Coastal Carolina University

Bachelor of Arts in Intelligence and National Security Studies

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CLASSIFICATION

Program Title: Bachelor of Arts in Intelligence and National Security
Studies
Academic Unit: Edwards College of Humanities and Fine Arts,
Department of Politics and Geography
Degree Type: Bachelor of Arts (4-Year)
Proposed Date of Implementation: Fall 2012
CIP Code: 29.0201
New Program or Modification: New Program
Site: Main Campus, Coastal Carolina University
Supplemental PF and LIFE
       Scholarship Awards: No
Delivery Mode: Traditional

JUSTIFICATION

Purposes and Objectives of the Program

The purpose of the program is to develop the student's ability to serve in entry-level positions of the security industry that require analytical skill-sets and expertise. The growth in intelligence and national security sectors in the wake of the September 11th attacks has been profound. Two-thirds of the Central Intelligence Agency's analytic workforce has less than five years' experience; two-thirds of the analytic jobs in the Federal Bureau of Investigations did not exist ten years ago.[1] Other areas of the security sector – both public and private – are experiencing similar growth. A recent study on the U.S. market for intelligence education noted that, "The ongoing threat of terrorism has increased the consumer base for national security intelligence, which now includes thousands of state and local law enforcement officials, as well as security managers of public infrastructure and business enterprises."[2] And yet, there are very few collegiate programs to meet this need – "demand continues to outrun supply".[3] As a result, this program intends to utilize the institutional strengths of Coastal Carolina University in order to address this gap. Specifically, the program's overall objective is:

> *Utilizing a multi-disciplinary approach that emphasizes the liberal arts and communications skills, prepare students for entry-level positions in security-related career fields that involve research, analysis, planning and evaluation of policies and programs.*

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[1] Priest, Dana and William Arkin. *Top Secret America* (New York: Little, Brown and Company, 2011), p. 81.
[2] Campbell, Stephen. "A Survey of the U.S. Market for Intelligence Education" *International Journal for Intelligence and Counter-Intelligence* (2011), p. 307.
[3] Rudner, Martin. "Intelligence Studies in Higher Education: Capacity Building to Meet Societal Demand" *International Journal for Intelligence and Counter-Intelligence* (2009), p. 110.

Program Goals

In order to realize this objective, the program has six program goals. These are:

1. Develop in students an in-depth understanding of the intelligence process, its effect on the policy-making process, and the legal and ethical considerations involved in the endeavor.

2. Enhance the critical thinking, reasoning and problem identification/solving skills of students – both as individuals and in group settings – to evaluate intelligence and national security policy issues.

3. Enhance the students' ability to effectively communicate – in both written and oral formats – their analysis and findings in a manner that takes into account time, audience, and security considerations.

4. Afford students an in-depth exposure in the history, culture, politics, geography and economics of a particular region of the world, as well as how that region relates to the larger global context.

5. Develop student competencies in the concepts, theories, and contemporary issues in a functional area of intelligence/security policy in order to promote original student research.

6. Provide students with the necessary framework and practical skills to succeed in organizations associated with analytic and research functions of intelligence, security, and emergency preparedness organizations.

The program's goals were created in consultation with Intelligence Community Directive 610, Annex B (Core Competencies for Non-Supervisory Intelligence Community Employees at GS-15 and Below). Produced by the Office of the Director of National Intelligence in 2008, this document outlines the key knowledge, skills and abilities that the federal government is emphasizing in their future hiring decisions of entry-level personnel. As a result, beyond their intrinsic value, these goals also promote the appropriate knowledge and skills for those seeking relevant employment with the federal government.

Need for the Program in the State

The state currently has no comparable programs. There are no other bachelors-level programs in the state, and no other programs that focus on the study of intelligence at any level. Indeed, as can be seen in table 1, few 4-year institutions in the state even offer individual courses in these areas.

Table 1. Course Offerings by Institution[4]

Institution-Public	Intelligence	National Security Policy	Homeland Security Policy	Terrorism
Citadel		X		X
Clemson		X		X
College of Charleston				
Francis Marion				
SC State				
USC	*	X		
USC-Aiken				
USC-Beaufort				
USC-Upstate				X
Winthrop		X		
Institution-Private				
Allen University				
Anderson University				
Benedict College				
Bob Jones University				
Claflin University				X
Coker College				
Columbia College				
Converse College				
Erskine College				
Furman University				
Morris College				
Newberry College				
Presbyterian College				
Southern Wesleyan				
Vorhees College				
Wofford College				
X' Denotes that at least one course is offered in the subject area.				
* USC offers 2 courses - CRJU 424 Criminal Justice Intelligence and SLIS 440 Competitive Intelligence that are partially related to the subject area.				

The proposed program in Intelligence and National Security Studies will attract high-quality students interested in pursuing careers and/or additional education in this area. Coastal Carolina University completed an initial analysis of the potential market for this proposed program in August/September 2008. A survey was conducted with a random sample of introductory political science courses (POLI 101—Introduction to World Politics, and POLI 201—American National Government) and two upper division political science courses (POLI 339—Diplomacy and POLI 343—Terrorism and Political Violence). Our data indicates that there is interest in this program and that such interest is broadly distributed across student groups. According to the survey results, about 40% of respondents (181of 453) indicated they would be interested in the B.A. in Intelligence and National Security program.

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[4] Table constructed by reviewing the current on-line catalogs of South Carolina 4-year institutions.

The demand for trained intelligence analysts and individuals with an understanding of national and homeland security that was prompted by the events of September 11th is expected to remain strong for the foreseeable future. The creation of the Department of Homeland Security in 2003, as well as an increased focus by other government agencies – at all levels of government – on the threat of terrorism and other security concerns, has resulted in numerous job openings. The Partnership for Public Service – a non-partisan organization which reports on federal government employment – reports that the category of "Security and Protection" is the second fastest growth area through fiscal year 2012. Indeed, the top-3 agencies for hiring new personnel in the U.S. government through September 2012 are the Departments of Homeland Security, Veterans Affairs, and Defense.[5] The Bureau of Labor Statistics indicates that employment in the area of protective services will continue to grow during the next decade. In particular, the total job openings are expected to increase by 208,600, a 13% increase during 2008-2018. Indeed, this growth potential was one of the reasons that CNNMoney.com listed "intelligence analyst" in its top 10 list for "the Best Jobs in America" in 2009.[6]

This growth in the federal government is further enhanced by retirements and the growth of these positions outside of government. With regard to retirements, a consultant with whom we have been working and who is the director of a similar program at Point Park University, Pennsylvania, states that there are a considerable number of retirements expected in government intelligence and national security agencies in the near future. At the same time, the security threats associated with today's international environment also have forced multinational corporations and government contractors to hire trained individuals in the field. As a result, it is expected that there should be numerous employment opportunities for graduates of this program.

Centrality of the Program to the Mission of the Institution

The B.A. program in Intelligence and National Security Studies is highly consistent with the liberal arts tradition of Coastal Carolina University. The lead sentence of the University's Mission states:

> *Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.*

With the program's emphasis on critical thinking and communications skills, it will advance the University's core mission of liberal arts education. Additionally, the program's emphasis on cross-cultural perspective will further the institution's interest in fostering citizens with a global perspective.

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[5] Partnership for Public Service. "Where the Jobs Are." Available at http://data.wherethejobsare.org/wtja/home.
[6] "Best Jobs in America 2009." Available at
http://money.cnn.com/magazines/moneymag/bestjobs/2009/snapshots/9.html, accessed 19 November 2011.

Relationship of the Program to Other Related Programs within the Institution

There are no existing majors at Coastal Carolina University that are equivalent to a B.A. in Intelligence and National Security Studies. The Political Science major has some relationship in the subject matter but does not focus on intelligence or security studies.

Given the interdisciplinary nature of the program, the Intelligence and National Security Studies program will seek to collaborate with related departments and programs on the campus at Coastal Carolina. At a minimum, the program's anthropology, economics, foreign language, history, philosophy, and statistics requirements would require support from the Departments of History, Philosophy, and Math. Additionally, the Department of Politics and Geography currently has faculty with relevant intelligence experience (e.g., CIA and DIA) that can provide support to the new degree program.

The program also has potential for collaboration with other programs at CCU. For instance, the university has created a center in Peace and Conflict Studies that will overlap on some content, particularly in the realm of national security. There may also be opportunities to develop joint outreach programs to local high school students and K-12 educators. Also, the Jackson Center for Values and Ethics has the potential to offer complementary programs that emphasize the potential ethical dilemmas that can be raised in the modern security environment.

Similarities and Differences Between the Proposed Program and Those with Like Objectives Offered at Similar Institutions

While interest in developing similar programs is growing across the country, there are no similar degree programs in the State of South Carolina and few in the region. The nearest program would be Fayetteville State University which established a bachelors program in Intelligence Studies in 2011. A query to the National Center for Educational Statistics in the broader area of "Military Technologies" only lists four institutions in the southeast region. Three of these are two-year institutions located in Arkansas and Alabama. Of these, only the Community College of the Air Forces offers a program in intelligence studies and technology. The remaining option, the American Public University System, is a private, for-profit institution that offers a distance learning bachelor's program in intelligence studies.

Nationally, only nine colleges or universities offer a bachelor's degree in intelligence (American Military University—Charlestown, WV; Central Pennsylvania College—Summerdale, PA; Embry-Riddle Aeronautical University—Prescott, AZ; Fairmont State University—Fairmont, WV; Henley-Putnam University—San Jose, CA; Institute of World Politics—Washington D.C.; Joint Defense Intelligence College—Washington, D.C.; Point Park University—Pittsburgh, PA; and Fayetteville State University—Fayetteville, N.C.). Only two universities (Embry-Riddle and Point Park) offer the combined degree in intelligence and national security.

RELATIONSHIP OF THE PROPOSED PROGRAM TO OTHER INSTITUTIONS VIA INTER-INSTITUTIONAL COOPERATION

While the nature of intelligence is very specialized, Coastal Carolina University would be interested in developing cooperative relationships with other institutions in the state.

ENROLLMENT

Admission Criteria:

There is no specialized admission criteria for this program beyond those established for admission to Coastal Carolina University.

Projected Student Enrollment:

Table 2. Projected Total Headcount (3)						
	Fall Semester		Spring Semester		Summer Semester	
Year	Total Headcount (1)	Credit Hours (2)	Total Headcount	Credit Hours (2)	Total Headcount	Credit Hours
2012-2013	22	264	21	256	NA	NA
2013-2014	40	474	37	441	NA	NA
2014-2015	45	538	41	497	NA	NA
2015-2016	48	572	44	528	NA	NA
2016-2017	49	591	45	544	NA	NA

Table 3. Estimated New Headcount						
	Fall Semester		Spring Semester		Summer Semester	
Year	New Headcount (1)	Credit Hours (2)	New Headcount	Credit Hours (2)	New Headcount	Credit Hours
2012-2013	22	264	2	24	0	0
2013-2014	22	264	2	24	0	0
2014-2015	22	264	2	24	0	0
2015-2016	22	264	2	24	0	0
2016-2017	22	264	2	24	0	0

Note 1: Based on enrollment of 22 new students each fall plus a small number of new students each spring.

Note 2: Credit hours based on the 12 hours per semester.
Note 3: First year total headcount based on 88% returning fall to spring and 82% returning spring to fall.
Note 4: Years 2-5 headcount based on 80% graduation rate of returning students after Spring semester, 88% of students returning fall to spring and 82% of students returning spring to fall.

CURRICULUM

The curriculum for this program will be interdisciplinary with most of the courses being housed in the Department of Politics and Geography. Students will complete the university core curriculum and a collection of foundation courses to establish a base-line level of knowledge in the relevant subject areas connected to the study of intelligence and national security. These early courses will also introduce students to core skills that are useful in the analysis, evaluation and communication of intelligence information. Students will then be positioned to expand their knowledge and skills in the realms of intelligence and national security, as well as the regional and occupational contexts that inform these issues.

Required Courses: **Credits**

1. Foundation Courses   12-21

ANTH 102*	Understanding Other Cultures	
ECON 150	Global Issues in Economics	
PHIL 110	Introduction to Logic and Critical Thinking	
POLI 101*	Introduction to World Politics	
POLI 201*	American National Government	
STAT 201*	Elementary Statistics	

GEOG 121*   World Geography
                                or
GEOG 200   Digital Earth

2. Intelligence and National Security Studies Core   15

POLI 350**	Introduction to Intelligence Studies
POLI 351**	Intelligence Communications
POLI 356	Intelligence Analysis
POLI 358**	Intelligence Operations

POLI 354   Introduction to Intelligence and National Security
                                or
POLI 357**   Homeland Security

3. Intelligence and National Security Studies Electives (Choose 2)   6

ECON 375	Economics and National Security
POLI 339	Diplomacy
POLI 340	International Negotiation
POLI 341	Contemporary American Foreign Policy

POLI 343	Terrorism and Political Violence
POLI 353	Comparative Security Issues
POLI 355	Foreign Policy Analysis
POLI 359***	National Security Strategy

4. *Regional Focus (Select 2 courses from the following list, preferably in the same geographic area)* 6

GEOG 425	Geography of Europe
GEOG 426	Geography of Latin America
HIST 314	The History of Modern Russia
HIST 327	Eastern Europe and the Soviet Union
HIST 340	History of East Asia
HIST 341	History of Modern Korea
HIST 349	Modern China : Reform and Revolution in the Modern Age
HIST 445	Postwar Japan: The Political Economy of Rapid Growth
POLI 304	Latin America Through Film
POLI 320/	Introduction to Latin American Civilization
HIST 355	
POLI 321/	State and Society in Latin America
HIST 356	
POLI 327	Women in the Middle East
POLI 328	Political Islam
POLI 329	Comparative Politics of the Middle East
POLI 330	Introduction to the Middle East
POLI 331	The Israeli-Palestinian Conflict
POLI 332	Conflict in the Persian Gulf
POLI 333	Islam and World Politics
POLI 334	East Asian Politics
POLI 335	Chinese Politics
POLI 336	Chinese Foreign Policy and US-China Relations
POLI 345	Politics and Government of the Middle East
POLI 346	Contemporary African Politics
POLI 347	Africa in a Global Economy
POLI 348	Introduction to Africa
POLI 425	Arab Language, Media and Politics in the Middle East
POLI 488	Politics and Government of Contemporary Latin America
POLI 496	Topics in Latin American Politics and Culture
RELG 320	Introduction to Buddhism
RELG 322	Introduction to Islam

5. Occupational Context (Choose 1)   3

CBAD 371	Management and Organizations
POLI 370	Introduction to Public Administration
POLI 371	Public Policy
POLI 376	The Bureaucracy
POLI 495	Internship in Political Science
PSYC 470	Industrial/Organizational Psychology

6. Capstone   3

POLI 494***	Intelligence and National Security Studies Capstone

Total Credits Required: 45-54

Core Curriculum: 34-38
UNIV 110:   3
Electives: 25-38

Total: 120 Hours

Notes:
*   Course may be taken as a part of the core curriculum.
**   New course that has been approved within the university but not yet added to the catalog.
***   New course that is currently under review in the university process.

Assessment of Student Learning Outcomes:

Each of the required courses in the curriculum integrates technology and active-learning strategies in the course requirements. Term papers are assigned in several courses to allow students to research specialized topics in greater depth. Other courses will involve long and short-term simulations, as well as case-based discussion and problem-solving exercises. Students will also present analysis and research via written and oral presentations that utilize appropriate presentation technologies.

Beyond the completion of curricular requirements, the program will utilize other assessment measures. In order to assess subject-matter expertise, students will take a pre-test/post-test instrument given in the POLI 350 course and again in the POLI 494 (capstone) course. To assess progress on critical thinking, students in the POLI 494 course will take the National Survey of Student Engagement (NSSE). These findings will be compared to the university's average that is collected for the freshmen class.

In all cases, the assessment of this program will constantly monitor assessment feedback for maintenance and revision of the program. Data gathered from these various sources will be used to modify the curricular program. The effectiveness of these modifications results in additional assessment that further modifies the activities. Over time, this curricular approach leads to a process of continual improvement for the program.

Table 4. Student Learning Outcomes

Our Student should be able to:	Our Curriculum Offers:	Means of Assessment
Describe the principles of intelligence analysis and employ them to contemporary security issues in light of technical, legal and ethical constraints.	Coverage of the entire intelligence process to include analysis, collection, and counter-intelligence. Curriculum also has several courses in national and homeland security.	1) Successful completion of sections 2, 3, and 6 of the curriculum. 2) Pre/Post Test – Students will take an assessment exam at the beginning of POLI 350 and again at the end of their capstone (POLI 494) experience.
Apply critical thinking, reasoning and problem identification/solving skills – both as individuals and in group settings – to intelligence and national security policy issues.	Foundation course in Logic and Critical Thinking (PHIL 110). Assignments across the curriculum including debates, case studies and simulations.	1) Successful completion of major curriculum. 2) NSSE exam taken in POLI 494. Results contrasted with CCU freshmen sample.
Effectively communicate – in both written and oral formats – intelligence and security analysis in a manner that takes into account time, audience, and security considerations.	Course that specifically focuses on the issue of communication in intelligence (POLI 351). A capstone experience (POLI 494) that requires a written and oral presentation as a central objective of the course.	1) Successful completion of POLI 351 and POLI 494. 2) End-of-course oral and written presentations in POLI 351 and POLI 494 that conform to time, audience, and security consideration requirements.
Assess the importance of history, culture, politics, geography and economics of a particular region of the world, as well as how that impacts intelligence and national security issues	Courses from multiple departments that offer courses in Africa, Asia, East Europe, Latin American and the Middle East.	1) Successful completion of section 4 of the curriculum. 2) Successful completion of a locally-generated area studies assessment test administered in POLI 494.
Demonstrate competencies in the concepts, theories, and contemporary issues in a functional area of intelligence/security policy in order to promote original student research.	Capstone experience that requires the student to complete original research in an area of intelligence or security policy.	1) Successful completion and presentation of an original research project during the POLI 494 course.

Evaluate how the institution and operating environment for an organization involved in security policy influences its objectives, processes, and conduct.	Courses in organization, management and public administration. Also, internship opportunities at both the local and national level.	1) Successful completion of section 5 of the curriculum. 2) Completion of a 3-page case study during the POLI 494 course that adequately assesses the role of organization on intelligence or security policy.

New Course Descriptions:

The following new courses will be added to the Coastal Carolina Undergraduate Catalog to support this program:

POLI 350 Introduction to Intelligence Studies (3) (POLI 201 or permission of the instructor). This course is an introduction to the field of intelligence and its impact on policy areas related to security. Specifically, it will examine the role of strategic intelligence and intelligence agencies as a tool of United States foreign policy since 1945.

POLI 351 Intelligence Communications (3) (POLI 350 or permission of the instructor). This course is an examination of how intelligence information is communicated on both the organizational and individual levels. At the level of the organization, the course examines how intelligence is shared with various governmental and non-governmental actors. At the individual level, the course emphasizes the practical delivery of intelligence information in oral and written formats.

POLI 357 Homeland Security (3) (POLI 201 or permission of the instructor). This course is a survey of the actors, issues and processes involved in areas that support homeland security, including anti-terrorism, emergency management, and all-hazards analysis. It will also consider the benefits and problems of intelligence support to homeland security policy in the United States.

POLI 358 Intelligence Operations (3) (POLI 350 or permission of the instructor). This course is a survey of the limits, possibilities, and ethical dilemmas for the conduct of operations in support of the intelligence community. The course examines operations related to the collection of intelligence information including espionage, interrogation, imagery analysis, communications intelligence, and counterintelligence. Operations that are designed to have a direct policy effect – covert operations, direct action, and information operations – are also considered.

POLI 359 National Security Strategy (3) (POLI 201 or permission of the instructor). This course is an examination of classic and modern strategic theory and its applicability on the use of modern warfare by democratic societies. Topics for the course will include counter-insurgency warfare, the role of non-state actors, and the impact of the global context on strategic decision-making.

POLI 494 Intelligence and National Security Studies Capstone (3). This course is designed to be a "culminating experience" for the intelligence and national security studies major. The course will center on two key objectives: 1) Understanding and evaluating the current research on intelligence and national security policy; and 2) The production and presentation of a research project.

FACULTY

A table detailing the rank (not name) and academic qualifications of each staff member who will be involved in the program. Associate Professor #1, Assistant Professor # 1, and Lecturer #1 will be involved in advising and tracking students. Associate Professor #1 also serves as the program director.

Table 5. Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ph.D.	Political Science – International Relations	Yes
Associate Professor #1	Ph.D.	Intelligence and National Security	Yes
Associate Professor #2	Ph.D.	History – Area Studies	Yes
Associate Professor #3	Ph.D.	Political Science – Comparative Politics	Yes
Associate Professor #4	Ph.D.	Political Science – Public Administration	Yes
Assistant Professor #1	Ph.D.	Intelligence and Homeland Security	Yes
Assistant Professor #2	Ph.D.	Anthropology	Yes
Assistant Professor #3	Ph.D.	Economics	Yes
Assistant Professor #4	Ph.D.	Philosophy	Yes
Assistant Professor #5	Ph.D.	Geography	Yes

Assistant Professor #6	Ph.D.	World Languages	Yes
Lecturer #1	M.A.	Intelligence Analysis and Terrorism	Yes

Enumeration and discussion of the necessary qualifications of new faculty (and staff) who will be added in support of the proposed program.

One new faculty member (Assistant Professor #1) is scheduled to be added in the 2013-14 academic year (contingent on sufficient student enrollments). Any additional faculty will be contingent on sufficient student enrollment.

Institutional plan for faculty development as it may relate specifically to the proposed program.

The University promotes professional development and growth through an ongoing process involving all faculty members. The Provost's Office provides funding for travel, reassigned time, seed and development grants, and sabbaticals. In addition, the Center for Effective Teaching and Learning provides teaching and research mini-grants to enhance faculty productivity. These grants may be research oriented or based on the scholarship of teaching. Full support for faculty travel to present work at professional conferences is also provided by the College of Humanities and Fine Arts.

Institution's definition of full-time equivalents (FTE)

Every 21 credit hours taught during the academic year is equivalent to one Full-Time Equivalent (FTE).

Table showing for at least the first five years the number (headcount) and the full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program.

Table 6. Unit Administration/Faculty/Staff Support

Year	NEW		EXISTING		TOTAL	
	Headcount	*FTE*	*Headcount*	*FTE*	*Headcount*	*FTE*
Administration						
2012-2013	0	0.00	1	0.30	1	0.30
2013-2014	0	0.00	1	0.30	1	0.30
2014-2015	0	0.00	1	0.30	1	0.30
2015-2016	0	0.00	1	0.30	1	0.30
2016-2017	0	0.00	1	0.30	1	0.30
Faculty						
2012-2013	0	0.00	11	2.74	11	2.74

2013-2014	1	1.00	11	2.74	12	3.74
2014-2015	0	0.00	12	3.74	12	3.74
2015-2016	0	0.00	12	3.74	12	3.74
2016-2017	0	0.00	12	3.74	12	3.74
Staff						
2012-2013	0	0.00	1	0.15	1	0.15
2013-2014	0	0.00	1	0.15	1	0.15
2014-2015	0	0.00	1	0.15	1	0.15
2015-2016	0	0.00	1	0.15	1	0.15
2016-2017	0	0.00	1	0.15	1	0.15

PHYSICAL PLANT

The program should not require any modifications to the existing physical plant. The program will be housed within the College of Humanities and Fine Arts which is expected to relocate to expanded facilities within the next two years. The additional classroom space required for the new course offerings should not require any additions beyond that.

EQUIPMENT

Beyond the computer equipment required for the new faculty hire in 2013-14, there will be no additional equipment needs for the implementation of this program.

LIBRARY RESOURCES

Kimbel Library is a small academic library with holdings of over 200,000 items in all formats. We currently subscribe to over 20,000 periodicals: magazines, newspapers, scholarly journals and proceedings in print and online formats. The Library provides access to its holdings and to about 100 online citation, abstracting, full-text and reference resources via the World Wide Web at http://www.coastal.edu/library. Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research oriented courses.

SECTION 1. Quantitative Comparison of Library Holdings

Monographs

A quantitative comparison of Kimbel Library's holdings was conducted using *Bowker's Book Analysis System*. This collection tool compares current library holdings against a core list of monographs recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any library's holdings may be measured. This tool recommends core book titles; however, some (21%) of the library's collection relevant to the proposed major are in DVD or VHS format.

Media materials are an important part of the library's holdings for intelligence and national security studies, and while not considered "core" titles, must be included in a quantitative assessment of titles that support the program.

Thirty-one subject areas and corresponding Library of Congress (LC) call number ranges were identified for the B. A. – Intelligence and National Security Studies programs (Figure 1). **Quantitatively, Kimbel Library owns 10% of recommended core titles for the subject areas identified. Of the 3,673 total titles owned, 752 (21%) are media items.** The areas in which the library lacks large numbers of core titles are broad subject areas that include biographies and time periods that may not be pertinent to the scope of courses.

Figure 1.	Quantitative Summary of Library's Monograph Holdings				
Library of Congress Subject	Corresponding Call # Range	CCU Owns	Core Titles Owned	Core Titles not Owned	Cost of Core not Owned
Psychology	BF 199, BF 204, BF 698-698.9	146	12	35	$2913.00
Religion and International Relations	BL 65.I55	2	0	2	$115.00
Islam	BP 1 - 253	5	2	147	$153.00
World Politics	D 31 - 34	5	2	4	$247.00
Eastern Europe—History	DJK 1 - 77	11	2	23	$422.00
History of Russia, USSR, former Soviet Republics	DK 1 - 949	190	5	274	$3,366.00
Middle East	DS 23 - 389	830	110	965	*See* SECTION 3
History of Africa	DT 1 - 3415	615	63	530	
United States—Foreign Relations, 20th Century	E 744-745.5; E 840-840.2	117	24	51	$1,753.00
United States—Foreign Relations, 21st Century	E 895	5	0	9	$364.00
Latin America—History	F 1409 - 1419	139	12	62	$2,166.00
Ethnic Conflict	GN 496 - 498	10	1	4	$182.00
Economics—Political Aspects	HB 74	31	4	24	$1,511.00
International Economic Relations	HF 1040 - 2701	67	8	120	$1,125.00
Information Technology—Security Measures	HF 5548.37	6	0	0	*See* SECTION 3
Debts, External—Developing Countries	HJ 8899	7	0	3	$172.00
Criminology	HV 6001 - 7220	299	25	360	$10,740.00
Political Science	JA 1 - 92	123	6	21	$1,016.00
Political Theory	JC 11 - 607	113	9	488	$3,094.00
Comparative Government	JF 51 - 56	27	0	7	$231.00
Administrative Agencies—U.S.	JK 404 - 421	25	0	6	$215.00
Political Institutions: Asia	JQ 1 - 1849	4	0	6	$411.00
International Law	JX 1 - 6650	387	18	90	$3,960.00
International Relations	JZ 2 - 6530	173	17	157	$10,613.00
Computer Security	QA 76.9 .A25	1	0	6	$595.00
Coding Theory	QA 268	26	4	0	$0.00
Public Health	RA 421 - 790	165	8	154	$2,025.00
Medical Emergencies	RC 86 - 88	12	1	5	$317.00
Computer Networks—Security Measures	TK 5105.59	97	0	1	$58.00

Military Science	U 1 - 270	24	1	4	$95.00
Cryptography	Z 103 - 104	11	0	1	$30.00
Total		3,673	334	3,559	$47,889.00

Periodicals

Kimbel Library's journal holdings were examined in *Ulrich's Serials Analysis System*, which compares our total periodical holdings with a recommended core list of periodicals for academic libraries. Online access to periodicals is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions. Kimbel Library provides access to 4,300+ print and online-accessible periodicals relevant to the proposed major. Twenty percent of these represent core titles in the following subject areas: Asian Studies, Civil Defense, Communicable Diseases, Computer Security, Criminology and Law Enforcement, History, International Commerce, Military, Political Science, Psychology, Public Health and Safety, Religions and Theology, and Sociology.

Aggregators

The following are access points for online journals and databases that include non-serial content: Access World News, Academic Search Premier, America: History and Life, Arts and Humanities Citation Index, BioOne, Business Source Premier, Cambridge Histories Online, CIAO: Columbia International Affairs Online, Communication and Mass Media Complete, CountryWatch, CQ Global Researcher, CQ Political Reference Suite, CQ Researcher, CQ Weekly, EconLit with Full Text, Films on Demand, Gale Academic Onefile, Gale Expanded Academic Index, Health & Wellness Resource Center, Health Reference Center-Academic, Health Source-Consumer Edition, Historical Abstracts, History Resource Center: U.S., History Resource Center: World, Infotrac Custom Newspapers, JSTOR, LexisNexis-Academic, Military and Government Collection, Opposing Viewpoints Resource Center, Philosopher's Index, Project Muse, PsycARTICLES, Psychology and Behavioral Sciences Collection, PsycINFO, Regional Business News, Social Sciences Citation Index, SocINDEX with Full Text, National Newspaper Core Collection, Web of Science, World Data Analyst.

Publisher Packages

Berkeley Electronic Press, Brill Online Journals, IEEE Computer Society Digital Library, Liebert Online, Oxford Journals, Sage Journals, E-Duke Scholarly Collection, ScienceDirect, SpringerLink, Wiley Online Library.

SECTION 2. Qualitative Analysis

In the LC Classification areas listed above in Figure 1, Kimbel library holds 3,673 items in all supporting areas. Of those 3,673 items analyzed, 2,521 (69%) were published prior to 2000.

Circulation statistics available since 1997 (date of implementation of Kimbel Library's automated library system) show that of 2,985 *physical* items (electronic books are not included

in circulation statistics) 1,584 out were checked out 4,777 times, or approximately 3 times each. More precisely, 1,395 physical items had no circulation incidents, and 932 had two or more circulation incidents, up to 25 or more incidents for 8 titles. Three of these 8 high-circulating items were non-print (DVD or VHS). Of all the items with 10 or more circulation incidents (58 items), 50 were books, 3 were VHS, and 5 were DVDs. There is no correlation between publication date and item circulation.

In-house use (tracked from 1999) for the same 2,985 physical items show that 1,885 (63%) of these physical items have no record of internal use, while 446 items were used in-house at least twice, up to 10+ uses for 10 titles. Internal use of non-print physical materials is low, since security cases for these items require that they be checked out (circulated) in order to be used. There is no correlation between internal use and publication date.

SECTION 3. Quantitative estimate of acquisitions needed

Kimbel library owns over 3,600 titles in the highly cross-disciplinary subject of security studies; of these, 9% are considered "core" titles for an academic collection. Two areas of the collection, Middle East and History of Africa, are of special interest for the breadth of relevant titles, the number core titles held by the library *and* the number of core titles not owned. Because core titles in these subject areas accounts for over 50% of all core titles owned relevant to Intelligence and National Security Studies, the cost of core titles not owned was not included in the estimate of need.

Actual cost of core titles not held among the 29 remaining subject areas is $47,889.00, but does not include the cost of materials to support areas with no identified core titles (IT/security measures). The Library realizes that these acquisition projections are based on an ideal collection of core titles; the numbers reported above are to be considered benchmarks to guide acquisition activities. The faculty may wish to adjust these figures based on curricular needs.

Kimbel Library anticipates an allocation of $47,889.00 (based on the actual cost of core titles not owned), or $9,578 per year for five years for monographic acquisitions. The allocation is based on the resources currently available and may change accordingly. Because of the interdisciplinary nature of the proposed major, core titles for the Intelligence and National Security Studies major will support established majors, minors and concentrations.

Journal subscriptions are an ongoing cost. The average cost of political science journals in 2011 is $622, with an average annual increase of 7%. The Library's budget would need to be increased to cover the continuation of any new journal titles added. Selection of journal titles should closely conform to titles indexed in sources available to CCU students.

ACCREDITATION

At present there is no professional accreditation available for Intelligence Studies programs. The International Association for Intelligence Education is in the process of developing a non-

binding model curriculum. The proposed program largely conforms to the elements of that document.

ARTICULATION

The proposed program is unique, with no comparable programs available in the state. While the nature of intelligence is very specialized, Coastal Carolina University would be interested in developing cooperative relationships with other institutions in the state.

Coastal Carolina University has an ongoing effort to build a pipeline of students from Horry Georgetown Technical College (HGTC). Because there are no specialized requirements for entry into this program, it is assumed some students will come to the program from HGTC. Given the role of the core curriculum requirement for Coastal Carolina University, as well as a number of the foundation courses included in the program, students matriculating at 2-year institutions should not be delayed in completing the program on a 4-year schedule. All courses required for completion of the major program will be offered at least bi-annually.

COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

Table 7. New Costs and Financing by Year

Estimated Costs by Year						
Category	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Totals**
Program Administration (1)	$20,100	$20,502	$20,912	$21,330	$21,757	**$104,601**
Faculty Salaries (2)	$154,752	$206,487	$210,617	$214,829	$219,126	**$1,005,811**
Graduate Assistants	$0	$0	$0	$0	$0	**$0**
Clerical/Support Personnel (3)	$7,075	$7,217	$7,361	$7,508	$7,658	**$36,819**
Supplies and material	$1,000	$1,000	$1,000	$1,000	$1,000	**$5,000**
Library Resources (4)	$5,410	$5,453	$5,489	$5,538	$5,590	**$27,480**
Equipment	$0	$1,500	$0	$0	$0	**$1,500**
Facilities	$0	$0	$0	$0	$0	**$0**
Other	$0	$0	$0	$0	$0	**$0**
Totals	**$188,337**	**$242,159**	**$245,379**	**$250,205**	**$255,131**	**$1,181,211**
Sources of Financing by Year						
Tuition Funding	$313,104	$554,606	$631,120	$675,448	$702,144	**$2,876,422**
Program-Specific Fees						**$0**
State Funding						
Reallocation of Existing Funds						**$0**
Federal Funding						**$0**
Other Funding						**$0**
Totals	**$313,104**	**$554,606**	**$631,120**	**$675,448**	**$702,144**	**$2,876,422**

Notes:
(1) Program administration based on .30 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.
(2) 28% Fringe Benefits included with faculty salaries. Years 2-5 are based on a 2% increase.
(3) Clerical/Support salary includes 28% fringe for year. Years 2-5 are based on a 2% increase.
(4) Library Resources calculated at $4,788 per year for monographic acquisitions. Journal subscriptions are also included at the rate of $622 for the first year with a 7% annual increase thereafter.

INSTITUTIONAL APPROVAL

Organization: Date of Approval:

Board of Trustees   __18 MAR 2010__

Department of Politics and Geography   ___27 OCT 2011__

Curriculum Committee, College of Humanities and Fine Arts   ___13 DEC 2011__

Dean, College of Humanities and Fine Arts   ___19 DEC 2011__

Academic Affairs Committee, Faculty Senate   ___10 JAN 2012__

Faculty Senate   ___1 FEB 2012_

Provost, Coastal Carolina University   ___3 FEB 2012_

President, Coastal Carolina University   ___3 FEB 2012__