

**New Program Proposal
Bachelor of Arts
Intelligence and National Security
Coastal Carolina University**

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Arts degree with a major in Intelligence and National Security to be implemented in Fall 2012.

The Board of Trustees of Coastal Carolina University approved the proposal on March 18, 2010. The Program Planning Summary was reviewed by the Advisory Committee on Academic Programs at its meeting on March 18, 2010, without substantive comment. The proposal was submitted for Commission review on February 14, 2012.

According to the proposal, the purpose of the program is to provide students with the opportunity to develop analytical skills as well as the knowledge and expertise to allow them to serve in entry-level positions in the security industry. The proposal notes that since September 11, 2001, growth in both the national security and intelligence sectors has been significant. The proposal states that two-thirds of the analytic workforce at the Central Intelligence Agency possesses less than five years' experience and that two-thirds of analytic jobs in the Federal Bureau of Investigations did not exist ten years ago. The proposal also notes that in both the public and private sectors, similar growth patterns have been observed yet few programs exist in higher education to help meet these needs. The proposal also states that the overarching objective of this academic program is to use a multi-disciplinary approach that will prepare students for entry-level positions in security-related fields that require research, analysis, planning, and evaluation of policies and programs.

The institution has outlined six distinct programmatic goals for the proposed program. These goals include helping students gain an in-depth understanding of the intelligence process, its effect on the policymaking, and the implicit legal and ethical considerations involved; enhancing critical thinking, reasoning, and problem identification/problem solving skills to evaluate intelligence and national security policy issues; enhancing both oral and written communication skills to allow graduates to communicate analyses and findings in such a way as to accurately treat time, audience, and security considerations; providing students with in-depth exposure to the history, culture, politics, geography and economics of a particular region of the world and the relationship of the selected region to the larger global context; developing competencies in concepts, theories, and contemporary issues in intelligence and security policy for the purpose of promoting original student research; and providing the necessary framework and practical skills to succeed in intelligence, security, and emergency preparedness organizations. Importantly, the institution has developed the programmatic goals in consultation with the Office of the Director of National Intelligence's Core Competencies for Non-Supervisory Intelligence Community Employees. According to the proposal, this document specifies key knowledge, skills and abilities emphasized by the federal government with respect to future hiring decisions of entry-level employees.

The proposal notes that at present, there are no other programs in the state at either the graduate or undergraduate level that focus on the study of intelligence. Moreover, a review of

current online course catalogs of state four-year institutions reveals that there are very few individual courses in related areas.

The institution expects that the proposed program will be of interest to students who seek to pursue careers or additional education in the areas of intelligence and national security. The institution undertook a market analysis for the proposed program in Fall 2008 by conducting a random sample survey among undergraduate students in introductory political science courses and in two upper division political science courses. According to the proposal, the survey revealed that student interest in the proposed program is broadly distributed across student groups with approximately 40% of respondents indicating interest in this degree.

The institution's research demonstrates that demand for intelligence analysts and graduates with national and homeland security knowledge will remain strong. Many job openings now exist since the creation of the Department of Homeland Security and positions in other government agencies which focus on terrorism prevention and other security concerns. The proposal provides data from The Partnership for Public Service which demonstrate that positions in the security and protection category is the second fastest growth area and that this growth is anticipated to continue. Importantly, data presented in the proposal also reveal that three agencies which top the list for the hiring of new US government employees through September 2012 will be the departments of Homeland Security, Veterans Affairs, and Defense. According to the proposal, Bureau of Labor Statistics data indicate that protective services positions will see continued growth over the next decade. Specifically, total job openings are projected to rise by 13% (208,600 positions) during the period from 2008 to 2018. The proposal states that CNNMoney.com noted "intelligence analyst" in the top ten positions list for "Best Jobs in America" in 2009. The proposal also notes that significant retirements are expected in the federal government system and that an increase in intelligence and security positions outside of government is also expected. Beyond the government sector, multinational corporations and government contractors also have strong needs for individuals with skills this program will develop.

The proposal states that the proposed program is consistent with the institution's mission and will serve to advance its core mission of liberal arts education. This program's focus on global and cross-cultural issues will also help further Coastal Carolina's dedication to developing citizens who have a global perspective.

The proposal summarizes that while the institution's existing Political Science major has some relationship to the subject matter of the proposed program, the existing program does not provide a focus on either intelligence or security studies and that there is no existing major or program at the institution equivalent to the proposed program. Notwithstanding, the proposal states that the new program will have strong collaboration with related programs and departments at the institution, especially given the interdisciplinary nature of the proposed program (e.g., anthropology, economics, foreign language, history, philosophy, and statistics requirements will be supported through the institution's departments of History, Philosophy, and Mathematics), and the Department of Politics and Geography has faculty who possess intelligence experience and who will provide support to the new program.

The proposal states there are no similar degree programs in South Carolina and that few exist regionally. Fayetteville State University recently established an undergraduate program in Intelligence Studies (2011). Data from the National Center for Educational Statistics lists only four institutions in the southeast with programs in the category of Military Technologies (among

these, three are two-year institutions in Arkansas and Alabama and only the Community College of the Air Forces offers a program in intelligence studies and technology. Otherwise, the American Public University System, a private, for-profit institution, offers a distance learning bachelor's program in intelligence studies). According to the proposal, only nine institutions nationally offer an undergraduate degree in intelligence and only two universities offer a combined degree in intelligence and national security. The institution affirms it would be interested in collaborating to develop cooperative relationships with other institutions in the state that may have an interest in bringing forth similar programs.

The proposal states that beyond the established admission criteria, no specialized admission criteria for the proposed program exist.

The proposal states that an interdisciplinary curriculum will form the basis of this program and that most courses will come from the institution's Politics and Geography department. Foundational courses will include the university's core curriculum which will help to develop skills that will serve as the underpinning for analysis, evaluation and communication of intelligence information in the major. The proposal also states that all required courses have strong components that integrate technology and active learning strategies, and that some courses will provide students with the opportunity to conduct simulations and to benefit from case study-based discussion and problem solving exercises. Students will also be expected to present analysis and research through both written and oral presentations.

Assessment components at the programmatic level include the requirement that students take a pre/post-test instrument in the upper division Political Science and capstone courses designed to assess subject matter expertise. Critical thinking will be assessed via the National Survey of Student Engagement. Resulting data will be compared to the institution's freshman class average. Ongoing monitoring of these and other programmatic parameters and the data generated will be used to modify the curriculum and instruction in an iterative manner as needed, leading to a cycle of continuous programmatic improvement. The proposal includes a fully elaborated table of student learning outcomes that specifies what students should know and be able to do with specific links to the appropriate intersections in the curriculum, along with the mode of assessment for each desired outcome.

The proposal states that the institution will add six new courses in support of the proposed program. These courses include are all within the Political Science discipline and include the following: Introduction to Intelligence Studies; Intelligence Communications; Homeland Security; Intelligence Operations; National Security Strategy; and the Intelligence and National Security Studies Capstone course. Each is a three semester-hour course.

The institution submits that one new faculty member will be added in the 2013-2014 academic year, depending on sufficient student enrollment, and that any additional faculty will also be contingent on sufficient student enrollment. Existing faculty members are designated to advise and track students as well as to serve as the program director for the proposed new program.

The proposal states that no changes to the existing physical plant will be required. Existing space within the College of Humanities and Fine Arts will be used and additional classroom space to support the new course offerings should not extend beyond that which will be available when the College relocates to already-planned larger facilities within the next two

years (currently scheduled). The proposal also states that only one new complement of computer equipment for the new faculty member to be hired in 2013-2014 will be required.

The proposal states that Coastal Carolina's academic library includes holdings of over 200,000 items in all formats. The institution subscribes to more than 20,000 periodicals and provides access to all holdings and to approximately 100 online citation, abstracting, full-text and reference resources via the Internet. The proposal presents an extensive qualitative and quantitative analysis of its holdings contrasted with library needs for the proposed major and in summary, presents an estimate of need for core titles not held among requisite subject areas to be \$9,578 per year for five years for acquisitions of monographs. The proposal states that due to the interdisciplinary nature of the proposed program, core titles will support established majors, minors and concentrations. The proposal acknowledges that the library's budget would require a modest annual increase of 7% to cover any new journal titles which would need to be added.

The proposal states that at the present time, there is no specialized professional accreditation for Intelligence Studies programs. A non-binding model curriculum is being developed by the International Association for Intelligence Education and the proposed program largely conforms to the curricular elements as specified in the model curriculum document.

Even though the proposed program is a unique offering with no comparable degree programs available in South Carolina and the nature of curricula in intelligence highly specialized, the institution states in the proposal that it would be interested in developing cooperative relationships with other institutions in the state. Additionally, students transferring to Coastal from two-year institutions should encounter no difficulties in completing the proposed program within four years as all courses required for the major program will be offered at least bi-annually.

ESTIMATED COSTS

Table 7. 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.

Summary

In summary, the proposed unique program will provide students with an opportunity to develop the requisite expertise, skills, and knowledge for gainful and meaning employment and service in the security industry through participation in a dynamic multi-disciplinary program designed to teach research, analysis, planning, and evaluation of policies and programs related to national security and intelligence.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program at Coastal Carolina University leading to the Bachelor of Arts degree with a major in Intelligence and National Security to be implemented in Fall 2012, provided that no “unique cost” or other special state funding be required or requested.