

Name of Institution The Citadel

Name of Program (include concentrations, options, and tracks)
Bachelor of Arts in Intelligence and Security Studies

Concentrations:

- Military Intelligence (5 designated courses + 3 General Intelligence elective courses)
- Chinese Area Studies (6 designated courses + 2 General Intelligence elective courses)
- Counterterrorism (5 designated courses + 3 General Intelligence elective courses)
- Business Intelligence (5 designated courses + 3 General Intelligence elective courses)
- General Intelligence (8 General Intelligence elective courses)

Program Designation

- | | |
|---|---|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> 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
August 2017

CIP Code
290201

Delivery Site(s) The Citadel

Delivery Mode

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*
*select if less than 50% online | <input checked="" type="checkbox"/> Distance Education
<input checked="" type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended (more than 50%online) |
| | <input type="checkbox"/> Other distance education |

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

Dr. Carl Jensen, Professor & Director, Intelligence and Security Studies
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Institutional Approvals and Dates of Approval:

Undergraduate Curriculum Committee: October 18, 2016

Faculty Senate: December 13, 2016

Board of Visitors: January 9, 2017

Background Information

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

The Bachelor of Arts (BA) in Intelligence and Security Studies at The Citadel is designed to meet the national security and intelligence needs of military, federal, state, and local governmental agencies, private corporations engaged in intelligence and security fields, and others who are interested in gaining greater knowledge about the field of intelligence and security studies.

The objective of this degree is to prepare students for analytic, operational, research, and investigative intelligence positions within the federal government, the military, and the private sector. There are currently 17 civilian and military agencies within the Intelligence Community (IC) that provide employment opportunities (e.g., Central Intelligence Agency (CIA), Defense Intelligence Agency (DIA)). There is also a robust market for intelligence analysts within the private sector in South Carolina as consultants, analysts, and operatives with corporations such as Booz, Allen, Hamilton; BAE; SAIC; and Northrup Grumman. Other industries hiring graduates include management consultant firms, and state and local law enforcement agencies.

In 2015, the Citadel's ROTC program commissioned 158 officers, more than any other Senior Military College and ranking only behind the Service Academies in number of commissioned officers produced. Of note, many (approximately 20 graduates) were selected for Military Intelligence. In addition, 12 graduates of The Citadel Class of 2016 were hired by the FBI; another seven received appointments as FBI Honors Interns.

Centrality of the Program

Given The Citadel's history, reputation, and affiliation with the military, federal, private, and state agencies, it is strategically placed to take a prominent leadership role in this emerging academic discipline. In addition to the outstanding academic preparation students receive, Citadel graduates are especially attractive to the public and private intelligence agencies for the following reasons:

- The Citadel's focus on Principled Leadership is highly valued in the IC;
- Citadel students learn and are expected to retain high ethical standards, as are members of the IC; and
- The Citadel's rigid standards of conduct help ensure that graduates can pass the

rigorous background checks required for service in the IC.

The major will be housed in the Department of Criminal Justice as a standalone and separate major. Faculty with the experiential and academic qualifications to teach Intelligence Studies are already onboard and will be able to teach required courses without any new hires. In addition, given the interdisciplinary nature of the major, faculty from many different disciplines across The Citadel campus will teach in the program.

List the program objectives. (2000 characters)

This program would introduce the student to intelligence concepts, applicable management principles, policy analysis, critical thinking, and critical leadership skills necessary to successfully address security and intelligence challenges facing the United States. Students who graduate with a B.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 civilian and military intelligence agencies
- An understanding of national and international intelligence and security strategies
- Knowledge of intelligence management principles, tools, and applications
- Understanding of leadership principles as they apply to military and civilian intelligence agencies
- Understanding of the role of ethics and integrity for intelligence and security professionals
- Ability to perform tactical, operational, and strategic analysis
- Understanding of collection strategies in military and civilian intelligence
- Knowledge of global, national, and regional threats to security
- Ability to utilize critical thinking skills in all areas of collection and analysis
- Enhanced written and oral skills in communicating intelligence findings to policy/decision makers at all levels
- Understanding of the functional areas of intelligence (collection, analysis, counterintelligence, covert action, and intelligence management) and how each can advance national objectives
- Ability to collaborate and work effectively in teams
- Knowledge of the principles and fundamentals of cybersecurity

Students enrolled in specific concentrations will have additional learning objectives appropriate for their particular area of study.

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 job market access and employment opportunities for students interested in homeland security, national security, intelligence, and criminal justice careers.

Since the attacks of 9/11, the Department of Homeland Security and the Intelligence Community (IC) have 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. Protective service jobs are projected by the Bureau of Labor Statistics to increase by 153,900 jobs between 2014-2024 (<http://www.bls.gov/news.release/pdf/ecopro.pdf>).

Payscale.com reports that, at present, an intelligence analyst's median salary is \$71,597 per year.

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. Each of these companies has a presence in South Carolina and actively recruits Citadel graduates. For example, 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. Other industries hiring graduates include peacekeeping and humanitarian operations support, cybersecurity companies, management consultant firms, and state and local law enforcement agencies.

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. From 2000 until 2015, there were 62,778 defense contracts awarded in the state of South Carolina, totaling \$38, 975, 698, 333

(http://www.governmentcontractswon.com/departments/defense/south_carolina_counties.asp). Current data on protective service occupations indicate that 46,260 positions exist in the state (Bureau of Labor Statistics http://www.bls.gov/oes/current/oes_sc.htm).

In addition, the military has indicated a continuing need for intelligence personnel and many Citadel graduates are commissioned (29% in 2016) as intelligence officers upon graduation:

The Army has invested heavily to recruit additional MI [military intelligence] Soldiers and expand training through-put capacity at the US Army Intelligence Center at Fort Huachuca in order to grow the MI force. The Army will continue to integrate lessons learned and evaluate requirements based on operational experiences in Afghanistan, Iraq, Korea, and elsewhere into future force structure planning...Army Intelligence transformation is synchronized with the Army Campaign Plan to generate a more

balanced, modular, and more capable MI force optimized for effective support in complex operating environments worldwide.

(https://www.army.mil/aps/09/information_papers/military_intelligence_capacity.html)

According to Indeed.com, as of January 3, 2017, there were 19,474 intelligence analyst positions open nationwide, including 107 in South Carolina. There were also 685 business intelligence openings in the state (indeed.com). This includes openings at such intelligence giants and major corporations as Leidos; Booz, Allen, Hamilton; General Dynamics; and Santee Cooper. According to the Recruiter.com website (2017):

The overall job outlook for Intelligence Analyst careers has been positive since 2004. Vacancies for this career have increased by 27.30 percent nationwide in that time, with an average growth of 4.55 percent per year. Demand for Intelligence Analysts is expected to go up, with an expected 20,300 new jobs filled by 2018. This represents an annual increase of 2.29 percent over the next few years.

Employment Opportunities

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

Yes

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."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Intelligence Analyst (National)	19,474 (current openings)		Indeed.com
Intelligence Analyst (South Carolina)	107 (current openings)		Indeed.com

Business Analyst (South Carolina)	685 (current openings)		Indeed.com
Intelligence Analysts	20,300	20,300 by 2018	Recruiter.com

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

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.

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)

Through informal surveys and advising sessions, we project that the program to be most impacted will be Criminal Justice; many students who currently major in Criminal Justice have indicated a desire to pursue the Intelligence and Security Studies major, reasoning it will better prepare them for careers in military intelligence and the civilian world (e.g., CIA, FBI, private intelligence sector). In addition, the majority of faculty slotted to teach core courses in the new major currently reside in the Criminal Justice department and already teach courses in the Intelligence and Security Studies minor. As a result, impact on the Criminal Justice faculty is expected to be minimal.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Bachelor of Arts Degree in Intelligence and National Security	Coastal Carolina University (CCU)	Both programs offer classes that cover intelligence functions generally (e.g., collection, analysis, critical thinking, writing, briefing, issues pertaining to national security)	The Citadel attracts a different undergraduate student than CCU (i.e., students who wish to be part of the Corps of Cadets). Additionally, The Citadel offers concentrations in areas CCU does not (e.g., Military Intelligence). As well, as a Senior Military College, The Citadel has a mandatory ROTC requirement for all students.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-2018	40	240	40	240	20	120
2018-2019	60	360	60	360	30	180
2019-2020	80	960	80	960	40	240
2020-2021	100	1200	100	1200	50	300
2021-2022	100	1200	100	1200	50	300

Additional Comments on Expected Enrollment:

The Citadel currently offers a minor in Intelligence and Security Studies with approximately 75 enrolled students. In informal surveys, approximately 75% of the students have indicated a desire to obtain a BA in Intelligence and Security Studies if one were offered. Additionally, in 2016, The Citadel established the Center for Cyber, Intelligence, and Security Studies (CCISS), an interdisciplinary initiative to enhance collaboration between Citadel faculty members and others in those areas. Part of the mission of the CCISS is to promote education and recruit students in the areas of intelligence and security studies. To further this mission, faculty are currently developing a minor in Cybersecurity that will be available to all students. We expect that many students who choose to major in Intelligence and Security Studies will also opt to take the Cybersecurity minor. This will make them particularly attractive to IC agencies and the military, where those with cybersecurity skills are in high demand.

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)

Are there any special articulation agreements for the proposed program?

- Yes
- No

If yes, identify. (1000 characters)

Curriculum

Curriculum by Category			
Required Core (21 hours—all students)			
INTL 201 Introduction to Intelligence Studies (new course)	3		
INTL 210 Homeland Security	3		
INTL 301 Advanced Analytics 1 (new course)	3		
INTL 302 Advanced Analytics 2 (new course)	3		
INTL 310 Intelligence Collection Systems and Programs	3		
INTL 401 Intelligence Support to Military Operations (new course)	3		
CSCI 227 Introduction to Cybersecurity	3		
Military Intelligence Concentration (6 courses from the following + 2 General Intelligence elective courses)			
HIST 326 Europe Since 1914	3		
HIST 382 History of Military Leadership	3		
HIST 384 US Military History	3		
HIST 386 World War II in the Pacific	3		
HIST 387 History of the Vietnam War	3		
HIST 388 U.S. Foreign Relations since 1898	3		
HIST 389 The Global Cold War, 1917-1991	3		
HIST 393 WW2 in Europe and Africa	3		
HIST 391 ST: Greek and Roman Warfare	3		
HIST 395 History of Weapons and Firepower	3		
INTL 311 Intel Successes and Failures	3		
INTL 312 America's Drone Campaign Since 9/11 (new course)	3		
PSCI 231 Introduction to International Politics	3		
PSCI 346 Multinational Peacekeeping	3		
PSCI 348 Theories of Peace and War	3		
Chinese Area Studies Concentration (8 courses from the following)			

Core courses (6):			
CHIN 101 Introduction to Chinese I	3		
CHIN 102 Introduction to Chinese II	3		
CHIN 201 Intermediate Chinese	3		
CHIN 202 Intermediate Chinese II	3		
PSCI 231 Introduction to International Politics	3		
PSCI 337 East Asian Affairs	3		
And two electives from the following:			
CHIN 301 Advanced Speaking, Reading, and Writing I	3		
CHIN 302 Advanced Speaking, Reading, and Writing	3		
CHIN 303 Chinese Civilization	3		
CHIN 307 Business Chinese	3		
CHIN 341 and Chinese Language	3		
CHIN 342 and Literature	3		
CHIN 441 and Chinese Language	3		
CHIN 442 and Literature	3		
HIST 206 (417) History of the Non-Western World	3		
HIST 357 (462) The History of Pre-Modern China	3		
HIST 358 (463) The History of Modern China	3		
PSCI 338 Southeast Asian Affairs	3		
PSCI 345 South Asian Affairs	3		
Counterterrorism Concentration (6 courses from the following and 2 General Intelligence elective courses)			
Core Courses (3):			
PSCI 310 Domestic Terrorism	3		
PSCI 342 International Terrorism	3		
PSCI 231 Introduction to International Politics	3		
And three electives from the following:			
BIOL 207 Bioterrorism	3		
CRMJ 331 Cyber Investigations	3		
CRMJ 332 Comparative Counterterrorism	3		

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CSCI 327 Computer Security	3		
CSCI 427 Advanced Cybersecurity	3		
HIST 356 The History of Africa	3		
HIST 361 Early Islamic History	3		
HIST 362 Modern Middle East	3		

HIST 364 The Arab-Israeli Conflict	3		
PSCI 331 International Law	3		
PSCI 332 National Security Policy	3		
PSCI 339 Middle Eastern Affairs	3		
PSCI 346 Multinational Peacekeeping	3		
SOCI 301 Cults	3		

Business Intelligence Concentration (5 courses from the following and 3 General Intelligence Courses)

Core Courses (3)

BADM 211 Introduction to Financial Accounting and Reporting	3		
BADM 212 Introduction to Managerial Accounting	3		
BADM 417 Management Information Systems	3		
And two electives from the following:			
BADM 327 Principled Entrepreneurship and the Free Enterprise System	3		
BADM 217 Computer Applications in Business	3		
BADM 320 International Business	3		
BADM 329 Project Management	3		

General Intelligence (8 General Intelligence elective courses from the list below)

ANTH 202 Cultural Anthropology	3		
BIOL 207 Bioterrorism	3		
CRMJ 331 Cyber Investigations	3		
CRMJ 332 Comparative Homeland Security	3		
CRMJ 333 Immigration and Security	3		
CRMJ 381 Organized Crime	3		

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CRMJ 384 International Crime	3		
CRMJ 392 Computer Crime	3		
CSCI 327 Computer Security	3		
CSCI 427 Advanced Cybersecurity	3		
GEOG 301 Introduction to Geographic Information Systems	3		
GEOG 311 Economic Geography	3		
HIST 206 (417) History of the Non-Western World	3		
HSIT 326 Europe Since 1914	3		

HIST 356 The History of Africa	3		
HIST 362 Modern Middle East	3		
HIST 388 U.S. Foreign Relations since 1898	3		
HIST 389 The Global Cold War, 1917-1991	3		
INTL 311 Intel Successes and Failures	3		
INTL 312 America's Drone Campaign Since 9/11 (new course)	3		
INTL 464 Intelligence Internship (new course)	3		
INTL 465 Special Topics in Intelligence (new course)	3		
PSCI 310 Domestic Terrorism	3		
PSCI 332 National Security Policy	3		
PSCI 336 Russia and the Commonwealth of Independent States	3		
PSCI 339 Middle Eastern Affairs	3		
PSCI 342 International Terrorism	3		
PSCI 346 Multinational Peacekeeping	3		
PSCI 401 Political Issues and Public Policy	3		
PSCI 431 American Foreign Relations	3		
PSCI 433 Topics in International Politics	3		

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

Total Credit Hours Required 36

Course Descriptions for New Courses

Course Name	Description
INTL 201 Introduction to Intelligence Studies	<p>Three Credit Hours</p> <p>Students will receive a broad overview of intelligence gathering and analysis as practiced by agencies of the United States government, to include its purpose, history, and potential benefits. The organizational makeup of the U.S. Intelligence Community (IC); the laws, guidelines and ethics pertaining to intelligence collection; and employment/internship possibilities in the IC will also be presented. Finally, students will be given an introduction to analytical procedures and writing/briefing for policymakers.</p>
INTL 301 Advanced Analytics I	<p>Three Credit Hours</p>
	<p>Students learn about the challenges inherent in analytics and methodologies used to overcome biases and present findings in a meaningful way. The course is designed to acquaint students with methods to maximize analytical rigor and provide policymakers with the intelligence necessary for them to make decisions under conditions of uncertainty and ambiguity. Emphasis is placed on working through case studies and developing writing and briefing skills.</p>
INTL 302 Advanced Analytics II	<p>Three Credit Hours</p> <p>A follow-up course to INTL 301. Students learn about the challenges inherent in analytics and methodologies used to overcome biases and present findings in a meaningful way. The course is designed to acquaint students with methods to maximize analytical rigor and provide policymakers with the intelligence necessary for them to make decisions under conditions of uncertainty and ambiguity. Emphasis is placed on working through case studies and developing writing and briefing skills.</p>

<p>INTL 312 America's Drone Campaign Since 9/11</p>	<p>Three Credit Hours Drones are used by both the civilian and military intelligence community as a new weapon in the fight against international terror. They serve as both collection platforms (Signals and Geospatial Intelligence) and weapons delivery systems. In this course, students will learn about the development and history of drones, their operational and tactical employment, and how they have changed the face of war. We will also explore the legal and ethical ramifications of their use against military targets and terrorists.</p>
<p>INTL 401 Intelligence Support to Military Operations</p>	<p>Three Credit Hours Since the days of Sun Tzu, intelligence collection and analysis has provided "decision advantage" to military commanders at both the tactical and strategic levels. In today's complex battle space, good intelligence often spells the difference between victory and defeat. In this course, students will learn the importance of intelligence for the warfighter, the myriad collection techniques available today, and evolving doctrine as it relates to the collection and analysis of intelligence (e.g., the use of drones)</p>

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	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor	Full	INTL 201, INTL 311, INTL 464, INTL 465	Ph.D. Criminal Justice University of Maryland	Dr. Carl J. Jensen Professor and Director of Intelligence and Security Studies Co-Director, Center for Cyber, Intelligence, and Security Studies Supervisory Special Agent, FBI (retired) Former Director of the Center for Intelligence and Security Studies, University of Mississippi (IC Center for Academic Excellence)
Assist ant	Full	INTL 301, INTL 302, INTL 311, INTL 465	Ph.D. History, JD University of Mississippi	Dr. Melissa Graves Assistant Professor Expert in Intelligence Analytics Former Interim Director of the Center for Intelligence and Security Studies, University of Mississippi (IC Center for Academic Excellence)
Citadel Fellow in Intelligence	Full	INTL 210, INTL 310, INTL 401, INTL 311, INTL 312, INTL 465	MS, Strategic Intelligence National Intelligence	LTC Michael Brady, USA (retired) Career Military Intelligence Officer Served on staff of National Security Council and National Counterterrorism Center

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Assistant Professor 1	Full	CRMJ 331, CRMJ 392, PSCI 310, PSCI 342	Ph.D. (expected Spring 2017), Criminal Justice,	Dr. Daren Fisher Assistant Professor Affiliated with the University of Maryland's National Consortium for the Study of Terrorism and
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				Responses to Terrorism (START) program and expert in cybersecurity
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Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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: 4
Staff: .5
GA: 1

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 major in Intelligence and Security Studies program will receive a one course (3 credit hour) reduction for each graduate course taught during the semester per college policies.

There are no proposed changes in assignment for currently employed faculty. The current Director of the Intelligence and Security Studies program will retain directorship of the new major 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. The Citadel hired a new Assistant Professor (tenure track) in fall 2016 (Dr. Melissa Graves) and will hire another Assistant Professor (tenure track) in fall 2017 (Dr. Daren Fisher) to teach in the Criminal Justice and Intelligence and Security Studies programs. The four faculty members described in the above table will be able to teach all courses in the program.

Qualifications of new faculty: Candidates must possess a terminal degree and express research interests 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.

In order to address the myriad administrative challenges of a first year major, we will provide part-time administrative person for the first year; as data are compiled on the success of the program (e.g., number of students declaring Intelligence as a major), we will examine the need for administrative support as the program grows.

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
Homeland Security Digital Library	Yes	USN Postgraduate School	\$0.00 (open-source)
Intelligence & National Security (journal)	Yes, with 18-month embargo	Taylor & Francis	\$1,357 per year to breach embargo
International Journal of Intelligence & Counterintelligence	No	Taylor & Francis	\$417 per year
SIPRI (Stockholm International Peace Research Institute)	No	SIPRI	\$0.00 (open-source)
Jane's Defence Equipment & Technology Intelligence Centre	Yes	IHC/Janes	\$28,914
CIA Center for the Study of Intelligence Library	Yes	CIA	\$0.00 (open source)
Kent Center Occasional Papers	Yes	CIA	\$0.00 (open
Global Trends Series	Yes	Office of the Director of National Intelligence	\$0.00 (open source)
Intelligence Resource Program/ <i>Secrecy News</i>	Yes	Federation of American Scientists	\$0.00 (open source)
Minimum EST NEW COSTS PER YEAR			\$1,774

Student Support Services

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

There are no academic support services required for this program beyond the already robust services The Citadel offers to all students and no additional fees are anticipated. The Citadel's numerous student support programs, services, and activities are categorized and listed in the Student Support Services Inventory. These services include The Citadel Academic Support Center and the Office of Multicultural Student Services and International Studies. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in

oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

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.

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.

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	20,000 ¹	20,000	20,000	20,000	20,000	100,000
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	1,77	1,774	1,774	1,774	1,774	8,870
Other* (Professional Organization Membership)	500	500	500	500	500	2,500
Total	22,2	22,274	22,274	22,274	22,274	101,370
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	0	0	0	0	0	0
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding* LEAD	22,2	22,274	22,274	22,274	22,274	101,370
Total	0	0	0	0	0	0
Net Total (i.e., Sources of Financing)	(0)	(0)	(0)	(0)	(0)	(0)

¹ This amount represents hiring a temporary staff administrator for year one if we are not able to add this to someone's workload; data will be examined at that time to determine if this is a position that should be made permanent.

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.

Students will initially come from the South Carolina Corps of Cadets, whose numbers are not expected to increase. Eventually, we expect to expand the program to evening undergraduates, which will increase revenue. In addition, in 2017, The Citadel will apply for status as an Intelligence Community Center for Academic Excellence as part of the Southeastern Collegiate Intelligence Consortium (SECIC) (Citadel, Coastal Carolina University, and the University of West Alabama). If selected, this will bring in additional funding for an expected period of five years (two years guaranteed, three option years). Applying for this status is an integral part of The Citadel's LEAD 2018 strategic plan.

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:

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders.

General Education Learning Outcomes:

- *Written Communication*: Student can effectively communicate ideas in a logical sequence, demonstrating control of syntax and mechanics and the ability to integrate credible and relevant sources.
- *Quantitative Reasoning*: Student can use quantitative-reasoning skills to successfully make calculations, interpret data, communicate results, and evaluate an issue or solve a problem.
- *Critical Thinking*: Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Student has the ability to state positions, create new positions, and acknowledge other positions including implications and consequences.
- *Ethical Reasoning*: Student can recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including his or her own.

In addition to standardized tests like the CLA and national survey instruments, The Citadel's General Education program is assessed through assignments embedded in its required E-Leadership Portfolio. The Citadel was awarded the 2014 Council of Higher Education Accreditation (CHEA) Award for assessment of the general education program.

Consistent with SACS accreditation standards, student learning outcomes at the degree program level 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 weeks 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.
- Employer surveys will be conducted every other year by the institution.

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 gauge 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.

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

Identify global and national threats to security	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Develop response strategies to threats to national security	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Develop enhanced critical thinking skills	Direct assessments embedded in courses through exams, projects, presentations, program portfolio, Collegiate Learning Assessment (CLA), and employer surveys. Indirect assessments will include the National Survey of Student Engagement (NSSE), student surveys, and alumni surveys.
Demonstrate ability to collaborate and work effectively in teams	Direct assessments embedded in courses through exams, projects, presentations, program portfolio, Collegiate Learning Assessment (CLA), and employer surveys. Indirect assessments will include the National Survey of Student Engagement (NSSE), student surveys, and alumni surveys.
Develop enhanced written and oral communication skills	Direct assessments embedded in courses through exams, projects, presentations, program portfolio, Collegiate Learning Assessment (CLA), and employer surveys. Indirect assessments will include the National Survey of Student Engagement (NSSE), student surveys, and alumni surveys.
Understand leadership principles as they apply to homeland security and intelligence agencies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Demonstrate knowledge of the principles and fundamentals of cybersecurity	Direct assessments embedded in courses through exams, projects, presentations, program portfolio

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.