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February 2, 2020

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Beverly Wendland and our Krieger School of Arts and Sciences, I write to request your review and endorsement of the enclosed proposal. The School of Arts and Sciences proposes a substantial modification to the existing and previously endorsed **M.S. in Intelligence Analysis**

The proposed substantial modification to the MS in Intelligence Analysis responds to the needs of public and private sector intelligence organizations. JHU-AAP's proposed curriculum revisions are designed to provide essential updates and increased rigor to the program based on the guidance of internal and external subject matter experts.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check (#11823764) for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Date Submitted:
Department Proposing Program				
Degree Level and Degree Type				
Title of Proposed Program				
Total Number of Credits				
Suggested Codes	HEGIS:		CIP:	
Program Modality	On-campus		Distance Education (<i>fully online</i>)	
Program Resources	Using Existing Resources		Requiring New Resources	
Projected Implementation Date	Fall	Spring	Summer	Year:
Provide Link to Most Recent Academic Catalog	URL:			
Preferred Contact for this Proposal	Name:			
	Title:			
	Phone:			
	Email:			
President/Chief Executive	Type Name:			
	Signature: <i>Sunil Kumar R</i>			Date:
Date of Approval/Endorsement by Governing Board:				

Revised 6/13/18

**The Johns Hopkins University
Krieger School of Arts and Sciences
Proposal for a Substantial Modification to an Endorsed Program**

Master of Science in Intelligence Analysis (MSIA)

A. Centrality to Institutional Mission and Planning

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Johns Hopkins University Krieger School of Arts and Sciences Advanced Academic Program's is pleased to submit a proposal for the substantial modification to the Master of Science in Intelligence Analysis (MSIA). The proposed modifications include 1) a substantial modification to the curriculum of the existing and previously endorsed MSIA and 2) the addition of an online modality.

The MSIA will allow students to benefit from the combined resources of the proposed MSIA curriculum and JHU-AAP's existing Global Security Studies (GSS) and Geospatial Intelligence Studies (GIS) program offerings. The consolidation of these programs within one academic division acknowledges the relationship between intelligence analysis and policy formulation, fosters the development of an interdisciplinary curriculum focused on that relationship, and better prepares students for leadership positions in intelligence roles supporting national security and foreign policy formulation.

The proposed modifications to the MSIA respond to the needs of public and private sector intelligence organizations. JHU-AAP's proposed curriculum revisions are designed to provide essential updates and increased rigor to the program based on the guidance of internal and external subject matter experts. These modifications focus on the core competencies required of students interested in initiating or advancing their career in intelligence analysis. The MSIA will provide students the opportunity to earn an advanced degree in the specialized field of intelligence analysis with an emphasis on critical thinking, structured analysis, information synthesis, interpretation, and, most importantly, professional application.

The addition of an online option will extend the geographic reach of the MSIA program, allowing for further growth of the program and benefitting students by geographically and culturally diversifying the student population. The online program will also benefit regional participants by providing them the option of completing the degree in on-campus, online, or hybrid formats.

The mission of The Johns Hopkins University is to "educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world."¹ The mission of JHU-AAP is to "offer high quality graduate courses, certificates and degree programs containing a mixture of theory and

¹ Johns Hopkins University, "Johns Hopkins University Mission Statement," http://webapps.jhu.edu/jhuniverse/information_about_hopkins/about_jhu/mission_statement/index.cfm.

practice that serve current and long term needs of today’s adult learners.” Finally, the mission of the Center for Advanced Government Studies (CAGS) is to “provide a strong foundation of knowledge upon which innovative policy programs and promising leaders can develop.”² The proposed modifications would help implement those goals by providing students access to an updated, expanded and rigorous curriculum locally and globally accessible via a variety of learning platforms.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

The modification to the existing M.S. in Intelligence Analysis (MSIA) aligns with the JHU-AAP Center for Advanced Governmental Studies’ mission of marrying theory and practice. JHU-AAP is noted for its high-quality graduate programs for working professionals that educate them in various disciplines to be tomorrow’s most promising leaders.

The MSIA degree is also well-aligned with the primary goals of the Center for Advanced Governmental Studies to: 1) provide an academic setting for the practical application of scholarship on all aspects of government, policy, and governance; 2) enhance the Center’s position as a leader in education for working professionals that is innovative and distinctive; and 3) educate future leaders by providing students with the highest quality of instruction in a diverse and inclusive environment.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

Please see Tables 1 and 2 for detailed financial information and narrative.

4. Provide a description of the institution’s commitment to:
a. ongoing administrative, financial, and technical support of the proposed program

Johns Hopkins University has a dedicated team of full-time administrators, financial managers, and technical support that will work with the Program Director to ensure ongoing support of the new degree.

b. continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The program will be an integral part of the master’s degree programs overseen by the Center for Advanced Governmental Studies at Hopkins and will, therefore, have the ongoing support necessary for all enrolled students to complete their studies in the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

² Johns Hopkins University, “Center for Advanced Governmental Studies,” <http://advanced.jhu.edu/academic/government/index.html>.

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

Intelligence analysis plays a critical role in protecting U.S. national security interests and informing foreign policy formulation. Intelligence analysis requires highly-trained and specialized personnel to synthesize and make meaning from data collected from a wide array of sources and provide actionable information to intelligence consumers, including the President, Congress, diplomats, military strategists, and other executive-level decision-makers. While the exact number of intelligence analysts employed in the public sector is classified, the projected demand for intelligence analysts is predicted to increase, with above average growth occurring both in the private and public sectors. Significantly, the Washington Metropolitan Area is home to many of the 17 Federal agencies that comprise the U.S. Intelligence Community, such as the Office of the Director of National Intelligence (ODNI), Central Intelligence Agency (CIA), National Security Agency (NSA), Defense Intelligence Agency (DIA), National Geospatial-Intelligence Agency (NGA), and Federal Bureau of Investigations (FBI). The transformation of intelligence analysis, stemming from the intersection of traditional analytical approaches and their evolving relationship with artificial intelligence and machine-based learning, requires new approaches to preparing analysts for careers in the field. The MSIA degree program addresses the need for the development and advancement of knowledge, as well as the preparation of highly-trained specialists in this rapidly evolving field.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

In 2016, the university launched its “JHU Roadmap on Diversity and Inclusion” which underscores the institution’s commitment to diversity and recognizes that “... the inclusion of all members of the Johns Hopkins community are vital to the fulfillment of our university’s purpose of critical inquiry and discovery, and implicate virtually every component of our academic, research, and service missions.” Between 2009 and 2016, the number of students identifying as underrepresented minorities in incoming classes increased from 12 to 23 percent, reflecting new approaches to URM recruitment. In 2018, 26.4 percent of incoming students identified as underrepresented minorities; 15.4 percent qualified for Federal Pell grants; and 11.9 percent were the first in their families to attend college. The university has committed to ensure at least 20 percent of its incoming undergraduate class is composed of lower-income students by 2023. For AAP specifically, 38 percent of the student population identified as an underrepresented minority in 2019.

In its 2017 report on “Diversity and Inclusion: Examining Workforce Concerns within the Intelligence Community,” the Office of the Director of National Intelligence (ODNI) emphasized in the growing importance of diversifying the intelligence community’s workforce, stating that “To combat emergent global, and increasingly complex national security threats, the intelligence community must employ, develop,

and retain a dynamic, agile workforce that reflects diversity in its broadest context ...” The proposed program responds to these demands and offers prospective candidates a pathway to these opportunities, as well as opportunities for advancement within the discipline.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

JHU-AAP’s master’s programs are accessible to minority and educationally disadvantaged students and welcome applications from qualified graduates of historically black institutions. Please see also E.1. and F.1. below.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposed program is well aligned with *2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt*. The innovative MSIA is intended to meet the growing public and private demand for intelligence analysis professionals in the state, nation, and around the globe. JHU-AAP’s mission is to offer high-quality graduate courses, certificates and degree programs containing a mixture of theory and practice that serve current and long term needs of today’s adult learners. This is consistent with Goal 1 of the State Plan, “Access,” which asserts that Maryland will “[e]nsure equitable access to affordable and quality postsecondary education for all Maryland residents.” The substantial modification to the existing and previously endorsed MSIA curriculum reflects the program’s commitment to Goal 2 of the State Plan, “Success,” specifically in regards to promoting and implementing policies that will ensure student success. Similarly, the program is consistent with Goal 3 of the State Plan, “Innovation,” which emphasizes the goal of fostering “...innovation in all aspects of Maryland higher education to improve access and student success.”

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Table 1 highlights the current and projected demand in the United States for intelligence analysis occupations from 2016 to 2028 (BLS, 2019; O*Net Online, 2019). Demand for intelligence analysts-related occupations is expected to be high and grow at a significantly higher rate the national average (7%) for all occupations over the next decade.

Table 1: Future Demand for Select Intelligence Analysis-Related Occupations in the United States.

Intelligence Related Occupations	United States					
	Jobs		Change		Annual Openings	Median Salary (2018)
	2016	2026	#	%		
Intelligence Analyst	111,000	120,900	9,990	9.0%	7,500	\$81,920
Information Security Analyst	100,000	128,500	28,500	28.5%	10,400	\$98,350
Operations Research Analyst	114,000	145,300	31,300	27.5%	10,700	\$83,390
Business Intelligence Analyst	287,000	312,830	25,830	9.0%	22,400	\$90,270
Management Analyst	806,400	921,600	115,200	14.3%	83,900	\$83,610
Market Research Analyst	595,400	733,700	138,300	23.2%	77,100	\$63,120
Geospatial Information Scientists/Technologists	287,000	312,830	2,400	9.0%	22,400	\$90,270
Computer Systems Analysts	600,500	654,900	54,400	9.1%	44,900	\$88,740
Detectives and Criminal Investigators	110,900	115,900	5,000	5.0%	7,500	\$81,920

Source: BLS Occupational Employment Statistics, 2019; O*Net Online, 2019

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Table 2 highlights the current and projected future demand for select intelligence analysis occupations in the primary region. Information security analysts are projected to see the most significant percentage growth in the region (33.8%) followed by operations research analysts (27.5%). Management analysts are projected to see the largest numeric growth (14,110 positions annually based on growth and replacement).

Table 2: Current and Future Demand for Select Intelligence-Related Occupations in the Primary Region (DC-MD-VA)

Intelligence Related Occupations	Washington Metro Aggregate (DC-MD-VA)					
	Jobs		Change		Annual Openings	Median Salary (2018)
	2016	2026	#	%		
Information Security Analyst	16,110	21,550	5,440	33.8%	21,550	\$112,060
Operations Research Analyst	12,310	15,700	3,390	27.5%	15,700	\$103,910
Management Analyst	104,080	118,190	14,110	13.6%	118,190	\$99,523
Market Research Analyst	35,020	42,210	7,190	20.5%	42,210	\$66,827
Computer Systems Analyst	47,020	52,370	5,350	11.4%	52,370	\$99,137

Detectives and Criminal Investigators	8,020	8,330	310	3.9%	8,330	\$110,960
Source: BLS Occupational Employment Statistics, 2019						

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to the Bureau of Labor Statistics, career opportunities in intelligence analysis will accelerate significantly faster than the average U.S. occupational growth rate (7%). Projected annual openings in intelligence analysis-related positions between 2016-2026 include 7,500 intelligence analysts (9%), 22,400 business intelligence analysts (9%), 83,900 management analysts (14.3%), 77,100 market research analysts (23.2%), and 10,700 operations research analyst positions (27.5%) (www.onetonline.org).

Regionally, growth in intelligence analysis-related positions will outpace the national average with specializations in information security analysis (33.8%), operations research analysis (27.5%), management analysis (13.6%), and market research analysis (20.5%) experiencing accelerated growth between 2016 and 2026 (BLS, 2019). Regionally, EAB identified 13,848 unique, relevant job postings related to intelligence analysis positions within the region between May 2018 and April 2019. Of those positions posted, the majority (55%) were posted by organizations categorized as professional, scientific, and technical service industry firms (EAB, 2019).

4. Provide data showing the current and projected supply of prospective graduates.

We anticipate enrolling 80 students in year 1 with an average projected growth of 16 students per year, reaching 138 students by year 5. Average graduating classes will reach 80 students per year by year 3.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There are several existing regional programs offering a M.A. or M.S. in fields related to intelligence analysis. Civilian intelligence degree-granting programs are classified into three broad knowledge areas: 1) procedural, 2) core, and 3) domain knowledge. Procedural knowledge is defined as the methodologies underlying the collection, analysis, interpretation, and dissemination of intelligence data. Core knowledge is defined as the organizational, historical, and ethical content areas of intelligence. Domain knowledge emphasizes the intersection of intelligence analysis and the fields of national security, criminal investigations, and competitive intelligence.

These categorizations are useful in distinguishing JHU-AAP's program offerings from those of other regional and national programs. For example, Georgetown University's

Masters in Applied Intelligence focuses predominantly on the acquisition of procedural knowledge or the collection, analysis, interpretation, and dissemination of intelligence. In contrast, the University of Maryland emphasizes core knowledge of intelligence operations through its coverage of organizational and management theory. Johns Hopkins' program addresses all three pillars of intelligence analysis, equally emphasizing theory, practice, and the intersection of intelligence analysis and policy formulation.

While comparable programs in the region increasingly focus on specializations within the intelligence space, JHU-AAP's program emphasizes such skills as critical and analytical thinking, persuasive communications, and the ability to leverage diverse data sets as core skills sets for prospective analysts.

2. Provide justification for the proposed program.

The MSIA will be offered on-site and online, which is consistent with JHU-AAP's commitment to accessible learning for working professionals. JHU-AAP's on-site (28%) and online (73%) enrollment reflects demand for both onsite and online programs. The addition of the online modality will provide regional, national, and global access to the MSIA, providing opportunities for distance learners to develop and professionalize their analytical skills and prepare for employment in the public and private sector.

The MSIA responds to increased demand from students interested in pursuing a master's degree in intelligence analysis, as opposed to a certificate. The online modality further improves the accessibility of the degree program in response to demand for more flexible opportunities that meet the needs of adult learners.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

The University of the District of Columbia (UDC) offers an M.S. in Homeland Security, which lists intelligence analysis as a potential career path for graduates. However, the curriculum for UDC's M.S. in Homeland Security and JHU-AAP's MSIA differ significantly. UDC's program emphasizes homeland security, including the protection of the nation's infrastructure from nuclear, radiological, biological, and explosive weapons, weapons-of-mass destruction (WMD), and cybersecurity attacks. In contrast, JHU-AAP's program focuses on the collection, analysis, interpretation, and dissemination of intelligence information in response to consumer demand for domestic security and foreign policy formulation. There are no other comparable programs at HBIs in Maryland, Virginia, and the District of Columbia.

Any student meeting the admissions requirement after attending and completing a baccalaureate degree at any undergraduate institution, including any HBIs, may apply to the program. The program could serve as an extension of the opportunities provided by HBIs because the students could improve their competitiveness and reach their professional goals by enrolling in and completing the degree program.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

By definition, an appropriate student for the M.S. in Intelligence Analysis would apply after attending and completing a baccalaureate degree at any accredited undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity, or mission of these institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

John Hopkins University launched the Master of Science in Intelligence Analysis (MSIA) in 2008. Following a review of the curriculum by internal and external subject matter experts, a decision was reached to substantially modify the original curriculum to more fully respond to the current demands of the intelligence community.

The proposal for the MSIA is being submitted by the Center for Advanced Governmental Studies in Johns Hopkins University's Advanced Academic Programs (JHU-AAP), which already has well-established onsite and/or online courses in its existing M.A. in Global Security Studies, M.S. in Geospatial Intelligence, M.S. in Government Analytics, M.A. in Government, M.A. in Non-Governmental Organization Management, and M.A. in Public Management degree programs with distinguished faculty. Many of the faculty teaching in the existing degree programs will also serve as faculty in the MSIA program. Any new instructors recruited to teach in the onsite or online MSIA program would be required to meet the same qualifications as those teaching in other master's programs at JHU-AAP.

The MSIA Program Director is a full-time faculty member at JHU-AAP and the program is taught by both full-time and adjunct faculty members with extensive expertise in their respective instructional areas. As with all JHU-AAP programs, the use of part-time adjunct faculty is both intentional and important. JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspiring professionals in the intelligence community. Therefore, this program uses adjunct faculty members who are practitioners in the intelligence community, including individuals with extensive experience working in organizations where students aspire to obtain positions or advance their careers.

See Appendix A for a representative list of faculty members who will teach in the proposed program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The program goals of the Master of Science in Intelligence Analysis (MSIA) are to: prepare students to discern, extract, and synthesize relevant information from diffuse and extensive intelligence sources in response to current policy and security challenges; employ time-sensitive critical analysis in an environment of ambiguity; inform and persuade diverse sets of audiences using oral, written, and visual media to inform decision-making; evaluate ethical and legal principles in the field of intelligence analysis; analyze and apply effective leadership and management skills for resourcing intelligence operations and organizations; and create an inclusive approach to decision-making that fosters an awareness of local, regional, and global contexts.

Students completing the MSIA program will be able to:

- Discern, extract, and synthesize relevant information from diffuse and extensive intelligence sources in response to current policy and security challenges.
 - Assess the roles of intelligence agencies and the limitations and constraints regulating the performance of their missions.
 - Assess the relationship and power dynamics between intelligence analysis and policy formulation.
 - Evaluate the tensions between intelligence and policy communities.
 - Assess the roles of intelligence in policy formulation related to nation-states versus transnational entities.
 - Summarize the intelligence cycle from planning and direction through collection, processing, analysis and production, and dissemination.
 - Compare and contrast intelligence collection methodologies (HUMINT, SIGINT, IMINT/GEOINT/MASINT, and OSINT) and analyze their degree of integration.
 - Evaluate and apply models of intelligence and taxonomies of methods to current security challenges.
 - Analyze intelligence collection and its impact on policy formulation.

- Employ time-sensitive critical analysis in an environment of ambiguity.
 - Apply knowledge of critical thinking skills to conceptualize, analyze, synthesize, and evaluate intelligence information as a basis for belief or action.
 - Evaluate diffuse and extensive intelligence sources and draw conclusions from incomplete and conflicting information.
 - Evaluate the impact of psychological and cognitive factors on sense-making and decision-making in environments of ambiguity.
 - Apply inductive and deductive reasoning in the formulation of valid arguments.
 - Compare and contrast structured analytic techniques, such as the analysis of competing hypotheses (ACH), multi-criteria decision-making analysis, social network analysis, intelligence preparation of the battlefield (IPB) analysis, and Bayesian analysis.

- Inform and persuade diverse sets of audiences using oral, written, and visual media to inform decision-making.
 - Synthesize extensive intelligence sources and draw conclusions from incomplete and conflicting information in response to intelligence consumers' needs.
 - Differentiate written and oral presentations based on the target audience.
 - Develop evidence-based persuasive arguments grounded in systematic thinking methods, including specific-to-general, general-to-specific, division/classification, comparison/contrast, cause and effect, and deduction and induction.
 - Craft clear, concrete, and concise written reports and oral briefings.

- Evaluate ethical and legal principles in the field of analysis.
 - Analyze the legal frameworks associated with the mission and oversight of the intelligence community.
 - Analyze the current body of executive guidance, legislative policy, and judicial case law and its influence on intelligence operations.
 - Assess the intelligence elements that impact policy formulation and decision-making.
 - Evaluate emerging legal issues in the intelligence community and their potential impact on the intelligence community's mission and operations.
 - Analyze outcomes of intelligence decision-making based on four ethical theories, including deontology, utilitarianism, rights, and virtues.
 - Assess the tensions that exist between intelligence operations and a human-rights based perspective of ethics.
 - Distinguish between standards of legality versus standards of morality and policy-driven ethics versus ethics-driven policy.

- Analyze and apply effective leadership and management skills for resourcing intelligence operations and organizations.
 - Assess leadership stability, system dynamics, actualization of political ideology, and identify and assess threats.
 - Compare and contrast major leadership theories (e.g., relational, behavioral, situational, psychological) and their advantages and disadvantages.
 - Analyze multiple leadership perspectives (i.e., structural, human resources, political, symbolic) and describe their benefits and shortcomings.
 - Create leadership protocols for increasing efficiency and productivity in the intelligence community.

- Create an inclusive approach to decision-making that fosters an awareness of local, regional, and global contexts.
 - Create a working definition of strategic culture that informs all aspects of the intelligence cycle, including planning and direction, collection, processing, analysis and production, and dissemination.
 - Apply decision-making models to diversify interpretation of, and responses to, adversary behaviors.

- Implement strategies for evaluating the true motivations, intentions, and capabilities of potential and existing adversaries.
- Assess the intelligence elements that impact policy formulation and decision-making.

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

The M.S. in Intelligence Analysis has established six core program outcomes, including: 1) discern, extract, and synthesize relevant information from diffuse and extensive intelligence sources in response to current policy and security challenges; 2) employ time-sensitive critical analysis in an environment of ambiguity; 3) inform and persuade diverse sets of audiences using oral, written, and visual media to inform decision-making; 4) evaluate ethical and legal principles in the field of intelligence analysis; 5) analyze and apply effective leadership and management skills for resourcing intelligence operations and organizations; and 6) create an inclusive approach to decision-making that fosters an awareness of local, regional, and global contexts.

The learning objectives of each course offered in the MSIA degree program directly align with one or more of these program outcomes. Course readings, assignments, and assessments are tailored to support students in achieving targeted learning objectives that tie back to program outcomes. Assessments are designed to demonstrate that students have acquired the requisite knowledge, skills, and abilities indicative of attainment of the learning objectives. Student performance against these learning objectives is monitored throughout the semester, providing incremental, measurable feedback to both the student and faculty member. Finally, the culminating capstone course requires students to demonstrate mastery of the theoretical knowledge and analytical skills central to the degree's learning outcomes by providing them the opportunity to apply the skills acquired throughout the program to a key challenge facing their organization or community.

b) Document student achievement of learning outcomes in the program

As part of the online course design process in JHU-AAP, course assessments are required to be aligned with stated course learning outcomes. The MSIA program will incorporate authentic-based learning assessments that demonstrate students' application of learned concepts in both online and on-ground courses.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The M.S. in Intelligence Analysis (MSIA) will be offered onsite and online and build on the existing intelligence courses offered as part of JHU-AAP's graduate certificate in

Intelligence. The certificate curriculum was developed for working professionals, allowing them to take courses on either a full- or part-time basis.

For the MSIA degree, students complete 12 courses (36 credits), including a capstone project that will provide them with the opportunity to apply the skills and knowledge they have gained during their studies to real-world scenarios. There are 10 required core courses in the MSIA program and the option for students to select two electives from a selection of 16 courses offered within the MSIA or associated JHU-AAP degree programs.

Overview of the Proposed Curriculum

Please see Appendix B for all course descriptions.

Core Requirements (10)

- 473.### Intelligence Analysis
- 473.### Applied Critical Thinking and Analytic Techniques
- 473.### The Art and Practice of Intelligence (or 470.711)
- 473.### Intelligence from Secrets to Policy (or 470.748)
- 473.### Intelligence Communications
- 473.### Strategic Culture Analysis
- 473.### Legal Issues in Intelligence
- 473.### Intelligence Ethics
- 473.### Leading Intelligence Organizations
- 473.### Research Seminar
- 473.### Capstone: Current Issues in Intelligence

Electives (2)

- 473.### Introduction to Intelligence in the Five-Eyes Community
- 473.### Privacy in a Data-driven Society
- 470.795 The Constitution and National Security
- 473.### Comparative Intelligence Systems
- 473.### Rise and Fall of Intelligence
- 473.### International Security and Intelligence [United Kingdom]
- 473.### Social Science in National Security and Intelligence
- 473.### Covert Action and National Security
- 473.### Counterintelligence and National Security: 21st Century Challenges
- 470.743 Data Mining and Predictive Analytics
- 473.### Case Studies in Intelligence Analysis
- 470.724 Managing Dangerous Futures: Global Political Risk Analysis
- 470.740 Cyber Policy, Strategy, Conflict, and Deterrence
- 473.### Politics and Process of American Foreign Policy
- 473.### Intelligence and Counterterrorism
- 473.### Defense Intelligence in War and Peace
- 473.### Terrorist Financing Analysis and Counterterrorist Finance Techniques

A full course listing of the existing courses in for the MSIA with course titles and descriptions is provided in Appendix B.

5. Discuss how general education requirements will be met, if applicable.

Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

JHU-AAP maintains numerous web-based resources to inform prospective students about the information they may need as online students. These resources include the JHU-AAP website at <http://advanced.jhu.edu> and the JHU-AAP online catalog, which includes detailed programmatic information, academic support services, financial aid, costs, policies, and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become online students. These emails include information on how to create their JHU log-in account for the course management systems, technical requirements, available academic support services and new online student orientation course.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions will clearly and accurately represent the proposed program and the services available.

All relevant program information is kept up-to-date on the JHU-AAP website. The Program Director works directly with JHU-AAP's Executive Director of Enrollment Management and the Director of Marketing to ensure that materials presented on the website completely and accurately represent the program.

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

The proposal for an online Master of Science in Intelligence Analysis (MSIA) is being submitted by the Center for Advanced Governmental Studies in Johns Hopkins' Advanced Academic Programs (JHU-AAP), which already has well-established courses in the existing M.A. in Global Security Studies, M.S. in Geospatial Intelligence, and Certificate of Intelligence programs with highly-regarded faculty. Many of the faculty teaching in the existing degree and certificate programs will also serve as instructors in the MSIA program. Any new instructors recruited to teach in the MSIA program would be required to meet the same qualifications as those teaching in comparable programs in JHU-AAP. See Appendix A for a representative list of faculty who will teach in the proposed program.

As with all JHU-AAP programs, the use of part-time adjunct faculty is both intentional and important. JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspirin professional in intelligence analysis. Therefore, this program uses adjunct faculty who have real-world experience in intelligence analysis, including years of experience working in the intelligence community.

- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

- a) Pedagogy that meets the needs of the students**

JHU-AAP's Instructional Resource Center (IRC) provides both pedagogical and technological training and support for online and on-ground instructors. IRC staff continually participate in professional development activities to keep abreast of evidence-based approaches to effective instructional practices. The instructional practices are then incorporated into new training sessions for the professional development of faculty.

JHU-AAP's faculty are supported by the IRC, as well as the program director, assistant director, and program coordinators. The IRC provides oversight for course development, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach onsite and online courses. JHU-AAP's online course development process incorporates the

Quality Matters™ research-based set of eight standards for quality online course design to ensure that the academic rigor of the online course is comparable or better to the traditional courses.

b) The learning management system

The IRC provides a wide range of faculty support services for faculty engaged in onsite and online instruction, including training on the use of the learning management system. Faculty have access to multimedia specialists, instructional designers, technical trainers, and a 24/7 technical help desk to provide the necessary support required to effectively use the learning management system in support on onsite or distance education programs. In addition, JHU-AAP offers faculty development training opportunities in online pedagogy and new instructional technologies throughout the year, specifically designed for online instructors.

c) Evidenced-based best practices for distance education, if distance education is offered.

The IRC offers training on how to be an effective online instructor based on best practices from research and other related sources. All new online instructors are required to participate in training prior to teaching their first online course and have access to ongoing professional development opportunities offered by the IRC.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The students will have physical and/or online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. Its collection of 4.2 million bound volumes, 154,000+ print and e-journals, and 1.6+ million e-books support the university's academic and research enterprise. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous abstracting and indexing tools. Many of the databases are accessible remotely. Librarians help students electronically and the library maintains an extensive website to take visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

All courses will be offered at the Johns Hopkins University Washington Center or online. No new facilities will be needed. The existing AAP facilities provide adequate space and equipment.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education.**

All enrolled students and teaching faculty in online JHU-AAP courses have access to the university electronic mailing system and learning management platforms in use for distance education. Currently, Blackboard is the platform used for online courses and other distance learning. The Instructional Resource Center (IRC) ensures that all students and faculty receive adequate technological support for distance learning in online courses.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**
- 2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

- 1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**

JHU-AAP has an online student course evaluation process that is completed at the midterm of each semester and after the offering of each course. This process will be applied to the MISA online program. This evaluation also includes student reviews of the faculty for each course offered. Each semester the director of the program evaluates the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum will be reviewed by the chair, program director, faculty, and administrators, as appropriate, to determine if new topics need to be covered or other changes made following JHU-AAP procedures for such review.

Student learning outcomes are assessed based on targeted program outcomes designed to provide students with the requisite knowledge and skills necessary for entry or

advancement in the field of intelligence analysis. The learning objectives of each course offered in the MSIA degree program directly align with these overarching program outcomes. Course readings, assignments, and assessments are tailored to support students in achieving targeted learning objectives that tie back to program outcomes. Assessments are designed to demonstrate that students have acquired the requisite knowledge, skills, and abilities indicative of attainment of the learning objectives. Student performance against these learning objectives is monitored throughout the semester, providing incremental, measurable feedback to both the student and faculty member. Finally, the culminating capstone course requires students to demonstrate mastery of the theoretical knowledge and analytical skills central to the degree's learning outcomes by providing them the opportunity to apply the skills acquired throughout the program to a key challenge facing their organization or community. The online program option for the proposed MSIA will incorporate authentic-based learning assessments that demonstrate students' application of learned concepts.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

JHU-AAP assesses student learning outcomes at both the individual course and programmatic levels. Course assessments are required to be aligned with stated course learning outcomes that map to broader program outcomes. The online program option for the proposed MSIA will incorporate evidence-based learning assessments that demonstrate students' application of learned concepts comparable to those used in JHU-AAP's onsite courses.

All JHU-AAP students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and career goals of the student. The advisor contacts all of the students each semester to check on progress and answer questions. In cases where a student is experiencing difficulties in the program, the advisor provides guidance on accessing support resources to promote student retention and success.

During its annual evaluation process and faculty summit, JHU-AAP gauges faculty satisfaction and solicits feedback on ways to further facilitate faculty success and satisfaction. Both full-time and adjunct faculty are provided professional development opportunities and ongoing administrative and instructional support services to ensure their success and satisfaction throughout the year.

JHU-AAP's proposed program costs are competitive with comparable master's degree programs offered by highly competitive colleges and universities nationally and in the region.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Johns Hopkins is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Specific outreach to HBIs is planned to help ensure students at these schools are aware of this program and its potential to improve their competitiveness in the job market and reach their professional goals if they are admitted to it and successfully complete the degree program. All JHU-AAP students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and career goals of the student. The advisor contacts all of the students each semester to check on progress and answer questions. In cases where a student is experiencing difficulties in the program, the advisor provides guidance on accessing support resources to promote student retention and success.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Johns Hopkins University is authorized by MSCHE and MHEC to offer distance education programs. JHU-AAP has years of experience administering successful online graduate programs. The modified MSIA program will be supported in the same way as other online master's degree programs at JHU-AAP.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

a) Online learning is appropriate to the institution's mission and purposes.

Johns Hopkins University (JHU) adheres to the Council of Regional Accrediting Commissions (C-RAC's) Interregional Guidelines for Distance Education. JHU's mission is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of the Advanced Academic Programs (AAP) is to offer high-quality graduate courses, certificates and degree programs containing a mixture of theory and practice that serve the current and long-term needs of today's adult learners. All courses for the MSIA will be offered online, with the exception of any study abroad programs that will be offered face-to-face. The online format of the program is essential to fulfilling the mission of both JHU and AAP, by delivering quality education to all

students, regardless of their geographic location. The online coursework for the proposed program will be delivered asynchronously by utilizing the tools in the learning management system, Blackboard. The department will take special care to address course environment issues such as student participation, communication, and ease of navigation in the learning management system. These courses will make use of a broad set of tools and approaches with support from faculty and JHU-AAP's Instructional Resource Center (IRC).

b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

JHU-AAP recognized the potential of distance education, and, therefore, was an early adopter of the online education model. AAP offers 27 online Master's degrees and 15 online graduate Certificates, amounting to over 50% of our course offerings. The majority of JHU-AAP's programmatic offerings have an online component, several are offered solely online, and all new programs are designed to include an online modality. The Associate Dean for JHU-AAP reports directly to the Dean of the Krieger School of Arts and Sciences, and JHU-AAP is recognized as a vital component of the Krieger School. The Krieger School anticipates that enrollment in online education will continue to grow and has allocated funds and resources to JHU-AAP accordingly.

c) Online learning is incorporated into the institution's systems of governance and academic oversight.

Johns Hopkins University reviews new online program proposals using the same system of governance and academic oversight as that for new on-site programs. Before being shared with the deans of all JHU academic divisions, all proposals must first undergo a review by internal academic bodies, including discussions of fit with School mission, program viability, program rigor, instructor quality, and redundancy with existing programs.

For JHU-AAP, this entails a review by the academic program chairs, a faculty body made up of tenured faculty from the Krieger School of Arts and Sciences. If approved, the proposal is then moved forward to the Homewood Academic Council for review by faculty from both the Krieger School and the Whiting School of Engineering. Once a program is launched, its courses are subject to the established evaluation system: students are asked to complete a course evaluation at the midterm of each semester and after the offering of each course. In those evaluations, students assess the course content, delivery methods, and faculty performance. Each semester, the academic program directors evaluate course offerings, as well as faculty performances, based on student reviews. On an annual basis, program chairs, directors, faculty, and administrators will review the curriculum to determine if new topics need to be covered or other changes need to be made following the JHU-AAP procedures for such review.

Lastly, JHU-AAP undergoes a review by the Homewood Academic Council every five years.

- d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

The curriculum for the online program has been designed in consultation with experts in the field to ensure its coherence and cohesiveness. All the courses in the online program will be as rigorous as any course offered in JHU-AAP in traditional instructional formats. The courses will follow the same rigor that has been applied to the online courses of the other highly-successful online JHU-AAP degree programs. A formal online course development process incorporates the Quality Matters™ research-based set of eight standards for quality online course design to ensure the academic rigor of the online course is comparable or better to the traditionally offered course.

- e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

All the courses in the program are designed with the support of an instructional designer and multimedia specialists. The instructional designer and multimedia specialists serve as instructional technologist consultants to assist in identifying and recommending the most effective learning technologies for accomplishing the course learning objectives. The course instructor and instructional designer identify all of the learning components of the course, and how the course will be facilitated to achieve the optimal learning outcome for the student. This is an iterative process that goes through several levels of review prior to the course actually being developed. Once the courses launch, the design team continually monitors the courses and consults with the instructor to modify the courses, if needed. All new online courses participate in a mid-term and end-of-term course evaluation process. The mid-term feedback is used to determine if any mid-point term corrections are needed. The end-of-term feedback is used to assess whether further course refinements are needed prior to the next time the course is offered.

- f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

All JHU-AAP faculty have at least the equivalent of a master's degree, although almost 90% have a Ph.D. or other terminal degree in their field. Many of our faculty have been affiliated with courses in the program since its inception, have taught intelligence analysis-related courses in related programs, and have experience developing online versions of courses they have already successfully taught in an onsite format. In addition to advanced degrees, it is vital that faculty

have current practical experience in the field of intelligence analysis. As with all JHU-AAP programs the use of part-time adjunct faculty is both intentional and important. JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspiring professionals and practitioners in Intelligence Analysis. See Appendix A for a list of representative faculty who teach in the program.

Faculty in this online learning program are supported by JHU-AAP's Instructional Resource Center (IRC), as well as the program director, assistant director, and program coordinators. The IRC provides oversight for all online course developments, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are required to complete three Blackboard training sessions and a course in the use of Adobe Connect. These trainings provide an overview of online learning pedagogy and introduce the faculty to some of the technologies they will be using to develop their online courses. Faculty may also sign up for one-on-one training sessions with the staff of the IRC and consult with the Governmental Studies leadership for additional pedagogical or technical support. A third-party help desk also assists in faculty technical support, which is available 24/7.

g) The institution provides effective student and academic services to support students enrolled in online learning offerings.

JHU-AAP's classes are offered as asynchronous learning experiences, allowing maximum flexibility in a student's schedule. Course content is delivered mainly via text-notes, voice-over PowerPoints, streaming video, and threaded discussions to provide a connection between students and faculty through visual, auditory, and text-driven interactions. Classes are kept small to encourage active community building among fellow students and faculty. Prearranged real-time online meetings allow for direct access to faculty. To address student concerns or questions about an online learning environment, an orientation course, offered by Johns Hopkins University, introduces the students to the online learning tools, and is required before taking the first online class.

JHU-AAP online students have access to the following academic support services:

- Academic advising. Students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and career goals of the student. The advisor contacts all of the students each semester to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an advisor may not count towards degree requirements.
- Library services. Students have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for

research and scholarship. The interlibrary loan department allows students to access resources at any other university in the nation. The library provides easy access to a wide selection on electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are also available to assist students remotely and the library maintains an extensive web site to take visitors through all of its services and materials.

- Services for students with disabilities. The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the AAP Disability Services Administrator.
- Transcript access. Official transcripts will be mailed upon written request of the student at no charge.
- Student ID JCard. The JCard serves as the student's university identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card and provides access to student software discounts where available.

h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

The JHU-AAP program prepares a five-year budget every year that includes sufficient resources to maintain all online programs and expand offerings, if desired. The budget contains funding for marketing, outreach, and recruitment for all programs as well as staff, admissions, student and faculty support services, finance and administration, and instructional design and technology support. The budget also provides funding for a new program viability analyses, new program marketing launches, and new course development costs. Faculty and staff development costs are included in greater detail in *Table 1: Resources and Narrative Rationale* and *Table 2: Program Expenditures and Narrative Rationale*.

JHU-AAP's in-house Instructional Resource Center (IRC), in collaboration with the centralized Johns Hopkins University IT department, works effectively to provide a robust, scalable, and innovative technical infrastructure to faculty, staff, and students. JHU-AAP's academic programs are delivered via this infrastructure, which utilizes a variety of programs to create an immersive and effective online environment – programs such as the Blackboard course management system, Adobe Connect, and the Zoom and VoiceThread applications. Using the programs, and others, JHU-AAP creates unique courses that allow for both synchronous and asynchronous learning.

i) The institution assures the integrity of its online offerings.

JHU-AAP takes exceptional care to ensure that students who register for a course and who complete that course are one and the same. Once a student is accepted into an academic program by the admissions committee, that student is assigned a unique ID and password. Those credentials are the student's identifier, and allow them to log in to JHU-AAP's secure network, manage the course registrations, and participate in their online courses. As an additional security measure, students are required to verify their identity prior to the start date of their first online course. They do this by logging in to JHU-AAP's website using their assigned credentials and completing a questionnaire that includes personal identifying information. The form is then compared to the information provided in the student's application. Once verified by JHU-AAP's staff, the student is granted access to their registered courses.

AAP takes the protection of its students' privacy very seriously and adheres to strict guidelines to ensure security. All FERPA privacy regulations are followed, and access to the student information system is limited only to staff who are permitted by law to view it. There are no additional fees levied against students by JHU-AAP for providing these security measures or verifying student identity.

Other measures are taken as well to assure the integrity of JHU-AAP's online programs. All students are subject to The Advanced Academic Program's Graduate Academic Misconduct Policy. This misconduct policy applies to both on-ground and online students, and it describes a wide variety of academic misconduct. Additionally, all new students are automatically enrolled in "Avoiding Plagiarism," a non-credit academic integrity course that aims to help students understand the different types of infractions such as plagiarism and cheating, and encourage them to avoid such behavior. Students are not charged for this course. Finally, while it is ultimately the responsibility of the instructor to evaluate the quality and authenticity of student work, the department will be using a tool to help in that effort. *Turnitin* is not only an originality checker but also has robust commenting and rubric features.

Maryland Higher Education Commission
Academic Program Proposal Resources Guidelines

PROGRAM RESOURCES AND NARRATIVE RATIONALE

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

1. **Reallocated Funds** N/A

2. **Tuition and Fee Revenue**
The estimate for 80 students in the initial year is based on regional performance of comparable programs and the high enrollment level in JHU-AAP's graduate Certificate in Intelligence Studies. The projections for subsequent years are based on the overall strong demand for the degree as well as growth rates from other degree offerings in the Center for Advanced Governmental Studies at JHU-AAP.

3. **Grants and Contracts** N/A

4. **Other Sources** N/A

5. **Total Year**
Please see chart, no additional explanation or comments needed.

Program Resources and Narrative Rationale table on following page

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$1,394,880	\$2,559,870	\$3,053,160	\$3,573,000	\$4,122,720
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	80	95	110	125	140
e. Credit Hour Rate	\$1,453	\$1,497	\$1,542	\$1,588	\$1,636
f. Annual Credit Hour Rate	12	18	18	18	18
g. Total P/T Revenue (d x e x f)	\$1,394,880	\$2,559,870	\$3,053,160	\$3,573,000	\$4,122,720
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$1,394,880	\$2,559,870	\$3,053,160	\$3,573,000	\$4,122,720

Maryland Higher Education Commission
Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):**
This includes the salary for a program director (\$76,000), one program coordinator (\$60,000) and 12 section salaries (@\$7,000 each section taught by adjunct or FT faculty). Salary adjustments may be made, however, and the number of sections may need to be increased to meet enrollment demand.
2. **Administrative Staff (# FTE, Salary, and Benefits):** N/A
3. **Support Staff (# FTE, Salary, and Benefits):** N/A
4. **Equipment:** N/A
5. **Library:** N/A
6. **New and/or Renovated Space:** N/A
7. **Other Expenses:** \$5,000 to cover the following: \$2,500 to cover faculty development and travel; and \$2,500 to cover software or other instructional materials
8. **Total Year:** See table for total expenditures for each year of operation.

Program Expenditures table on following page

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$238,680	\$238,680	\$238,680	\$238,680	\$238,680
a. Number of FTE	2	2	2	2	2
b. Total Salary	\$221,000	\$221,000	\$221,000	\$221,000	\$221,000
c. Total Benefits	\$17,680	\$17,680	\$17,680	\$17,680	\$17,680
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL (Add 1 – 7)	\$243,680	\$243,680	\$243,680	\$243,680	\$243,680

Appendix A

Faculty

No.	Faculty Name	Credential	Status	Courses*
1	Kevin Cross	M.A., M.I.P.P.	FT	Capstone: Current Issues in Intelligence; Research Seminar; Strategic Culture Analysis
2	Mark Stout	Ph.D.	FT	Art & Practice of Intelligence
3	MSIA Program Coordinator	TBD	FT	Critical Thinking and Structured Analytical Techniques; Intelligence Communications
4	Sarah Beebe	Ph.D.	PT	Intelligence Analysis
5	Rhea Siers	J.D.	PT	Intelligence Ethics
6	Mark Lowenthal	Ph.D.	PT	Intelligence: From Secrets to Policy
7	Mark Zaid	J.D.	PT	Legal Issues in Intelligence

*Please note that some courses are taught by more than one instructor.

Appendix B

Course Descriptions

Required Courses

473.### Intelligence Analysis

Intelligence analysis is fundamentally about understanding and communicating to decision makers what is known, not known, and surmised. Students will read the seminal works on intelligence analysis, discuss the complex cognitive, psychological, organizational, ethical, and legal issues surrounding intelligence analysis and apply analytic methodologies to current cases.

473.### Applied Critical Thinking and Analytic Techniques

Critical thinking involves the methods and principles of correct reasoning and argumentation. Students will apply a combination of logic, critical thinking skills, and structured analytical techniques to identify biases, promote self-reflective reasoning, and improve the quality of intelligence analysis. Using a selection of empirical case studies and operational exemplars, students will conduct a comparative assessment of analytical outcomes based on the application of course learnings versus outcomes derived in their absence.

473.### Intelligence Communications

This course focuses on the production of written and oral intelligence communications in support of policy formulation and decision-making. Emphasis will be placed on synthesizing intelligence data from multiple sources, narrative construction, crafting persuasive arguments, ensuring credibility, conveying recommendations, and reinforcing key messages. Students will learn to differentiate the applicability of description, explanation, and estimation in intelligence assessments and their value to specific audiences within select time-constraints.

473.### The Art and Practice of Intelligence

This course will provide students with an American-British perspective to intelligence operations. Drawing on current examples from global regions of special interest to the U.S. intelligence community the course will examine various forms of intelligence collection. Finally, students will explore the intersection between intelligence analysis and operations and its impact on policymakers and the policymaking arena.

473.### Intelligence from Secrets to Policy

This course examines the role that intelligence plays in the formation of national security policy. The course explores the forces and events that have shaped U.S. intelligence. It examines the steps involved in producing intelligence from requirements through collection, analysis and the actual making of policy. The role of intelligence in the major intelligence issues facing the United States today will be discussed as well.

473.### Strategic Culture Analysis

This course examines the role that strategic culture plays in intelligence analysis. Students leverage strategic culture analysis to better understand the policies and responses of foreign

actors to U.S. policies, increase accuracy in intelligence analysis, and enhance predictive and forecasting capabilities. The course will also highlight the role that U.S. strategic culture plays in responding to foreign actors. Using case studies and current operational scenarios from the U.S. intelligence community, students will decipher nation-states' and transnational entities' motives, intent, and capabilities, as well as their ability to actualize political ideologies.

473.### Legal Issues in Intelligence

This class will examine the interplay between the laws and the practices and policies of the United States' Intelligence Community and national security system, both foreign and domestic. While discussion of the history of intelligence activities and laws dating from the origins of our colonial days will necessarily shape the framework of the class, the focus shall particularly be on current debates and challenges faced by the United States in the 21st Century.

473.### Intelligence Ethics

This course will address the ethical dilemmas and issues that challenge intelligence and government decision makers in an increasingly complex operational and technological environment. We will examine basic moral, ethical and privacy considerations at several key points in intelligence operations from collection to covert action. The course will analyze the evolving nature of privacy concerns worldwide, with an emphasis on the balance between individual rights and national security. Students will examine the policy implications inherent in seeking to address these tensions. The readings will include diverse and opposing viewpoints as well as practicums and simulations to allow debate of the key positions. Prior enrollment in 406.665 "The Art and Practice of Intelligence" or 470.711 "Intelligence: From Secrets to Policy" is strongly encouraged.

473.### Leading Intelligence Organizations

This course examines the major theories of organizational leadership and their application in the intelligence community. The course will explore structural, human resource, political, and symbolic frameworks for interpreting organizational issues; the psychology of intelligence organizations; the role of organizational culture; performance measurement; and the intersection of knowledge, motivation, and organizational capacity in formulating effective responses to challenges of internal integration and external adaptation.

473.### Research Seminar

This course will introduce a variety of research, analytical, and statistical methods intended to provide a basis for designing a research project, including an introduction to quantitative, qualitative, and mixed method research design. Within the context of the course, students will complete foundational work for the capstone project, including identifying and accessing relevant primary and secondary source data, surveying and evaluating the literature, and framing a research question based on the intersection of empirical studies and organizational needs. Special consideration will be given to the unique restrictions placed on research design and publication within the intelligence community. As the culminating assignment in the course, students will formulate and submit a final capstone research design for faculty review and approval.

473.### Capstone: Current Issues in Intelligence

Pre-requisite: ###.### Research Seminar. In this culminating course, students complete an independent, faculty-approved project that will address a substantive or methodological challenge in intelligence analysis. A successful capstone will include research that provides evidence of the student's mastery of the theoretical knowledge and analytical skills central to the degree's learning outcomes. The capstone provides an opportunity to apply the skills acquired throughout the program to a key challenge facing their organization or community. Students will conduct a literature review, select a research method appropriate to their study, analyze data using qualitative or quantitative methods in their capstone project, and propose and defend their findings.

Electives

473.### Introduction to Intelligence in the Five-Eyes Community

This course provides students with an overview of intelligence structures within the Five Eyes community (US, UK, Canada, Australia, New Zealand). It covers both foreign and domestic agencies, be they civilian, military or police; HUMINT or SIGINT- enabled; security-intelligence or foreign-intelligence oriented; and tactically or strategically-focused. The course will compare how the various Five Eyes security or intelligence services set priorities and objectives, define national interests (versus shared requirements), develop tactical intelligence, create actionable insights, and how they craft timely and relevant assessments for both domestic and foreign partners. Students are expected to be able to draw conclusions on the value of different types of intelligence, from tactical operations intended to mitigate threat to life cases, to strategic insights relating to proliferation or espionage cases. Upon completing the course, students will understand the dynamics that exist amongst operators and analysts, as well as partners within and outside of the alliance, between domestic intelligence clients and foreign agencies, in regards to sensitive national interests and those of the international partnership.

473.### Privacy in a Data-driven Society

This course will address the legal, policy and cultural issues that challenge the government and its citizens in the increasingly complex technical environment of privacy. We will examine the challenges in balancing the need for information and data against the evolving landscape of individual privacy rights. The course will examine privacy at all levels: by analyzing the shifting views of individual privacy by citizens as well as the technological challenges in both protecting and analyzing personal information for government use. Using case studies and hypotheticals, we will discuss the issue of transparency in the government use and retention of data. Our cases will range from healthcare.gov to "sunshine laws" to national security uses of information. We will trace the development of legal and policy measures relevant to privacy concerns and envision future solutions needed in an era of great technological innovation including the use of "big data".

470.795 The Constitution and National Security

This course exams the interpretation of constitutional powers and rights under conditions of heightened national security. We will consider the Supreme Court's role in constitutional

interpretation, and the balance of power among the three branches. The course will also examine the tension between security and liberty during a time of war. Topics covered during this semester will include military tribunals, unitary theory of the executive, congressional oversight, war-making power, intelligence authorities, and treatment of detainees.

473.### Comparative Intelligence Systems

Do all countries conduct their intelligence activities in the same way? If not, what are the reasons for the differences? This class will consider theoretical ways of understanding and assessing national intelligence systems. It will look at political, historical, and cultural factors which may influence the development and functions of nations' intelligence agencies and systems. The class will include an examination of the "ways of intelligence" of the United States, the United Kingdom, the USSR/Russia, Germany, China, and Iraq, among others.

473.### Rise and Fall of Intelligence

This course emphasizes recent changes in US intelligence and assesses the ways in which persistent and emerging issues in the field are helping or hindering the United States in achieving policy objectives. The goal is to provide answers to three questions: "How does US intelligence work in the modern world?"; "What are the larger dilemmas facing US intelligence overseers and those who use intelligence?"; and "How are these realities likely to shape the future of the Intelligence Community?" The approach will be both historical and topical. The history of intelligence offers a surprising number of illustrative cases and themes -- many of which can now be examined in detail using official records and contrarian views, and can even be compared with analogues across nations and time periods. More-recent events are not as well documented in the public, official record, of course, but an understanding of earlier patterns and activities can provide valid insights on contemporary trends. The trends identified in the past and the present will then be explored for their ramifications for the future.

473.### International Security and Intelligence [United Kingdom]

This course offers a unique opportunity to work with leading British and American practitioners and academics from the security and intelligence worlds. It considers the claims of state secrecy, the threat of nuclear proliferation, of cyberattack, terrorism, the problems generated by the demand for regional security, and the security challenges of revolutions and governing diversity. Intelligence collection, analysis of the product, and its dissemination to customers remain at the core of the intelligence cycle. Counterintelligence and covert action play opaquer but still vital roles at the heart of the nation state. Understanding these perspectives, what intelligence can achieve, but also its limitations, are major themes. This four-week course is offered at Cambridge University in the United Kingdom.

473.### Social Science in National Security and Intelligence

This course examines the role of social science in national security decision making and intelligence. The course lectures, readings and classroom discussion are intended to help students understand the ambivalent relationship between social scientists on the one hand and intelligence personnel and national security policy makers on the other. It also considers the opportunities

and limitations in the ways social science could contribute to policy making and how social science has contributed to key national issues. The course will help the student become a savvy consumer of social science.

473.### Covert Action and National Security

Covert action (CA) remains a highly controversial and generally misunderstood element within the Intelligence Community. Title 50 of the United States Code defines Covert Action as: "...an activity or activities of the United States Government to influence political, economic, or military conditions abroad, where it is intended that the role of the United States Government will not be apparent or acknowledged publicly." Lying somewhere between overt diplomatic initiatives and direct military intervention, CA is often referred to as the "third option" when addressing foreign policy issues that impact on U.S. national security interests. Through selected case studies, we will review the mechanisms by which CA is initiated, managed and executed, determining what CA can and equally important, cannot accomplish. We will also see how CA, as conducted by the CIA, is often used in a dual track program alongside State Department initiatives in an effort to resolve particularly difficult foreign policy dilemmas. CA is not unique to the U.S., and is often employed by other countries as well. Whether Russian "active measures," or French "direct action," variants of CA continue to form an integral, albeit highly secretive, element of statecraft.

473.### Counterintelligence and National Security: 21st Century Challenges

Counterintelligence information regarding and operations against foreign intelligence services has always been central to the intelligence process. In many places and at various times, it has been clearly the most significant part of that process. For reasons that will be discussed during the semester, this has not been true in American intelligence for the last half century or so. This class will examine the doctrine and processes of counterintelligence through the 20th century, with the second half of the class pivoting to address the challenges posed by a volatile information and communications environment, a geopolitical environment in which non-states operate as both potential threats and potential partners, and in which insider threats may be as great as those emanating from foreign actors. Finally, the course will address the challenges of operating effective counterintelligence operations in a manner that respects democratic processes and values.

470.743 Data Mining and Predictive Analytics

Many government agencies engage in data mining to detect unforeseen patterns and advanced analytics, such as classification techniques, to predict future outcomes. In this course, students will utilize IBM SPSS Modeler to investigate patterns and derive predictions in areas such as fraud, healthcare, fundraising, human resources and others. In addition, students will learn to build segmentation models using clustering techniques in an applied manner. Integration with other statistical tools and visualization options will be discussed. Prerequisites: 470.681 Statistics and Policy Analysis and 470.709 Quantitative Methods.

473.### Case Studies in Intelligence Analysis

Learning through the experience of others is one of the best tools for building and enhancing skills and thought processes. Case studies from the public and private sector provide an opportunity for students to examine how leaders apply intelligence information to functions such as planning, policy-making, resource allocation, and field operations. Through the application of principles learned in previous classes and new ones offered in this course, students critique and debate approaches to a series of cases involving intelligence analysis. Through reading and analyzing case studies and interacting with guest lecturers, students identify strategies for resolving actual situations. Students present their own experiences and examples to enhance discussion of the cases. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class.

470.724 Managing Dangerous Futures: Global Political Risk Analysis

Political risk affects almost every major decision that governments, corporations, nonprofit organizations, and even individuals make, sometimes turning what appears to be a good decision into a bad one, with severe implications. However, few people really understand political risk or how it can be evaluated and mitigated. The goals of this course are to ensure that all students can assess the political risk of a particular country or situation; assess the political risk of a particular business investment; take a much broader perspective on the possible sources of political risk; understand how the way people think and groups function preclude effective decision making (thus making bad decisions more common); evaluate risks using a variety of different risk assessment tools; and leverage a variety of mechanisms to improve risk management.

470.740 Cyber Policy, Strategy, Conflict, and Deterrence

This course will provide an overview of current issues in the cyber realm, focusing on policy and conflict from a U.S. and international perspective. We will begin with an understanding of the power inherent in cyberspace and consider the policy issues facing the civilian, military, intelligence and private business sectors in dealing with offensive and defensive cyber activity. Through the use of case studies, we will examine previous and ongoing cyber conflicts to understand their impacts on international relations. We will analyze the roles of several different types of cyber actors including state actors, non-state actors such as criminal and terror groups and private sector/business responses. This course will also examine the issue of cyber deterrence, and the unique aspects of offensive and defensive cyber activities by all cyber actors. A technical background is not required and basic aspects of cyber operations will be discussed and demonstrated as part of the introductory class sessions.

470.668 Politics and Process of American Foreign Policy

Overuse is not the only problem with the maxim that American “politics stop at the water’s edge.” The slogan has simply never been true. American foreign policy has always been a result not just of the crises and opportunities the nation has faced but its unique politics and policy processes. American national interests are determined through the democratic processes established by the Constitution and other legislation and affected by the politics that drive the nation’s elections, its conversations and its foreign policies. These politics and processes have been remarkably consistent since the founding even as the nation’s interests have grown

significantly. A better understanding of both the politics and processes of American foreign policy will help students appreciate how the country's policies are made today and will be made in the future.

473.### Intelligence and Counterterrorism

Counterterrorism is essentially an intelligence war. By definition, both sides use small forces and clandestine means, hiding their presence and activities not only from each other, but often from friends and allies as well. This course will explore the many roles of intelligence in every facet of counterterrorism, and ask students to evaluate their practical, legal, and moral effects and implications. It will also look at the terrorists' own intelligence activities, and the "intelligence race" between terrorists and counterterrorists. There are no pre-requisites for this course. However, students would be well served to have a basic familiarity with intelligence and terrorism before the class starts.

473.### Defense Intelligence in War and Peace

"Intelligence and War" will examine the use and misuse of intelligence in the warning of, preparation for, and conduct of war. It will highlight its endemic nature, and its applicability to prevailing in as well as preventing armed conflict. The evolution of intelligence capabilities will be reviewed, and its current status and relevance examined.

473.### Terrorist Financing Analysis and Counterterrorist Finance Techniques

The course examines how terrorist groups finance their operations. It also explores current policy approaches to curb financial support to terrorists through the application of U.S. and international sanctions, in particular how multilateral fora, such as the United Nations and the Financial Action Task Force, disrupt and deter terrorist financing. At the completion of this course, students will have a better understanding of the key tools, including law enforcement, diplomacy, and intelligence, that are used to counter terrorists' financial networks and activities. Through this course, students will develop proficiency in a series of analytic methods used to study terrorist financing and counter financing. Students will use structured analytic tools such as weighted ranking methods, scenario trees, causal flow diagramming, hypothesis testing, and utility analysis, as well as game theory and logic to form analytic judgments. Prior coursework or professional experience in intelligence, (counter) terrorism, or finance recommended.

Appendix C

Table #: MS in Intelligence Analysis Side-by-Side Comparison.

Original Curriculum	Proposed New Curriculum
<p>Core</p> <ul style="list-style-type: none"> ▪ History of Espionage ▪ Ethics of Belief ▪ Intelligence Communications ▪ Applied Critical Thinking ▪ Structured Analytical Techniques ▪ Leading Intelligence Organizations ▪ Research Seminar ▪ Art and Science of Decision-Making ▪ Terrorism: Concepts, Threats, and Delivery ▪ Case Studies in Intelligence Analysis ▪ Strategic Thinking: Concept, Policy, Plan, and Practice ▪ Current Issues in Intelligence: Capstone <p>No Electives</p>	<p>Core</p> <ul style="list-style-type: none"> ▪ The Art and Practice of Intelligence -or- 473.601 Intelligence from Secrets to Policy ▪ Intelligence Communications ▪ Intelligence Analysis ▪ Applied Critical Thinking and Structured Analytic Techniques ▪ Strategic Culture Analysis ▪ Legal Issues in Intelligence ▪ Intelligence Ethics ▪ Leading Intelligence Organizations ▪ Current Issues in Intelligence: Capstone ▪ Research Seminar <p>Two Electives Selected from the following courses:</p> <ul style="list-style-type: none"> ▪ Introduction to Intelligence in the Five-Eyes Community ▪ Rise and Fall of Intelligence ▪ International Security and Intelligence ▪ Comparative Intelligence Systems ▪ Evolution of American Intelligence ▪ Counterintelligence and National Security: 21st Century Challenges ▪ Assessing Foreign Militaries ▪ Technical Collection of Intelligence ▪ Covert Action and National Security ▪ Intelligence and Counterterrorism ▪ Defense Intelligence in War and Peace ▪ Terrorist Financing Analysis and Counterterrorist Finance Techniques ▪ Case Studies in Intelligence Analysis ▪ Politics and Process of American Foreign Policy Managing Dangerous Futures: Global Political Risk Analysis ▪ Privacy in a Data-driven Society ▪ Cyber Policy, Strategy, Conflict, and Deterrence ▪ Data Mining and Predictive Analytics ▪ Social Science in National Security and Intelligence ▪ The Constitution and National Security