

**New Program Proposal
 Master of Arts in Intelligence and Security Studies
 With Concentrations in Cybersecurity and General
 The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Master of Arts in Intelligence and Security Studies with concentrations in Cybersecurity and General to be implemented in January 2016. The proposed program is to be offered through online instruction. The following chart outlines the stages of approval for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary Received and posted for comment	6/13/13	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/13	<p>The representative from the College of Charleston stated the following: “In terms of program specifics, the program seems geared toward generalists, not at helping students gain a specific skill set. After talking with some colleagues, many federal agencies in this area prefer to hire people with specific substantive expertise—Russian or Chinese studies, Islamic studies, nuclear physics—not generalists. Finally, the program seems to draw on existing expertise at the Citadel and seems less focused on cultivating the skills necessary for intelligence and security professionals over the next decade.”</p> <p>The representative from USC Beaufort stated that “the degree’s flexibility in response to a diversified and growing job market seems prudent.”</p>
Program Proposal Received	11/3/14	Not Applicable
ACAP Consideration	2/12/15	<p>The Citadel’s representative discussed the need for the proposed program and explained that the program will be offered online to South Carolina residents.</p> <p>The representative from SC State University expressed support for the program and commented that the institution is developing a cybersecurity concentration in its computer science program.</p> <p>Academic Affairs staff expressed concern about the number of elective courses in the program and asked about students who do not choose the cybersecurity concentration. The representative from the Citadel answered that the institution plans to identify additional concentrations over time through the help of community leaders and the addition of new faculty.</p>

Stages of Consideration	Date	Comments
		ACAP members voted to approve the program proposal.
Comments and suggestions from CHE staff sent to the institution	2/18/15	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Include the new proposed implementation date. • Cite more recent data in the justification section. • Clarify a statement about defense contractors being awarded funding. • Explain whether six credits hours is standard for a full graduate load per semester for the degree. • Explain the schedule for degree completion. • State whether the graduate certificates in Intelligence and Homeland Security will be terminated once the proposed program is implemented. • Explain how academic advisement will help students navigate the electives, particularly for students not pursuing the cybersecurity concentration, so that they are trained for the specific needs of the employment market featured in the beginning of the proposal. • Confirm if the student portfolio will include important field experiences. • Specify the faculty rank and field of study for faculty. • Clarify faculty recruitment plans. • Provide more information in the articulation section about the nature of collaborating with Coastal Carolina and Fayetteville State and to elaborate on Command College and why it would facilitate student matriculation from Anderson University into the proposed program. • Verify the accuracy of the cost chart. <p>After receiving the requests for revisions, The Citadel's representative informed staff that the faculty needed more time to respond so they decided to withdraw the proposal prior to CAAL consideration and resubmit it for the next approval cycle.</p>
Revised Program Proposal Received	8/1/15	The revised proposal satisfactorily addressed most of the requested revisions. The information about articulation was deleted and the revised proposal states that there are no articulation agreements for the proposed program.
Additional Comments and suggestions from CHE staff sent to the institution	8/21/15	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Identify the cybersecurity concentration in the name of the program. • Identify new faculty. • Provide the number of new hires needed to support the proposed program. • Include the total FTE needed to support the program. • Verify the accuracy of the cost chart presented

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> State whether the portfolios mentioned in the assessment section will include field experiences.
Revised Program Proposal Received	9/16/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	10/16/15	<p>Commissioners asked questions about the following topics:</p> <ul style="list-style-type: none"> Program design as an M.A. as opposed to an M.S. degree. Ethics and security policy courses as electives, not requirements, yet representing two of the student learning outcomes How required credentials for new faculty, mostly in criminal justice or criminology, prepare them to teach in the proposed program. The timeline of the proposal submission Whether any studies concerning employment have been conducted in addition to the 2009 report cited in the proposal. Student preparation for employment in the financial services sector Enrollment projections Post-graduation programmatic assessment, and whether employer surveys in particular are used for other programs Feasibility of program implementation by January 2016 The role of the Board of Visitors in the program approval process. <p>Representatives from The Citadel provided the following responses:</p> <ul style="list-style-type: none"> The M.A. degree was selected instead of the M.S. degree due to the interdisciplinary nature of the intelligence field and the types of learning outcomes associated with the proposed program. Learning outcomes associated with ethics and national security are interwoven throughout the entire curricula, not just certain electives, especially within the core required courses and that all students will complete a program portfolio to demonstrate mastery of all learning outcomes. Intelligence and Security Studies is an emergent field drawing largely from the disciplines of criminal justice and criminology. The proposed program will be housed within the Criminal Justice department and that the department currently offers a wide range of coursework, including Criminal Justice, Homeland Security, Intelligence, and National Security courses. The representative assured the Committee that the faculty will have a broad range of experiences in intelligence, homeland, and national security.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • The Citadel's representative explained that regarding the timeline of this proposal, changes in staffing delayed the submission. • Regarding more recent studies for employment than the 2009 report cited in the proposal, The Citadel's representative stated that its recent career fair in Intelligence attracted more than 50 companies and demonstrated the demand for graduates of the proposed program. She stated that this demand is projected to continue and that intelligence is a vibrant employment area of national importance. • Students would be prepared to work in the financial services sector among a variety of employment opportunities. • The Citadel's representative responded that the institution believes its enrollment projections are conservative. • Regarding employer surveys, The Citadel administers employer surveys every two years for quality control and assessment standards, and many programs also conduct their own on the off years. • Regarding the start date, the curriculum can be implemented successfully in January 2016 if phased in gradually. • The Citadel's Board of Visitors is very involved in the development of new programs, though its approval of program proposals is not required before submission to CHE.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Arts in Intelligence and Security Studies with concentrations in Cybersecurity and General to be implemented in January 2016.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

The Citadel, M.A., Intelligence and Security Studies

General comments for all The Citadel programs

- 1. *These programs increase the number of masters students in engineering disciplines by more than 100.***

- A. *What is the effect on Clemson, USC?***

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

- B. *Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?***

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

- C. *Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?***

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

***Institutional Responses to Commissioner Questions
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D. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Proposal Master of Arts in Intelligence and Security Studies (CIP Code 24.0201)

1. Why MA, and not MS?

Response: The MA degree was selected due to the interdisciplinary nature of the intelligence field, the types of learning outcomes associated with this proposed program, and the relationship of the degree to others within the institution.

2. The ethics and security policy programs are electives, yet these subjects represent two of the explicit student learning outcomes? How can the outcome be achieved if the course is not elected and finished?

Response: The learning outcomes associated with ethics and national security are interwoven throughout the entire curricula, especially within the core required courses. All students will complete a program portfolio where they must demonstrate mastery of these learning outcomes.

3. The required credentials for new faculty are mostly criminal justice or criminology, yet the program is intelligence and security policy. These seem quite different disciplines. Please explain.

Response: The field of Intelligence and Security Studies is an emergent field that is drawing largely from the disciplines of criminal justice and criminology. The proposed Master of Arts in Intelligence and Security Studies and the existing Graduate Certificate program in Intelligence are housed within the Criminal Justice department. The department currently offers a wide range of coursework, including Criminal Justice, Homeland Security, Intelligence, and National Security courses. The program faculty have a broad range of experiences, several with extensive experience in intelligence, homeland, and national security. Given the interdisciplinary nature and the emergence of the intelligence field, future hires may be from outside of the department.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

4. Timeline question: What transpired between the dates of 7/30/13 and 11/3/14? (Was that a CHE issue or Citadel issue?)

Response: We had staffing changes that delayed the robust development of the proposal at The Citadel. We wanted to make sure we developed the best proposal we could for a successful CHE approval process.

5. Page 9 – “A Partnership for Public Service 2009” report was sourced projecting the number of individuals eligible for retirement in 2012. Have there been any additional studies recently projecting for 2020 and beyond or any other additional trends in this area?

Response: Our recent career fair in Intelligence demonstrated the demand for employees with these skill sets that are not present in the current workforce at the present state of demand. This demand is projected to continue and we believe intelligence is a vibrant employment area of national importance. We find The Citadel students whether cadets or graduate students arrive to the curriculum with the heart and mind for public service.

6. Page 12 – Based on the success of the overall School of Engineering at The Citadel and others programs like the Masters in Project Management, would the projected enrollment numbers be considered conservative?

Response: The recent vote at CHE to join SARA adds more promise to our enrollment projections, but we approached the feasibility study for the degree with a conservative projection.

7. Page 22 – In the plans for post-graduation programmatic assessment, you mention conducting an employer survey annually to ascertain whether the program is preparing graduated for intelligence and security careers. Do you conduct surveys of this type in other programs, such as the Project Management Program?

Response: The Citadel administers employer surveys every two years for our quality control and assessment standards. However, many programs conduct their own on the off years.

8. The program is to be implemented in January of 2016. Do you have enough time?

The curriculum has a phased roll-in that begins with two classes and then gradually builds. We have an eager population and have already received calls from several interested students and look forward to getting started as s

NEW PROGRAM PROPOSAL

Name of Institution

The Citadel

Name of Program (include concentrations, options, and tracks)

Master of Arts in Intelligence and Security Studies

Concentrations: Cybersecurity and General

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

January 2016

CIP Code

290201

Delivery Site(s)

The Citadel

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Dr. Sean Griffin, Interim Department Chair, Criminal Justice
843-953-0319
sean.griffin@citadel.edu

Institutional Approvals and Dates of Approval

The Citadel Graduate Council April 9, 2013
The Citadel Academic Board April 30, 2013
Institutional Approval May 13, 2014

NEW PROGRAM PROPOSAL

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Master of Arts in Intelligence and Security Studies at The Citadel is designed to meet the national security and intelligence needs of federal, state and local governmental agencies and others who are interested in gaining greater knowledge about the field of intelligence and homeland security.

The objective of this degree is to prepare students for analytic, operational, research, and investigative intelligence positions within the federal government at a pay grade 5 or higher (e.g., Intelligence Specialist, Intelligence Operative, Criminal Intelligence Analyst Counterintelligence Specialist, DOD Analyst), in the military and within the private sector. There are currently 17 agencies within the Intelligence Community (IC) which provide employment opportunities (e.g. Central Intelligence Agency (CIA), Defense Intelligence Agency (DIA), National Security Agency (NSA), National Geospatial Intelligence Agency (NGA), Federal Bureau of Investigations (FBI), Department of Homeland Security (DHS) and the military. There is also a robust market for intelligence analysts within the private sector as consultants, analysts, and operatives with corporations such as Booz Allen Hamilton, BAE, SAIC, SRA, and Northrup Grumman. Other industries hiring graduates include Peacekeeping and Humanitarian Operations Support, Cybersecurity, management consultant firms, and state and local law enforcement agencies.

Centrality of the Program

Given The Citadel's history, reputation, and affiliation with the military and federal agencies, The Citadel is strategically placed to take a prominent leadership role in this emerging academic discipline. The proposed program is consistent with The Citadel's mission to educate and develop principled leaders.

Degree Mission Statement

The mission for The Citadel's Master of Intelligence and Security Studies program is to prepare students to enhance our nation's security by providing leadership in the areas of intelligence and homeland security. Students are provided with best practices for intelligence and national security by combining current theory, research and experience. This program introduces applicable management principles, policy analysis, cultivates critical thinking and fosters the leadership skills necessary to successfully address security and intelligence challenges facing the United States.

NEW PROGRAM PROPOSAL

List the program objectives. (2000 characters)

This program would introduce the student to intelligence analysis concepts, applicable management principles, policy analysis, critical thinking and enhance critical leadership skills necessary to successfully address security and intelligence challenges facing the United States. Students who graduate with a M.A. degree in Intelligence and Security Studies from The Citadel will demonstrate the following:

STUDENT LEARNING OUTCOMES

- An understanding of global and national threats to U.S. security
- Knowledge of organizational structures and operations of homeland security and intelligence agencies
- An understanding of national and international intelligence and homeland security strategies
- Be able to apply intelligence management principles, tools, and applications
- Understand leadership principles as they apply to homeland security and intelligence agencies
- Understand the role of ethics and integrity for intelligence and homeland security professionals
- Engage in national security policy analysis
- Identify global and national threats to security
- Develop response strategies to threats to national security
- Develop enhanced critical thinking skills
- Develop enhanced written and oral communication skills
- Demonstrate ability to collaborate and work effectively in teams
- For the Cybersecurity specialization option there is an additional objective: to apply knowledge, principles, and concepts in response to threats to U.S. Cybersecurity

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The need for this program is rooted in the increased market demand for trained professionals in national security and intelligence. The program is justified in that it will increase the competitiveness of faculty for obtaining national security grants and increase job market access and employment opportunities for students interested in homeland security, national security, intelligence, and criminal justice careers. Protective service jobs are projected by the Bureau of Labor Statistics to increase by 7.9 percent 2012-2022 (<http://www.bls.gov/news.release/pdf/ecopro.pdf>).

NEW PROGRAM PROPOSAL

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

NEW PROGRAM PROPOSAL

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source

Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Since 9/11 the Department of Homeland Security and the Intelligence Community (IC) has grown dramatically. Federal security jobs alone grew by 377 percent (Howard Scripps News Service). Moreover, according to Military.com the Bureau of Labor Statistics projects a 42 % increase in homeland security jobs from 2006-16. Payscale.com reports that at present the intelligence analyst's median salary is \$71,597 per year. On June 10, 2013, Indeed.com listed 20, 327 jobs as available in Homeland Security and Intelligence (<http://www.indeed.com/q-Homeland-Security,-Office-of-Intelligence-&-Analysis-jobs.html>). Sumter, South Carolina is listed by Payscale.com as one of the top 15 cities with the highest salaries for Intelligence Analysts (\$60,000-\$80,393). The positions in Sumter are staffed by contractors from CACI International, SAIC, and military personnel. There is also a robust market for intelligence analysts within the private sector as consultants, analysts, and operatives with corporations such as Booz, Allen, Hamilton, BAE, SAIC, SRA, SPAWAR, and Northrup Grumman. Other industries hiring graduates include peacekeeping and humanitarian operations support, Cybersecurity, management consultant firms, and state and local law enforcement agencies. Other positions include business intelligence, strategic intelligence, and law enforcement intelligence.

A Partnership for Public Service 2009 report listed the Department of Homeland Security and Department of Defense as the two agencies most likely to hire in the areas of security and protection. This report projected 19,440 individuals to be eligible for retirement and in need of replacement in 2012. All of the major corporations which hire contractors listed above offer positions in South Carolina. In 2013 there were 3,573 defense contractors (i.e., firms) operating in the state who were awarded \$3,495,871,419 in funding (http://www.governmentcontractswon.com/department/defense/south_carolina_counties.asp). In South Carolina, current data on protective service occupations indicate that 46,240 positions exist in the state and that there are 24,641 jobs per 1,000 jobs in the state in the area of protective services (Bureau of Labor Statistics http://www.bls.gov/oes/current/oes_sc.htm).

NEW PROGRAM PROPOSAL

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

Citadel currently offers graduate certificates in Intelligence and Homeland Security. The proposed degree program combines these certificates to create the Master of Arts degree in Intelligence and Security Studies. The MA in Social Science also has some relationship to this program but does not include the specific intelligence analysis focus necessary for employment. After meeting with recruiters and analytic directors from the IC (DIA, CIA, FBI, DHS, NGA, and the military), it was determined that the MA degree in Social Science would not be considered an appropriate degree for the profession by the IC. Of note, the existing graduate certificates will still be offered once the new M.A. is available. We believe there will be certain students (e.g., professionals for whom a formal, more demanding program is not desirable) who will remain interested in certificates in lieu of a MA. Importantly, we see no conflicts or additional burdens by leaving the certificate programs in place.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Master of Public Administration	Clemson University	Clemson University offers a homeland security graduate specialization within its Master of Public Administration program but its focus is on local and county government policy and evaluation.	Clemson University offers a homeland security graduate specialization within its Master of Public Administration program but its focus is on local and county government policy and evaluation.
Note: There are <u>no</u> graduate-level degree programs in Intelligence and Security Studies in SC, NC, or Georgia.			

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-15	20	120	20	120	20	360
2015-16	40*	240	40	240	25	630
2016-17	50**	300	50	300	25	750
2017-18	55***	330	55	330	25	810
2018-19	60***	360	60	360	25	870

Notes from above:

*Students who completed first year plus 20 new students.

**Assumes 5 remaining from cohort 1, 20 continuing in cohort 2, plus 25 new students in cohort 3.

***Assumes 5 remaining from cohort 2, 25 students in cohort 3, plus 25 new students in cohort 4.

****Assumes 10 remaining from cohort 3, 25 students in cohort 4, plus 25 new students in cohort 5.

Additional Comments on Expected Enrollment:

The criminal justice major at The Citadel has approximately 400 undergraduate students and we anticipate interest to be high. A sample of Criminal Justice majors enrolled in two sections of the Corrections (CRMJ 380) and in one section of the Crime Prevention (CRMJ 472) course in April 2012. According to results 60% of respondents indicated that they would be interested in a MA in Intelligence Studies. It should be noted that another 10% indicated that they were not interested at this time because they were going into the military immediately after graduation but would be interested in the program if they ever left military service. At present there are 26 students participating in the Homeland Security and Intelligence Certificate courses at The Citadel. We anticipate that a significant percentage of Certificate program course participants would enroll in the new MA program and at least 5-10 students per year would enroll from our undergraduate degree program.

Enrollment can also be expected from external entities. Charleston is a major port of entry into the United States and as such has many local security concerns. The program is also likely to appeal to current military personnel and veterans. There are eight military bases in South Carolina with both Air Force and Navel facilities located in Charleston and two other large army bases Ft Gordon in Augusta, GA and Ft. Bragg in Fayetteville, NC are within 200 miles. All are installations with populations of students who would be interested in this degree program. As discussed in a subsequent section, students enrolled in BA Intelligence programs around the country and nearby such as Coastal Carolina and Fayetteville State are also likely to consider obtaining a degree from The Citadel. Students from other graduate level programs may also consider transferring into the program.

We are anticipating an enrollment of 20 students in the first year from internal and external sources. In subsequent years we are expect average annual new enrollments of 25. After the fourth year of the program, 20-25 students are expected to graduate each year. Students will enroll in a full graduate academic load of 6 hours per semester. Some students will enroll in summer graduate courses, and these are typically offered in various formats, including and especially those offered online (i.e., there are four summer options – Maymester [2.5 weeks], Summer I [7 weeks], Summer II [7 weeks], and Full Summer [15 weeks]).

NEW PROGRAM PROPOSAL

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

General Requirements:

1. Complete and return a graduate application form, along with appropriate non-refundable application fee, to The Citadel Graduate College (CGC), Bond Hall Room 101.
2. An official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university attended.
3. All students must successfully complete either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). The minimum for the GRE is a verbal and quantitative combination of 290. The minimum for the MAT is a score of 396. Students who fail to meet the minimum score requirement may be provisionally accepted into the MA degree program provided all other admission requirements have been met. Students who score between 283-289 on the GRE or 380-395 on the MAT may apply for provisional status. Upon completion of the first eight hours of degree coursework, with a minimum GPA of 3.50, the student is considered fully admitted. Admission tests must be current within five (5) years of application and official score sent directly to the CGC office at the request of the student.
4. Completed Program of Study with academic advisor.

Cybersecurity Concentration requirements:

Students pursuing the Cybersecurity Concentration must meet the Computer Science course prerequisites and Cybersecurity Certificate admission criteria.

Prospective students must be able to demonstrate program competency through coursework, approved work experience, or a program administered exam, in the areas of basic Computer Architecture, Object-oriented Programming, Discrete Mathematics, and Data Structures.

TOEFL Requirement: Prospective students whose native language of citizenship is not English will be required to additionally submit TOEFL scores. The minimum acceptable scores are 550 paper-based, 79-80 internet based, or 213 computer-based.

Registration Requirement: All admitted students must have approval from the Program Director or Department Head before registering for any courses in the Computer Science curriculum.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

NEW PROGRAM PROPOSAL

Curriculum

Curriculum by Category*			
Required Core (12 hours—all students)			
CRMJ-501 - Research Methods in Social Science*	3		
CRMJ-570 - Homeland Security	3		
INTL- 580 - Introduction to Intelligence	3		
CRMJ-568/ PSCI-568 - International and Domestic Terrorism	3		
*NOTE: this course must be included in the first 15 hours taken in the program.			
Degree Electives: Foundation Courses (8 electives/24 credit hours required from this list -OR- 4 electives/12 credit hours required from this list for Cybersecurity Concentration students)			
BADM-722 - Leadership in Organization	3		
CRMJ 510 –Topics in Criminal Justice	3		
CRMJ-515 - Topics in Homeland Security	3		
CRMJ-555 - Leadership Application Course in Criminal Justice	3		
CRMJ-560 - Homeland Security and Criminal Justice Administration	3		
CRMJ-562 - Comparative Criminal Justice Systems	3		
CRMJ-569 - National Security Policy	3		
CRMJ-572 - Ethics and Integrity in Homeland Security	3		
CRMJ-583 - Transnational Organized Crime	3		
INTL/CRMJ-581 - Intelligence Research and Analysis	3		
INTL/CRMJ-582 - Intelligence Theory Application	3		
INTL/CRMJ-585 - Topics in Intelligence	3		
INTL- 586- Introduction to Geospatial Intelligence (GEOINT)**	3		
INTL-587- Introduction to Financial Intelligence (FININT)**	3		
INTL-600- Intelligence Internship **	3		
CRMJ- 586-Introduction to Cyber Investigations**	3		
CRMJ-600- Homeland Security Internship**	3		
**NOTE: New course to be added to curriculum			
Cybersecurity Concentration Computer Science Courses (4 required courses/12 credit hours required for Cybersecurity Concentration students only)			
CSCI-614-Advanced Operating Systems	3		
CSCI-631- Privacy and Security Issues	3		
CSCI-632-Data Communications and Network	3		
CSCI-642-Advanced Cybersecurity.	3		

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required 36

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
INTL- 586- Introduction to Geospatial Intelligence (GEOINT)**	<p>Three Credit Hours</p> <p>Geospatial Intelligence (GEOINT) is the use of imagery, imagery intelligence, and geospatial information to describe, assess, and depict geographically-referenced activities. This course will examine the historical foundations of military geography and aerial reconnaissance, address the ways in which GEOINT has provided decision advantage to policymakers and military leaders, examine current GEOINT collection capabilities and analytic approaches in detail, and explore future challenges in the discipline.</p>
INTL-587- Introduction to Financial Intelligence (FININT)**	<p>Three Credit Hours</p> <p>The course will use fundamental economic concepts and linkages to enhance students' knowledge of global economic activity and enhance their ability to incorporate this phenomenon within intelligence analysis. Students will evaluate international economic and financial relationships and their relevance to interstate competition and conflict.</p>
INTL-600- Intelligence Internship **	<p>Three Credit Hours</p> <p>A field placement internship with an intelligence public or private agency whose mission has a direct relationship with intelligence and national security. The student works under the direct supervision of an agency supervisor and the purpose of the course is to afford the student an opportunity to apply academic knowledge in a real world setting. Permission from the Intelligence and Security Studies Advisor is required.</p>
CRMJ- 586-Introduction to Cyber Investigations**	<p>Three Credit Hours</p> <p>This course will introduce the student to the best practices for seizing and securing digital evidence and the complicated legal issues surrounding digital evidence within the area of Cyber-Crime Investigation to include Cyber-Terrorism. The course will cover evidence and issues relative to file Meta-data for various types of electronic devices such as computer networks, cell phones, and electronic storage. Searches justified by exigent circumstances, search incident to arrest, and search warrant issues will also be covered. The investigative process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases.</p>
CRMJ-600- Homeland Security Internship**	<p>Three Credit Hours</p> <p>Internships with government and other agencies are offered to combine academic training with professional experience.</p>

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor 1	Full	TBD	Ph.D. Criminal Justice	*Professor and Director of Intelligence and Homeland Security Dr. Carl J. Jensen, Former Director, IC Center of Academic Excellence, University of Mississippi
Professor 2	Full	TBD	Ph.D. Criminology	Professor of Criminal Justice, expert in the areas of Transnational Organized Crime and Human Trafficking
Professor 3	Full	TBD	Ph.D. Criminal Justice	*Professor of Criminal Justice, expert in the areas of Transnational Financial Crime and International Money Laundering
*Assistant Professor 1	Full	TBD	Ph.D. Political Science	Prospective hire
*Assistant Professor 2	Full	TBD	Ph.D. Criminal Justice	Prospective hire
*Assistant Professor 3	Full	TBD	Ph.D. Criminal Justice	Prospective hire

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty 2 Staff .5 GA Administration .75

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Faculty will be required to teach a full load 12-credit hours each semester. Faculty teaching in the M.A. in Intelligence and Security Studies program will receive a one course (3 credit hour) reduction for each graduate course taught during the semester. Each faculty member is allowed to engage in consulting activities within the parameters of Citadel guidelines for such activities.

There are no proposed changes in assignment for currently employed administrators and faculty. The current Director of the Intelligence and Security Certificate program will retain directorship of the new M.A. degree program. New faculty in the proposed program will be released from one existing undergraduate course to teach one graduate course in the program during an assigned semester. The undergraduate course from which they will be released will be taught by existing adjunct faculty. These three new faculty hires will also support other degrees and certificates within the Criminal Justice department.

Qualifications of new faculty: We are interested in candidates who possess a terminal degree and whose research interests fall within one of the following broad areas: criminal justice, homeland security or intelligence. A Ph.D. is required. The applicants must have at least 18 hours of graduate credit in security, intelligence, or a related program of study.

Faculty Development: Additional faculty development money will be set aside for workshops, professional development and research opportunities. The Citadel Foundation currently provides funding for faculty development in the amount up to \$2500. The Citadel Lead Plan provides additional development support for faculty to attend intelligence and security conferences and for curriculum development through 2018.

NEW PROGRAM PROPOSAL

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Citadel will need to increase library holdings by adding intelligence journals, monographs, and databases. The table below reviews the intelligence and security holdings in view of the degree program proposed.

Resource	Already at Citadel?	Vendor	Estimated Price Annually
Homeland Security Digital Library	Yes	USN Postgraduate School	\$0.00 (open-source)
Intelligence & National Security (journal)	Yes, with 18-month embargo	Taylor & Francis	\$1,200 per year to breach embargo
International Journal of Intelligence & Counterintelligence	No	Taylor & Francis	\$361 per year
SIPRI (Stockholm International Peace Research Institute)	No	SIPRI	0.00 (open-source)
Jane's Defense	Yes	IHC/Janes	\$28,914
Political Risk Yearbook Online	No	PRS Group	\$2,155 per year (yearbook only)
HeinOnline	No	HeinOnline	\$5,500 per year
Web of Knowledge	No	Thomson Reuters	\$10,000 per year
Vanderbilt TV News Archive	No	EBSCO	\$1,712
Minimum EST TOTAL PER YEAR			\$20,928

\$10,000 per year

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The Citadel currently has strong student support services for existing undergraduate programs, graduate programs and veterans. These same services would provide support for the students who would be taking courses within the MA in Intelligence and Security Studies degree.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Equipment

No purchases of major equipment items will be needed for the first five years of the Intelligence and Security Studies degree program beyond normal acquisitions for new faculty.

NEW PROGRAM PROPOSAL

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Physical Plant

The current physical plant will provide adequate space for the Intelligence and Security Studies degree program for the first five years. No modifications to existing facilities are anticipated at this time.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	148,000	148,000	148,000	148,000	148,000	740,000
Graduate Assistants	0	8,000	8,000	8,000	8,000	32,000
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	3,000	3,000	3,000	9,000
Library Resources	10,000	13,500	20,000	20,000	20,000	83,500
Other* (IC Membership)	0	5,000	5,000	5,000	5,000	20,000
Total	158,000	174,500	184,000	184,000	184,000	884,500
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	151,920	265,860	316,500	341,820	367,140	1,443,240
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding* LEAD	6,080					6,080
Total	158,000	265,860	316,500	341,820	367,140	1,449,320
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	91,360	132,500	157,820	183,140	564,820

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

The funding for the program will be through tuition and foundation support. The tuition generated for each course in the program will cover faculty salaries in each year. The additional costs are also covered in all but the first year of the degree program. The M.A. in Intelligence and Security Studies is part of The Citadel's LEAD 2018 strategic plan, and the additional funds in year one will be provided through internal sources. Tuition is calculated conservatively on the basis of the current in-state graduate tuition of \$422 per credit hour.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Assessment of student learning outcomes: Consistent with SACS accreditation standards, student learning outcomes will be assessed in multiple ways. All course objectives will be aligned with the learning objectives for the degree program. Assessment methods will include both direct and indirect measures.

Direct Measures

- Students in the degree program will be required to compile a portfolio of material which document the learning objectives of the program. This would include in-class assignments, group assignments and other projects utilizing established critical thinking, communication, and ethics rubrics for course evaluation. The portfolio is designed to demonstrate fulfillment of student learning outcomes for each course in the program as well as the field experience. Students will also be asked to complete exams and a reflective assignment based on the portfolio which summarizes the student's perception of knowledge, skills, and attitudes related to intelligence and homeland security. The portfolio will be completed at least four week prior to program completion. The portfolio will be evaluated by the graduate program director and members of the graduate faculty.
- Students will complete course evaluations each semester for each course taken during a term.

Indirect Measures

- Surveys of graduating students and alumni will be conducted to assess student learning outcome achievements. All graduating students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Post-graduation surveys will also be conducted to assess utilization of knowledge and skills on the job after graduation. The post-graduation surveys will be conducted with graduates one year and three years after graduation.

Plans for Programmatic Assessment: Programmatic assessment will occur at multiple levels.

- I. Current in program
 - a. Each semester course evaluation data will be collected from students.
 - b. For each course a course objective alignment matrix will be prepared by the instructor to ensure program objectives, course objectives, and course assessment tools align. The faculty member will submit the matrix and corresponding sample assignments for each course annually for archiving in departmental files.
 - c. Faculty teaching in the degree program will meet annually to discuss and update the course objective alignment matrix.
- II. Graduation Assessment
 - a. Graduation rate
 - b. Rate of student publication and/or conference presentations
 - c. Assessment of employment data for graduates- employment rate
 - d. Number of students seeking advanced degrees
 - e. Faculty teaching in degree program will assess degree completer portfolios annually and make recommendations for programmatic changes.
- III. Post-Graduation
 - a. Alumni survey to gage how well the program is preparing graduates for
 - b. Employer survey conducted annually to ascertain the whether the program is preparing graduates for intelligence and security careers.
- IV. Program Change: The data (course evaluations, portfolios, alignment matrixes, graduation assessment data, and post-graduation assessment data) collected as part of the assessment process will be collated annually, distributed and reviewed by the faculty teaching in the program. After reviewing the data, the faculty will meet to discuss, propose, and vote, if necessary, on any curriculum or pedagogical adjustments. Changes implemented will be reviewed annually by the faculty teaching in the program and assessment data used to determine effectiveness of changes.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
An understanding of global and national threats to U.S. security	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Knowledge of organizational structures and operations of homeland security and intelligence agencies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Knowledge of organizational structures and operations of homeland security and intelligence agencies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
An understanding of national and international intelligence and homeland security strategies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Be able to apply intelligence management principles, tools, and applications	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Understand the role of ethics and integrity for intelligence and homeland security professionals	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Engage in national security policy analysis	Direct assessments embedded in courses through exams, projects, presentations, program portfolio

NEW PROGRAM PROPOSAL

<p>Identify global and national threats to security</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>
<p>Develop response strategies to threats to national security</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>
<p>Develop enhanced critical thinking skills</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>
<p>Demonstrate ability to collaborate and work effectively in teams</p>	<p>Direct assessments embedded in courses through projects, presentations, program portfolio</p>
<p>Develop enhanced written and oral communication skills</p>	<p>Direct assessments embedded in courses through projects, presentations, program portfolio</p>
<p>Understand leadership principles as they apply to homeland security and intelligence agencies</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.