTER 2020**

- MAR 2** Spring Quarter begins

<b>MAR 6</b>	Last day to add a course
<b>MAR 7-8</b>	First Spring Reserve Monthly weekend
<b>MAR 13</b>	Last day to drop a course
<b>MAR 28-29</b>	Second Spring Reserve Monthly weekend
<b>APR 3</b>	Last day to withdraw from a class
<b>APR 25-26</b>	Third Spring Reserve Monthly weekend
<b>MAY 8</b>	Spring Quarter ends
<b>MAY 9-17</b>	Research Period
<b>MAY 13</b>	Spring Quarter grades due
<b>MAY 16-17</b>	Fourth Spring Monthly Reserve Weekend

### **SUMMER QUARTER 2020**

<b>MAY 18</b>	Summer Quarter begins
<b>MAY 22</b>	Last day to add a course
<b>MAY 25</b>	Memorial Day Holiday
<b>MAY 29</b>	Last day to drop a course
<b>JUN 8-19</b>	Reserve Monthly Intensive term
<b>JUN 12</b>	Last day to withdraw from a course
<b>JUL 14</b>	Summer Quarter ends
<b>JUL 14</b>	Final Thesis Turn-in Date NLT 1500
<b>JUL 17</b>	Summer Quarter grades due
<b>JUL 20</b>	Graduation Award decisions due NLT 1200
<b>JUL 30</b>	Commencement Rehearsal
<b>JUL 31</b>	Commencement Ceremony



*Acronym List*

## Acronym List

<b>American Council of Education</b>	ACE
<b>Army Educational Requirements System</b>	AERS
<b>Air Force Base</b>	AFB
<b>Academic Policy and Standards Committee</b>	APSC
<b>Virginia Tech’s Advanced Research Center</b>	ARC
<b>Board of Visitors</b>	BOV
<b>Bachelor of Science in Intelligence</b>	BSI
<b>command and control</b>	C2
<b>command, control, communications, and intelligence</b>	C3I
<b>chemical, biological, radiological, nuclear, and high-yield explosive</b>	CBRN-E
<b>combatant commands</b>	CCMDs
<b>continuing education</b>	CE
<b>Chief Executive Officer</b>	CEO
<b>Counterintelligence</b>	CI
<b>Central Intelligence Agency</b>	CIA
<b>Certificates of Intelligence Studies</b>	CIS
<b>Chairman of the Joint Chiefs of Staff</b>	CJCS
<b>College Level Exam Program</b>	CLEP
<b>Commission on New Technological Uses of Copyrighted Works</b>	CONTU
<b>Chief of Staff</b>	COS
<b>College of Strategic Intelligence</b>	CSI
<b>Center for Strategic Intelligence Research</b>	CSIR
<b>Denial and Deception</b>	D&D
<b>Drug Enforcement Administration</b>	DEA
<b>Department of Homeland Security</b>	DHS
<b>Defense Intelligence Agency</b>	DIA
<b>DIA Instruction</b>	DIAI
<b>Defense Language Institute</b>	DLI
<b>Defense Language Proficiency Test</b>	DLPT
<b>Director of National Intelligence</b>	DNI
<b>Department of Defense</b>	DoD
<b>Department of Energy</b>	DOE

*Acronym List*

<b>Department of State</b>	DoS
<b>DANTES Subject Standardized Test</b>	DSST
<b>European Academic Center</b>	EAC
<b>Executive Order</b>	EO
<b>Foreign Area Officer</b>	FAO
<b>Federal Bureau of Investigation</b>	FBI
<b>foreign intelligence services</b>	FIS
<b>General Equivalency Degree</b>	GED
<b>Geospatial intelligence</b>	GEOINT.
<b>Graduate Record Exam</b>	GRE
<b>Human intelligence</b>	HUMINT.
<b>indications and warnings</b>	I&W
<b>identity intelligence</b>	I2
<b>Intelligence Community</b>	IC
<b>Intelligence Community Campus- Bethesda</b>	ICC-B
<b>information operations</b>	IOs
<b>Institutional Review Board</b>	IRB
<b>Jenzabar Internet Campus Solution</b>	JICS
<b>Joint Professional Military Education</b>	JPME
<b>Joint Services Transcript</b>	JST
<b>Joint Worldwide Intelligence Communications System</b>	JWICS
<b>Leadership and Management</b>	L&M
<b>Measurement and signature intelligence</b>	MASINT.
<b>Master of Science of Strategic Intelligence</b>	MSSI
<b>Master of Science and Technology Intelligence</b>	MSTI
<b>North Atlantic Treaty Organization</b>	NATO
<b>Noncommissioned Officers</b>	NCO
<b>National Capital Region</b>	NCR
<b>National Defense University</b>	NDU
<b>National Geospatial-Intelligence Agency</b>	NGA
<b>nongovernmental organizations</b>	NGOs
<b>National Intelligence Council</b>	NIC
<b>National Intelligence Officer</b>	NIO
<b>National Intelligence Priorities Framework</b>	NIPF

<b>Non-secure Internet Protocol Router Network</b>	NIPRNet
<b>National Intelligence University,</b>	NIU
<b>National Military Intelligence Foundation</b>	NMIF
<b>National Security Agency</b>	NSA
<b>National Security Council</b>	NSC
<b>Office of the Director of National Intelligence</b>	ODNI
<b>Office of Institutional Effectiveness</b>	OIE
<b>NIU’s Office of Research</b>	OOR
<b>operational security</b>	OPSEC
<b>Organization for Security and Co-operation in Europe</b>	OSCE
<b>Open-source intelligence</b>	OSINT.
<b>permanent change of station</b>	PCS
<b>portable electronic devices</b>	PEDs
<b>Personally Identifiable Information</b>	PII
<b>People’s Liberation Army</b>	PLA
<b>Pacific Northwest National Laboratory</b>	PNNL
<b>People’s Republic of China</b>	PRC
<b>Quantico Academic Center</b>	QAC
<b>science and technology</b>	S&T
<b>science and technology intelligence</b>	S&TI
<b>Southern Academic Center</b>	SAC
<b>Sensitive Compartmented Information</b>	SCI
<b>Signals intelligence</b>	SIGINT
<b>subject matter expert</b>	SME
<b>Single Scope Background Investigation</b>	SSBI
<b>Special Security Officer</b>	SSO
<b>School of Science and Technology Intelligence</b>	SSTI
<b>temporary duty</b>	TDY
<b>Tehrik-e-Taliban Pakistan</b>	TPP
<b>Under Secretary of Defense for Intelligence</b>	USD(I)
<b>U.S. European Command</b>	USEUCOM
<b>U.S. Southern Command</b>	USSOUTHCOM
<b>Weapons of Mass Destruction</b>	WMD
<b>WMD Terrorism</b>	WMD-T



**NATIONAL INTELLIGENCE UNIVERSITY**



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