UNIVERSITY CATALOG

# National Defense University 2026-2027

**Version I Date: September 3, 2026**

**NDU holds the right to make changes to this catalog without prior notice.**

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# UNIVERSITY COLLEGES OVERVIEW

The National Defense University (NDU) is made up of six colleges, each with a distinct focus that provides uniquely valuable education and leader professional development opportunities. NDU's education programs offer a combination of rigorous graduate education and the ability to grant JPME II certification, a major requirement for the award of Joint Qualified Officer (JQO) status. Research and partnership programs throughout the university enhance the educational experiences of NDU's students.

## COLLEGE OF INFORMATION AND CYBERSPACE

The NDU College of Information and Cyberspace (CIC) educates and prepares selected military and civilian leaders and advisers to develop and implement cyberspace strategies, and to leverage information and technology to advance national and global security.
CIC offers a wide spectrum of educational activities, services, and programs to prepare information leaders to play critical roles in national security in the Information Age. Whether in pursuit of the Master of Science in Strategic Information and Cyberspace Studies, an NDU CIC certificate, or a graduate level course for professional development— CIC students bring different perspectives to contribute to a rich and dynamic learning environment. They are motivated to learn and share knowledge, experience, and best practices. Our students are encouraged to become better leaders and decision-makers and to master the tools of lifelong learning. Students, graduates, employers, leaders, and practitioners create a global learning community to foster innovation and creativity.
https://cic.ndu.edu/

## COLLEGE OF INTERNATIONAL SECURITY AFFAIRS

The mission of the College of International Security Affairs (CISA) is to educate joint warfighters, civilian national security leaders, and partner nation counterparts in the theory and application of irregular warfare, building highly skilled irregular warfare strategists. CISA prepares students for high-level policy and command and staff responsibilities concerning hybrid, gray zone, and asymmetric threats and opportunities through a graduate, interagency, and joint professional military education program.

CISA is the Department of Defense flagship for education and the building of partnership capacity in irregular warfare at the strategic level. CISA collaborates with US Government departments and agencies to tailor professional graduate education development programs to equip students and practitioners with the knowledge and skills needed to meet the growing and ever-changing demands of today's complex world. https://cisa.ndu.edu/

## DWIGHT D. EISENHOWER SCHOOL FOR NATIONAL SECURITY AND RESOURCE STRATEGY

The Eisenhower School (ES) prepares select military officers and civilians for strategic leadership and success in developing national security strategy and in evaluating, marshaling, and managing resources in the execution of that strategy. Under the guidance of the Chairman, Joint Chiefs of Staff, the Eisenhower School Commandant and faculty prepare senior military officers, government civilians, and selected representatives from the private sector and international officers for the national security challenges of the 21st century. The goal is to leverage technological advances, integrate new strategic and operational concepts, identify and adapt to evolving global developments, and channel the vitality and innovation of the Services, the interagency, and allies to achieve a more seamless, coherent effect when confronting new national security challenges and the battlefields of the future. https://es.ndu.edu/

## JOINT FORCES STAFF COLLEGE

The mission of the Joint Forces Staff College (JFSC) is to educate national security professionals to plan and execute operational-level joint, multinational, and interagency operations to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives. Military operations increasingly require the Armed Services to work jointly and JFSC provides students the tools to operate in a joint environment. Seminars, led by purple cadre teams, focus on joint doctrine at the operational level employing historical case studies and computer-driven war games to create the intellectual rigor to stretch student minds. The results yield the critical thinking required to conceive and apply joint solutions on the 21st Century battlefield. https://jfsc.ndu.edu/

## NATIONAL INTELLIGENCE COLLEGE

On March 11, 2026, the Secretary of War approved the transfer of the National Intelligence University to the Department of War, where it joins the National Defense University as its sixth college and will be renamed the National Intelligence College (NIC). For more than 60 years, the former NIU has served as the accredited, degree-granting institution of the U.S. Intelligence Community, educating leaders and advancing expertise in strategic intelligence to support national security. Established in 1962 by the Department of Defense and later aligned under the Office of the Director of National Intelligence, the University has prepared civilian and military professionals through rigorous classified undergraduate, graduate, and certificate programs. Its mission is to advance knowledge and educate leaders in strategic intelligence to strengthen national security. https://www.ndu.edu/NIC/

## NATIONAL WAR COLLEGE

The National War College (NWC) mission is to educate joint, interagency, and international leaders and warfighters for high-level policy, command and staff responsibilities by conducting a senior-level

course of study in national security strategy, preparing graduates to function at the highest levels of strategic leadership in a complex, competitive, and rapidly evolving strategic environment. The curriculum emphasizes the joint and interagency perspective. Reflecting this emphasis, 59 percent of the student body is composed of equal representation from the land, air, and sea (including Marine and Coast Guard) Services. The remaining 41 percent are drawn from the Department of State and other federal departments and agencies, and international fellows from a number of foreign countries. https://nwc.ndu.edu/

# COLLEGE PROGRAM INFORMATION AND REQUIREMENTS

## COLLEGE OF INFORMATION AND CYBERSPACE

### MASTER OF SCIENCE | STRATEGIC INFORMATION AND CYBERSPACE STUDIES | JPME II

**Location/Modality:** Ft. McNair, DC | full-time, in-residence cohort

**Total Required Credits:** 34 (US) and 36 (IF)

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below and an additional two elective courses. The program consists of 30 credits of required coursework and 4 or 6 credits of electives for a total of 34 (US students) and 36 (IF students) credits.

Core Courses (required for all students)

| *Course Number* | *Course Name* | *Credits* |
|---|---|---|
| CIC-6151 | Information Warfare Strategy | 3 |
| CIC-6152 | Strategic Thinking and Communication - I | 0 |
| CIC-6164 | Strategic Thinking and Communication - II | 3 |

| | | |
|---|---|---|
| CIC-6159 | Strategic Art for the Cyber and Information Environment | 3 |
| CIC-6169 | Practicum, Experiential Learning and Capstone Exercise - I | 0 |
| CIC-6170 | Practicum, Experiential Learning and Capstone Exercise - II | 3 |
| CIC-6171 | Governance, Authorities, and Ethics | 3 |
| CIC-6175 | Cyber Strategy and Conflict | 3 |
| CIC-6177 | Cyber Power and Technology Strategy | 3 |
| CIC-6178 | Diplomacy, Information, and Cyber in the Global Environment | 3 |
| NDU-7010 | JCWC: Joint Force Fundamentals & Operational Design | 3 |
| NDU-7020 | JCWC: Integrated Contingency & Crisis Action Planning | 3 |
| Sum of Credits, Core Curriculum | | 30 |

### ELECTIVES/ELECTIVES PROGRAM (CONCENTRATION)

Two courses totaling 4 credit hours selected from available elective courses.
International Students must take NDU-6047 and NDU-6048 (6 credit hours).

(**34 TOTAL CREDITS** required for US student degrees)
(**36 TOTAL CREDITS** required for International Student degrees)

## MASTER OF SCIENCE IN STRATEGIC INFORMATION AND CYBERSPACE STUDIES (Online)

**Location/Modality:** Ft. McNair, DC | Part-time online (3 trimesters; fall, spring, and summer) cohort

**Total Required Credits:** 33

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below and an additional three elective courses. The program consists of 24 credits of required coursework and 9 credits of electives for a total of 33 credits.

Core Courses (required for all students)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CIC-6151 | Information Warfare Strategy | 3 |
| CIC-6159 | Strategic Art for the Cyber and Information Environment | 3 |
| CIC-6164 | Strategic Thinking and Communication - II | 3 |
| CIC-6171 | Governance, Authorities, and Ethics | 3 |
| CIC-6175 | Cyber Strategy and Conflict | 3 |
| CIC-6177 | Cyber Power and Technology Strategy | 3 |
| CIC-6178 | Diplomacy, Information, and Cyber in the Global Environment | 3 |
| CIC-6512 | Multi-Agency Information-Enabled Collaboration | 3 |
| *Sum of Credits, Core Curriculum* | | 24 |

**ELECTIVES**

Three courses totaling 9 credit hours selected from available elective courses.

**(33 TOTAL CREDITS required for degree)**

## Leadership Development Program

### CHIEF DATA OFFICER CERTIFICATE

**Location/Modality:** Ft. McNair, DC | Distance Learning (Online) cohort

**Total Required Credits:** 15

**General requirements for completion:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below for a total of 15 credits.

Required Courses

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CIC-6414 | Data Management Strategies and Technologies: A Managerial Perspective | 3 |
| CIC-6415 | Strategic Information Technology Acquisition | 3 |
| CIC-6419 | Data Strategy and Governance | 3 |
| CIC-6420 | Data Analytics for Leaders | 3 |
| CIC-6443 | Emerging and Disruptive Technologies | 3 |
| Total credits required for certificate: | | 15 |

## CHIEF FINANCIAL OFFICER CERTIFICATE

**Location/Modality:** Ft. McNair, DC | Distance Learning (Online) cohort

**Total Required Credits:** 15

**General requirements for completion:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below and one additional elective course. The program consists of 12 credits of required coursework and 3 credits of electives for a total of 15 credits.

Required Courses

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CIC-6328 | Strategic Performance and Budget Management | 3 |
| CIC-6606 | White House, Congress, and the Budget | 3 |
| CIC-6607 | The Future of Federal Financial Information Sharing | 3 |
| CIC-6608 | Risk Management, Internal Controls, and Auditing for Leaders | 3 |
| CIC-6414 | Data Management Strategies and Technologies: A Managerial Perspective | 3 |
| or | | |

| | | |
|---|---|---|
| CIC-6420 | Data Analytics for Leaders | 3 |
| Total credits required for certificate: | | 15 |

## CHIEF INFORMATION OFFICER CERTIFICATE

**Location/Modality:** Ft. McNair, DC | full-time, in-residence cohort

**Total Required Credits:** 15

**General requirements for completion:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

D. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

E. Pass all core and elective courses with a grade of B- or higher.

F. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below for a total of 15 credits.

Required Courses

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CIC-6211 | Cybersecurity Fundamentals | 3 |
| CIC-6303 | CIO 2.0 Roles and Responsibilities | 3 |
| CIC-6328 | Strategic Performance and Budget Management | 3 |
| CIC-6415 | Strategic Information Technology Acquisition | 3 |
| CIC-6443 | Emerging and Disruptive Technologies | 3 |

| | | |
|---|---|---|
| Total credits required for certificate: | | 15 |

## CHIEF INFORMATION SECURITY OFFICER CERTIFICATE

**Location/Modality:** Ft. McNair, DC | Distance Learning (Online) cohort

**Total Required Credits:** 15

**General requirements for completion:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below and one additional elective course. The program consists of 12 credits of required coursework and 3 credits of electives for a total of 15 credits.

Required Courses

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CIC-6201 | Cyber for Strategic Leaders | 3 |
| CIC-6211 | Cybersecurity Fundamentals | 3 |
| CIC-6217 | Illicit Use of Cyber | 3 |
| CIC- 6218 | Risk Management Framework for Strategic Leaders | 3 |
| CIC-6230 | Critical Information Infrastructure Protection | 3 |

| | | |
|---|---|---|
| or | | |
| CIC-6504 | Continuity of Operations | 3 |
| Total credits required for certificate: | | 15 |

## CYBER LEADERSHIP CERTIFICATE

**Location/Modality:** Ft. McNair, DC | Distance Learning (Online) cohort

**Total Required Credits:** 15

**General requirements for completion:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below for a total of 15 credits.

Required Courses

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CIC-6219 | Cyber Essentials for Senior Leaders | 3 |
| CIC-6220 | Engaging Partners and Adversaries through Diplomacy | 3 |
| CIC-6221 | Authorities and Cyberspace Activities | 3 |
| CIC-6330 | National Security and Cyber Strategy | 3 |

| | | |
|---|---|---|
| CIC-6443 | Emerging and Disruptive Technologies | 3 |
| Total credits required for certificate: | | 15 |

## COLLEGE OF INTERNATIONAL SECURITY AFFAIRS

### MASTER OF ARTS | STRATEGIC SECURITY STUDIES | JPME II

**Regional Defense Fellowship (RDF) Program**

**Location/Modality:** Ft. McNair, DC | full-time, in-residence cohort

**Total Required Credits:** 34

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below and an additional two elective courses. The program consists of 30 credits of required coursework and 4 credits of electives for a total of 34 credits.

Core Courses (required for all students)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CISA-6030 | Foundations in Irregular Warfare | 2 |
| CISA-6060 | Analysis & Critical Thinking | 2 |
| CISA-6748 | Portfolio Advising & Defense - I | 0 |
| CISA-6749 | Portfolio Advising & Defense – II | 3 |

| | | |
|---|---|---|
| CISA-6901 | Strategic Thought | 3 |
| CISA-6920 | International Security Studies | 3 |
| CISA-6929 | Power, Ideology & Legitimacy | 3 |
| CISA-6963 | Practitioner Engagement Course - I | 0 |
| CISA-6964 | Practitioner Engagement Course - II | 1 |
| CISA-6975 | Dynamics of Irregular Warfare | 3 |
| CISA-6976 | Countering Irregular Warfare | 4 |
| NDU-7010 | JCWC: Joint Force Fundamentals & Operational Design | 3 |
| NDU-7020 | JCWC: Integrated Contingency & Crisis Action Planning | 3 |
| Sum of Credits, Core Curriculum | | 30 |

### ELECTIVES FOR ALL RDF PROGRAM STUDENTS

Two courses totaling 4 credit hours selected from available elective courses.

**(34 TOTAL CREDITS required for degree)**

## MASTER OF ARTS | STRATEGIC SECURITY STUDIES | NON-JPME

**Joint Special Operations Master of Arts (JSOMA) Program**

**Location/Modality:** Ft. Bragg, NC | full-time, in-residence cohort

**Total Required Credits:** 34

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must complete the required core courses and additional broadening courses as detailed below.

Core Courses (required for all students)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CISA-6028 | Special Operations Forces and Irregular Warfare | 2 |
| CISA-6030 | Foundations in Irregular Warfare | 2 |
| CISA-6040 | Research & Analysis for Warfighters | 1 |
| CISA-6080 | Civil - Military Practicum - I | 1 |
| CISA-6081 | Civil - Military Practicum - II | 1 |

| | | |
|---|---|---|
| CISA-6510 | JCWC Phase 1: Joint Force Fundamentals & Operational Design | 3 |
| CISA-6520 | JCWC Phase 1: Integrated Contingency & Crisis Action Planning | 3 |
| CISA-6748 | Portfolio Advising & Defense – I | 0 |
| CISA-6749 | Portfolio Advising & Defense - II | 3 |
| CISA-6901 | Strategic Thought | 3 |
| CISA-6920 | International Security Studies | 3 |
| CISA-6929 | Power, Ideology, & Legitimacy | 3 |
| CISA-6964 | Practitioner Engagement Course II | 1 |
| Sum of Credits, Core Curriculum | | 26 |

## ELECTIVES FOR ALL JSOMA STUDENTS

CISA JSOMA Broadening Applications Group (2 credits)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| CISA-6018 | The Vietnam War: Lessons in Irregular Warfare Amidst Great Power Competition | 2 |
| CISA-6731 | Intelligence and Covert Action in the Cold War | 2 |
| CISA-6756 | Strategy Brand-X | 2 |
| CISA-6765 | Watching Battle: The Warrior Ethos and the Profession of Arms in Film | 2 |
| CISA-6973 | Conflict Resolution | 2 |
| **Subtotal: (Select one from list)** | | **2** |

CISA JSOMA Broadening Theater Group (3 credits)

| *Course Number* | *Course Name* | *Credits* |
|---|---|---|
| CISA-6013 | China: History, Politics and Strategy | 3 |
| CISA-6045 | Africa: Geopolitical Borderlands and Rising Powers | 3 |
| CISA-6752 | Western Hemisphere Strategy and Security | 3 |
| CISA-6984 | Hybrid Warfare in the European Context | 3 |
| CISA-6998 | Independent Research | 3 |
| **Subtotal: (Select one from list)** | | **3** |

CISA JSOMA Broadening Foundations Group (3 credits)

| *Course Number* | *Course Name* | *Credits* |
|---|---|---|
| CISA-6750 | Comparative Political Analysis | 3 |
| CISA-6751 | Economic Statecraft: Political Economy for Security Practitioners | 3 |
| CISA-6903 | Origins of Conflict and War | 3 |
| CISA-6906 | Themes in American Foreign Relations | 3 |
| **Subtotal: (Select one from list)** | | **3** |

**(34 TOTAL CREDITS required for degree)**

# DWIGHT D. EISENHOWER SCHOOL FOR NATIONAL SECURITY AND RESOURCE STRATEGY

## MASTER OF SCIENCE | NATIONAL RESOURCE STRATEGY | JPME II

**Location/Modality:** Ft. McNair, DC | full-time, in-residence cohort

**Total Required Credits:** 33 - 35

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses below to earn 29 credits. They must also complete two or three elective courses to earn an additional four – six credits.

Core Courses (required for all students)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| ES-6113 | Strategic Acquisition and Resourcing | 3 |
| ES-6124 | Economics of Warfighters | 2 |
| ES-6128 | Grand Strategy and National Security | 3 |
| ES-6134 | Industrial Mobilization and Competition | 2 |
| ES-6206 | Industry Analysis | 3 |

| | | |
|---|---|---|
| ES-6501 | Strategic Leadership | 3 |
| ES-6605 | National Resourcing Exercise | 1 |
| ES-6606 | Joint Warfighting Exercise | 1 |
| ES-6700***** | Industry Study | 5 |
| NDU-7010 | JCWC: Joint Force Fundamentals & Operational Design | 3 |
| NDU-7020 | JCWC: Integrated Contingency & Crisis Action Planning | 3 |
| Sum of Credits, Core Curriculum | | 29 |

***Note:** The following are areas of study for ES-6700: Industry Study individual course offerings. Advanced Manufacturing; Aircraft; Artificial Intelligence; Autonomous Systems & Robotics; Biotechnology; CJADC2; Contested Logistics & OIB; Finance; Ground Combat Systems; Information & Cyberspace; Microelectronics; Missile Defense; Nuclear Triad; Shipbuilding; Space; Strategic Materials & Energy; Weapons & Munitions

**ELECTIVE AND ELECTIVE PROGRAM (CONCENTRATION) OPTIONS:**
**(all students must complete one of the following options)**

1. Senior Acquisition Course (SAC) Electives Program (Concentration) Requirements.

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| ES-6110 | Strategic Acquisition: Select Topics on Fundamental Forces Driving Acquisition | 2 |
| ES-6155 | Acquisition Research and Writing Program | 2 |
| **One From the Following Courses:** | | **2** |
| ES-6102 | Defense Science and Technology Acquisition | 2 |
| ES-6103 | International Acquisition: Cooperation, Controls, Comparison | 2 |
| ES-6104 | Innovation and Entrepreneurship in Defense Acquisitions | 2 |

| | | |
|---|---|---|
| ES-6105 | Leading Innovation in Business and Government | 2 |
| **Subtotal:** | | **6** |

**35 TOTAL CREDIT HOURS** required to complete degree.

2. American Studies Electives Program (Concentration) Requirements.

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| NDU-6047 | American Studies I – American Identity | 3 |
| NDU-6048 | American Studies II – Institutions & Systems | 3 |
| **Subtotal:** | | **6** |

**35 TOTAL CREDIT HOURS** required to complete degree.

3. Open Electives: Two courses totaling 4 credit hours selected from available elective courses.

**33 TOTAL CREDIT HOURS** required to complete degree.

# JOINT FORCES STAFF COLLEGE

## MASTER OF SCIENCE IN JOINT CAMPAIGN PLANNING | JPME II

**Location/Modality:** Joint Forces Staff College, Norfolk, VA | full-time, in-residence cohort

**Total Required Credits:** 33

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below for a total of 33 credits.

Core Courses (required for all students)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| JAWS-6170 | Joint Transition Course for JAWS | 0 |
| JAWS-6710 | Theory and Philosophy of War | 2 |
| JAWS-6711 | Modern Warfare | 3 |
| JAWS-6712 | Future War | 1 |
| JAWS-6720 | Strategic Foundations | 4 |
| JAWS-6721 | Strategic Applications | 2 |

| | | |
|---|---|---|
| JAWS-6730 | Operational Design & Joint Campaign Planning | 2 |
| JAWS-6731 | Joint Contingency Planning | 2 |
| JAWS-6732 | Joint Crisis Planning | 2 |
| JAWS-6740 | Foundations in Communications | 2 |
| JAWS-6741 | Research and Communications Seminar | 7 |
| JAWS-6750 | Foundations in Jointness | 2 |
| JAWS-6751 | Joint Applications | 4 |
| Sum of Credits, Core Curriculum | | 33 |

**ELECTIVES CREDITS –** There are no elective requirements for JAWS students. **33 TOTAL CREDIT HOURS** required to complete degree.

## JOINT AND COMBINED WARFIGHTING SCHOOL CERTIFICATE | JPME II

**Location/Modality:** Joint Forces Staff College, Norfolk, VA | 10-week, full-time, in-residence option; 10-week, full-time, in-residence satellite option; 40-week, part-time, hybrid option

**Total Required Credits:** 9

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below for a total of 9 credits.

Core Courses (required for all students)

| *Course Number* | *Course Name* | *Credits* |
|---|---|---|
| JCWS-6120 | Joint Transition Course for JCWS | 0 |
| JCWS-6210 | Joint Force Fundamentals | 1 |
| JCWS-6220 | Strategy and Campaign Design | 3 |
| JCWS-6230 | Integrated Contingency Planning | 2 |
| JCWS-6240 | Crisis Action Planning | 2 |
| JCWS-6250 | Joint Research Paper | 1 |
| Sum of Credits, Core Curriculum | | 9 |

## JOINT INFORMATION SCHOOL

**Location/Modality:** Joint Forces Staff College, Norfolk, VA | full-time, in-residence courses, except phase I course which is a part-time, on-line course.

**Total Required Credits:** 3

**General requirements for completion:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses noted below for a total of 3 credits.

Available Courses

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| JIS-6330 | Joint Information Planners Course (JIPC) Phase I | 0 |
| JIS-6350 | Joint Information Planners Course (JIPC) Phase II | 3 |
| JIS-6360 | Joint Military Deception Training Course (JMTC) | 0 |

# NATIONAL INTELLIGENCE COLLEGE

## COLLEGE PROGRAM INFORMATION, REQUIREMENTS, AND COURSES

We recently welcomed the National Intelligence College (NIC) to the National Defense University (NDU) as our sixth college. For this transition year, please reference the NIC catalog starting on page 90 of this document.

# NATIONAL WAR COLLEGE

## MASTER OF SCIENCE | NATIONAL SECURITY STRATEGY | JPME II

**Location/Modality:** Ft. McNair, DC | full-time, in-residence cohort

**Total Required Credits:** 34

**General requirements for graduation:**

Per NDUI 1025.07D:

To graduate with an NDU Master of Science or Master of Arts degree, or receive a graduate certificate, students must:

A. Earn an overall program Grade Point Average (GPA) of at least 3.0 across all core and elective courses (GPA = Total quality points/Total credits).

B. Pass all core and elective courses with a grade of B- or higher.

C. Satisfy all designated program coursework requirements as listed in the respective degree/certificate plan for each college.

**Program Plan Requirements:**

Students must successfully complete the required courses, two oral exams, and the prescribed track of requirements for either U.S. students or international students.

Core Courses (required for all students)

| ***Course Number*** | ***Course Name*** | ***Credits*** |
|---|---|---|
| NDU-7010 | JCWC: Joint Force Fundamentals & Operational Design | 3 |
| NDU-7020 | JCWC: Integrated Contingency & Crisis Action Planning | 3 |
| NWC-7000 | Introduction to Strategic Logic and Joint Warfighting | 5 |
| NWC-7200 | The Evolving Character of War | 4 |
| NWC-7300 | War and Statecraft | 4 |

| | | |
|---|---|---|
| NWC-7400 | Strategic Context | 5 |
| NWC-7500 | Fall Orals | 0 |
| NWC-7600 | Spring Orals | 0 |
| Sum of Credits, Core Curriculum | | 24 |

Additional Courses

| ***Track 1 (US Students)**** | | |
|---|---|---|
| ***Course Number*** | ***Course Name*** | ***Credits*** |
| NWC-7100** | Applied National Security Strategy and Policy | 2 |
| NWC-7150 | National Security Practicum | 4 |
| Electives: Fall/2nd Qtr & Spring/3rd Qtr | Various Course Offerings | 4 |
| **Subtotal** | | **10** |
| **Notes:** | | |
| *- Students must successfully complete the two required courses and two elective courses - (1) in Quarter 2 and (1) in Quarter 3.<br>**- The following are areas of study for NWC-7100: Applied National Security Strategy Policy individual course offerings. SOUTHCOM: Southern Cone; EUCOM: Eastern Mediterranean; EUCOM: NATO; PACOM: China; NORTHCOM/SOUTHCOM: Counternarcotics and Southern Approaches; CYBERCOM: Cyber; CENTCOM: Arabian Gulf; PACOM: Northeast Asia; STRATCOM: Nuclear Strategy and Policy; EUCOM: Russia and Ukraine; PACOM: Southeast Asia; PACOM: South Asia; AFRICOM: Critical Minerals in Africa. | | |

**Track 1: 34 TOTAL CREDIT HOURS** required to complete degree.

| **Track 2 (International Fellows)*** | | |
|---|---|---|
| **Course Number** | **Course Name** | **Credits** |
| NDU-6047 | American Studies I – American Identity | 3 |

| | | |
|---|---|---|
| NDU-6048 | American Studies II – Institutions & Systems | 3 |
| NWC-7700 | Directed Strategy Research I | 2 |
| NWC-7750 | Directed Strategy Research II | 2 |
| **Subtotal** | | **10** |
| **Notes:** | | |
| *- Students must successfully complete all courses listed in track 2. | | |

**Track 2: 34 TOTAL CREDIT HOURS** required to complete degree.

# COURSES AND NARRATIVES

## COLLEGE OF INFORMATION AND CYBERSPACE

### CIC-6013: RISK MANAGEMENT AND INTERNAL CONTROLS FOR LEADERSHIP

This course will provide military and civilian leaders with a strategic understanding of risk management, internal controls, and auditing and the importance of these concepts in promoting mission accomplishment and accountability within the Department of Defense and other entities. The course will examine principles from the Government Accountability Office's Standards of Internal Control in the Federal Government such as establishing appropriate 'tone at the top' and governance practices, identifying and responding to risks and changing operating environments, implementing control activities, improving internal and external information flows, and monitoring control performance and addressing material weaknesses. Responsibilities to report on the operation of internal controls as part of the agency Statement of Assurance process and prepare agency risk profiles will be explored. The course will also explore the purpose and scope of financial, performance, compliance audits, and the phases of the audit life-cycle. Other course topics will include information technology and cybersecurity controls, integration of internal controls and enterprise risk management, and challenges associated with achievement of a "clean" audit opinion for the Department of Defense. The course will make use of practical exercises to illustrate how course concepts can best be integrated and leveraged across the enterprise to accomplish entity objectives, ensure timely and accurate reporting, and comply with applicable laws and regulations. **(2 Credit Hours)**

### CIC-6015: BUDGETING FOR NATIONAL SECURITY

This course provides students with a comprehensive understanding of budget issues related to national security. The overarching goal is for students to develop leadership strategies to help shape their military, intelligence, and international agencies' fiscal environment, goals, and outcomes. The course focuses on topics such as the current budget environment, strategic performance and budget management, budget formulation, enactment, and execution. The course also examines leadership strategies for resource prioritization and decision-making, and managing relationships with executive and legislative branch oversight, command leadership, and external organizations. **(2 Credit Hours)**

### CIC-6019: SOCIAL MEDIA & BEYOND - THE INFORMATION ENVIRONMENT, EFFECTS, POLICY, ETHICS

This course will explore the important issues surrounding the use of social media as a source of information for the Department of Defense. For example, should you exploit the information just because you can? Can you trust it? Are you allowed to use it? If you don't use it, what are you missing? Students will consider the potential uses of information extracted from social media and evaluate the legal and policy requirements that restrict DOD access to much of that information. Course Objectives: Students will be able to: 1) identify and differentiate the overlaps between traditional news media and

news derived from social media; 2) develop strategies for applying information from social media to support a diverse mission set; and 3) evaluate the relevant legal, policy and ethical implications. Learning outcomes will be assessed through class participation, a digital deployment exercise, and an 800-1200 word paper. **(2 Credit Hours)**

### CIC-6024: HANDS-ON OFFENSIVE AND DEFENSIVE CYBER

This course studies cyber strategies and cyber operations from the lens of strategic leaders. It specifically explores the concepts and practices of offensive and defensive operations in cyberspace. It examines the relationship among cyber strategy, cyber operations, cyber warfighting, and national security. The course covers a wide range of topic areas that include but are not limited to threats, vulnerabilities, risks management, intrusion kill chain, as well as offensive operations and defensive operations in both cyber-only environments and cyber-physical environments. In addition, it scrutinizes the role that artificial intelligence and data analytics play in cyber operations and security. It utilizes the approach that employs people, process, and technology in addressing the challenges in cyberspace. **(2 Credit Hours)**

### CIC-6030: FUTURE DISRUPTIVE TECHNOLOGIES

This course examines the core concepts of information technology and its rapidly expanding role in solving problems, influencing decision making and implementing organizational change. Students analyze how emerging technologies evolve. They evaluate the international, political, social, economic, and cultural impacts of emerging technologies using qualitative and quantitative evaluation methods. Students assess emerging technologies using forecasting methodologies such as monitoring and expert opinion, examining future trends, and assessing international perspectives. Learning Outcomes: Students will be able to appraise the impact and utility of emerging technologies; project into the near future the probable progress of emerging trends; formulate policies to guide the adoption of appropriate emerging technology to enhance the workplace and meet organizational mission. **(2 Credit Hours)**

### CIC-6037: DATA ANALYTICS FOR DECISION MAKERS

This course provides an overview of data analytics concepts and techniques with a focus on what leaders need to know to leverage data for decision making. Students will learn about the data analytics process from the perspectives of both the decision maker and the data analyst to better understand how to build a sustainable data analytics program within a government organization. Topics include analytics approaches, familiarity with data analytics tools, how to determine data requirements, collecting and preparing data, and data ethics. No prior data analytics experience is necessary. **(2 Credit Hours)**

### CIC-6050: THE WARRIOR'S DILEMMA

Every warfighter and senior leader face moments where values collide, and the path forward is unclear. That's where the power of narratives comes in. Narrative stories are how leaders make sense of the world; in turn, followers, peers, and the public form judgments about leaders through these stories, which can showcase ethical integrity, ethical failure, or ethical ambiguity. The Warrior's Dilemma explores ethics (ethical choices) through the power of narratives. The course will equip you with frameworks to navigate uncertain moments with clarity and confidence. Using Kohlberg's moral

development theory, James Rest's model of moral judgment, and other frameworks, students will explore how leaders frame, reason through, and act on ethical dilemmas. The films, A Few Good Men, Crimson Tide, and Eye in the Sky, serve as case studies, illustrating how judgment and leadership shape strategic scenarios. Guest speakers from military and academic communities will enrich class discussions and reflection. You will leave the course with sharper ethical reasoning skills, a stronger grasp of the process of ethical decision making, and practical insights for leading with integrity in uncertain and complex environments. **(2 Credit Hours)**

### CIC-6151: INFORMATION WARFARE STRATEGY

This course provides theories, frameworks, and tools for strategic planning and strategy execution. It weds direct and indirect methods of influence. Upon successful completion, students will be able to plan and implement strategies with emphasis on the information instrument of state power in a way that is practical, actionable, and intrepid. These strategies support every warfighting function and all the instruments of state power. **(3 Credit Hours)**

### CIC-6152: STRATEGIC THINKING AND COMMUNICATION – I

This course provides theories, frameworks, and tools for strategic planning and strategy execution. It weds direct and indirect methods of influence. Upon successful completion, students will be able to plan and implement strategies with emphasis on the information instrument of state power in a way that is practical, actionable, and intrepid. These strategies support every warfighting function and all the instruments of state power. **(0 Credit Hours)**

### CIC-6159: STRATEGIC ART FOR THE CYBER AND INFORMATION ENVIRONMENT

In this course, students gain understanding of the origins, formulation, and application of national security strategic logic to the cyber domain and information environment. In so doing, students comprehend their role and duty in the greater tradition of national security strategy, while gaining appreciation of the value they will bring as practitioners of national security strategy for cyber and information. Through the use of readings, case studies, exercises and writing assignments, participants will assess how strategic logic can be used to define context and desired ends, identify necessary means, design ways, and assess costs, risks and viability, with specific focus on the global cyber domain and information environment. Upon completion of NSS, students will be strongly positioned to apply discerning and incisive strategic analysis to their thesis projects, the balance of the courses they will take at CIC and NDU, and in their future careers as professional strategic analysts and leaders. **(3 Credit Hours)**

### CIC-6164: STRATEGIC THINKING AND COMMUNICATION - II

This course provides students with an introduction to graduate-level research, writing, and communication, with a particular focus on the critical and creative thinking that drives strategic decision-making. In support of the NDU and CIC missions, the goal is to enrich strategic thinking and provide support throughout the program for both writing and oral 20 communication. This is the course where students can fully synthesize what they have learned across all their courses and articulate the ideas that will help them succeed beyond CIC. **(3 Credit Hours)**

### CIC-6169: PRACTICUM, EXPERIENTIAL LEARNING AND CAPSTONE EXERCISE - I

This course provides students with learning opportunities outside the normal classroom experience. Students are exposed to senior leaders in a weekly lecture series, attend multiple experiential events on and off campus, enjoy domestic and overseas practica, and participate in a Capstone exercise. This course is designed to enhance classroom learning and offer students real world applications through authentic assessments and peer-to-peer learning. **(0 Credit Hours)**

### CIC-6170: PRACTICUM, EXPERIENTIAL LEARNING, AND CAPSTONE EXERCISE - II

The Practicum, Experiential Learning and Capstone Exercise Course provides students with learning opportunities outside the normal classroom experience. Students will be exposed to senior leaders in weekly lecture series, multiple experiential events (on and off campus) multiple practicum experiences (domestic and overseas) throughout the year and a college level Capstone exercise. This course is designed to take the classroom experience and expose students to real world applications through authentic experiences and peer-to-peer learning. Students will provide two academic synthesis papers linking their education via the practicums/ experiential events with their other courses. Students will provide a memorandum outlining the strategic interests of an assigned country in preparation for the Capstone Exercise. **(3 Credit Hours)**

### CIC-6171: GOVERNANCE, AUTHORITIES, AND ETHICS

This course provides students of national cyber and information strategy with the opportunity to comprehend how information and cyber drive and define nations, their governments, and in turn, their relations in the global context. It is essential that future national security strategists have the capacity to evaluate strategic choices in terms of global and national governance, rights, duties, and obligations. Thus, Governance has been developed by crossing leading cyber and information threats, with levels of national and international governance, to identify and examine the key authorities and case studies essential for a future cyber and information strategist. By taking Governance, students will analyze how: law is both a driver and definer of national security strategy; states form and interact through the law; states and private actors use and influence law to pursue vital interests, security, rights, and order; and how future national security strategists and leaders have essential responsibilities to define, engage, and use law when developing national security strategy for cyber and information. **(3 Credit Hours)**

### CIC-6175: CYBER STRATEGY AND CONFLICT

In the contemporary security environment, cyberspace has emerged as a critical domain conflict. State and non-state actors increasingly exploit digital technologies to disrupt critical infrastructure, gather intelligence, influence populations, and contest political, military, and economic power. Events such as Stuxnet, and the persistent activities of groups like Volt Typhoon and Salt Typhoon illustrate how cyber capabilities are used to achieve strategic effects below the threshold of armed conflict. This course examines the evolving character of cyber conflict and its implications for strategy, statecraft, and national security. Through historical cases, theoretical frameworks, and analysis of contemporary operations, students will explore how cyber capabilities are integrated into broader strategies of competition, coercion, and warfare. **(3 Credit Hours)**

### CIC-6177: CYBER POWER AND TECHNOLOGY STRATEGY

This course examines how the economic instrument of power is applied in the global cyber domain and information environment. Students analyze how state and non-state actors build and project cyber power through technology strategy, fiscal and monetary policy, workforce development, research and development, and commercialization. Emphasis is placed on strategic competition over digital infrastructure, the role of Big Tech in cyber and information operations, deterrence through cyber resilience, and the strategic risks and opportunities of disruptive technologies. **(3 Credit Hours)**

### CIC-6178: DIPLOMACY, INFORMATION, AND CYBER IN THE GLOBAL ENVIRONMENT

A detailed examination of how state and non-state actors engage in diplomacy and statecraft in and through cyberspace, to advance their national interests. Statecraft practices and the institutions, resources, and capabilities of the diplomatic instrument of power have a dramatic role in the interplay between international relations and cyber/information activities. Students will comprehend how strategic interests in the cyber domain and information environment can be advanced or constrained by digital international relations and cyber diplomacy. **(3 Credit Hours)**

### CIC-6201: CYBER FOR STRATEGIC LEADERS

This course focuses on the preservation of the cyber domain for US national strategic interests and its evolution as a warfighting domain. It provides technical, legal and policy background to provide context to the discussion. In addition to U.S. practice, the cyber activities of Russia, China and Iran are examined, along with other nation-states. The topics include encryption, privacy, data mining, and social networking, all within the context of military operations. The course provides students the background and vocabulary to discuss the role of cyber capabilities at a high level, enabling them to help shape the future of cyberspace operations. **(3 Credit Hours)**

### CIC-6211: CYBERSECURITY FUNDAMENTALS

This course provides an overview of the fundamentals of cybersecurity from the perspective of a DoD or federal agency senior leader. The course provides a foundation for analyzing the cyber and information security of information systems and critical infrastructure. Law, national strategy, public policy, and risk management methodologies are examined for assuring the confidentiality, integrity, and availability of information systems and assets. **(3 Credit Hours)**

### CIC-6217: ILLICIT USE OF CYBER

This course explores illicit uses of cyber (e.g., terrorism, crime, human trafficking, etc.) and the impact of these activities on national and global security. The course explores the identity of actors engaged in these activities, their motivation, techniques, and what countermeasures can be adopted to mitigate their impact. The course provides a risk management framework to help information leaders leverage the benefits of cyber technologies while minimizing risks. **(3 Credit Hours)**

### CIC-6218: RISK MANAGEMENT FRAMEWORK FOR STRATEGIC LEADERS

This course prepares future Chief Information Security Officers (CISO), Senior Information Security Officers (SISO) and senior staff involved in the cyberspace component of national military and economic power for their role as an overall cyber risk assessment and acceptance leader. Students explore how cyber security relates to information security, security governance, security program

management, system risk assessment, and authorization as well as day-to-day cyber security monitoring management. Students will explore enterprise security strategies, policies, standards, controls, programs, cyber operations, security assessment and measures/metrics, incident response, resource allocation, workforce issues, ethics, roles, and organizational structure. **(3 Credit Hours)**

### CIC-6219: CYBER ESSENTIALS FOR SENIOR LEADERS

This course focuses on educating senior leaders so that they can better execute the responsibilities of a board member within DOD, Federal Agencies, and international partners. Cyber leaders need both technical knowledge and leadership skills to gain the respect of technical team members, understand what technical staff are doing, and appropriately plan and manage security projects and initiatives. This course empowers the senior leader to become an effective security leader and get up to speed quickly on information security issues and terminology. The content of this is essential for a government senior leader to understand how best to work with the private sector to mitigate the risk of cybersecurity breaches. This course provides the essentials for analyzing the cyber and information security of information systems and critical infrastructures, to include the challenges with cyber legislation and governance, risk management analysis of cyber systems, understanding the cyber threat & vulnerability environments, protecting the organizations intellectual property and financial 20 information and budgeting process. Additionally, participants will have the chance to participate in a tabletop breach exercise and to choose from breakout tracks in healthcare, national security, government oversight, and law. **(3 Credit Hours)**

### CIC-6220: ENGAGING PARTNERS AND ADVERSARIES THROUGH DIPLOMACY

With a focus on cyberspace and its attendant challenges and opportunities, this course will examine the role of diplomacy in the national security enterprise. Both a U.S. domestic concern and a function of international engagement, diplomacy presupposes a diverse array of actors and interlocutors who may or may not share U.S. interests and values yet with whom policy practitioners must engage to advance U.S. priorities. The course will explore how diplomacy has been used to reduce risk to the US and U.S. interests, and it will consider the capacity of diplomacy to address as-yet unseen threats to the homeland and the American people. Students will gain insight into the policy process and how the tools of diplomacy have been used bilaterally and in multilateral forums to advance policy priorities in ways that uphold U.S. principles and values, particularly as they come under threat from strategic competitors and their efforts to undermine U.S. global influence. **(3 Credit Hours)**

### CIC-6221: AUTHORITIES AND CYBERSPACE ACTIVITIES

This course focuses on authorities across US Agencies and international bodies regarding cyber activities to include but not limited to: security, defense, exploitation, and attack. According to the National Cybersecurity Strategy 2023: “Our rapidly evolving world demands a more intentional, more coordinated, and more well-resourced approach to cyber defense. We face a complex threat environment, with state and non-state actors developing and executing novel campaigns to threaten our interests.” This course explores how the US to include government, law enforcement, and industry, working with allies and partners, use all instruments of power to disrupt and dismantle threat actors to US national security interests. **(3 Credit Hours)**

### CIC-6230: CRITICAL INFORMATION INFRASTRUCTURE PROTECTION

This course examines the security of information in computer and communications networks within infrastructure sectors critical to national security. These include banking, securities and commodities markets, industrial supply chain, electrical/smart grid, energy production, transportation systems, communications, water supply, and health. Special attention is paid to the risk management of information in critical infrastructure environments through an analysis and synthesis of assets, threats, vulnerabilities, impacts, and countermeasures. Students learn the importance of interconnection reliability and methods for observing, measuring, and testing negative impacts. Special consideration is paid to the key role of Supervisory Control and Data Acquisition (SCADA) systems in the flow of resources such as electricity, water, and fuel. Students will learn how to develop an improved security posture for a segment of the nation's critical information infrastructure. **(3 Credit Hours)**

### CIC-6303: CIO 2.0 ROLES AND RESPONSIBILITIES

Students in the CIO 2.0 course examine the essential analytic, relational, technological, and leadership competencies that government CIOs and their staffs need to respond to and shape the 21st Century environment. Students assess the high information and IT demands of customers; examine the potential and perils of ubiquitous technology and information saturation; and weigh the tradeoffs of resource constraints, legal and policy mandates, and security in an open environment. **(3 Credit Hours)**

### CIC-6328: STRATEGIC PERFORMANCE AND BUDGET MANAGEMENT

This course is an executive-level view of strategic planning, performance management, and performance budgeting in public-sector organizations. Using the Government Performance and Results Act and Kaplan & Norton's Balanced Scorecard as frameworks, students examine the linkage of mission to strategic planning, performance management, measurement, operational strategies, initiatives, and budgets to support senior-level decision making. Emphasis is on transparency, outcomes, and linkage between organizational performance and the organization's budget. With this critical understanding, students develop leadership strategies that shape fiscal budgets to achieve agency strategic outcomes. **(3 Credit Hours)**

### CIC-6330: NATIONAL SECURITY AND CYBER STRATEGY

The Course is primary strategy course of the CIC Cyber Leader Development Program. Students gain understanding of the origins, formulation, and application of national security strategic logic to the cyber domain and information environment. Further, students will examine and learn the implications for subordinate organizations of the latest National Cyber Strategy. In so doing, students comprehend their role and duty in the greater tradition of national security strategy, while gaining appreciation of the value they will bring as practitioners of national security strategy for cyber and information. Participants will assess how strategic logic can be used to define context and desired ends, identify necessary means, design ways, and assess costs, risks, and viability - with specific focus on the global cyber domain. **(3 Credit Hours)**

### CIC-6414: DATA MANAGEMENT STRATEGIES AND TECHNOLOGIES: A MANAGERIAL PERSPECTIVE

This course explores the concepts of data management and the data lifecycle as key components for improving mission effectiveness through the development of enterprise-wide and local data management programs and analytic solutions. It examines management issues such as data governance and organizational information behaviors and values. The course uses the data lifecycle framework to explore big data, data analytics, and enabling information technologies and methodologies from a senior leader perspective. Case studies allow students to explore data management issues and implementation. While geared for managers, the course provides sufficient insight into the underlying technologies to ensure that students can evaluate the capabilities and limitations of data management options and strategies. **(3 Credit Hours)**

### CIC-6415: STRATEGIC INFORMATION TECHNOLOGY ACQUISITION

This course explores acquisition processes that seek to place information technology systems into the hands of joint warfighters and agency information leaders faster and with more ability to adapt to fluid situations. We examine the role senior military and agency leaders play in the successful acquisition of information technologies and services to achieve strategic organizational goals. Students use the Systems Development Lifecycle (SDLC) as a framework to explore acquisition strategies and charters, requirements management, development, testing, deployment, risk management, and sustainment activities, focusing on the acquisition of IT and related services. Acquisition best practices and techniques cited in the US Digital Services Playbook are explored. IT-related risk management, to include avoidance of counterfeit chips and computer malware, risks of transition to cloud computing and advanced analytics are also discussed. Significant emphasis is placed on the contracting processes and outsourcing of IT networks and services. Ethics issues are explored using Department of Defense acquisition case studies. **(3 Credit Hours)**

### CIC-6419: DATA STRATEGY AND GOVERNANCE

This course explores data strategy and data governance as key components for operationalizing data as a strategic asset to enable more effective and efficient organizations. It examines the principles, essential capabilities, and goals set forth in Federal agency data strategies and the governance processes necessary to achieve those goals. Case studies allow students to explore the real-world benefits of data governance policies, standards, and practices and how they are implemented. The course is designed to provide leaders with the knowledge, skills, and attributes to develop and assess data strategies and governance programs for their organizations that enable data discovery and sharing and facilitate innovation. **(3 Credit Hours)**

### CIC-6420: DATA ANALYTICS FOR LEADERS

This course examines how organizations can improve mission execution by employing data analytics capabilities. Establishing and maturing these capabilities requires leadership as well as an ability to both conduct analytics and interpret analytic results. Students will apply qualitative and quantitative measures on data sets to better enable organizations to meet mission needs and organization priorities. The quality of data and the sources from which data are collected are explored. Compliance, security, and the 'ethical' use of data will also be topics of discussion within the course. **(3 Credit Hours)**

### CIC-6443: EMERGING AND DISRUPTIVE TECHNOLOGIES

This course examines the core concepts of information technology and its rapidly expanding role in solving problems, influencing decision making and implementing organizational change. Students will be introduced to an array of emerging technologies at various levels of maturity. Students analyze how emerging technologies using qualitative and quantitative evaluation methods. Student assess emerging technologies using forecasting methodologies such as monitoring and experts' opinion, examining future trends, and assessing international perspectives. **(3 Credit Hours)**

### CIC-6504: CONTINUITY OF OPERATIONS

This course provides a broad description of the major elements involved in developing and implementing effective Continuity of Operations plans for public sector agencies. Using Federal regulations and policies as a backdrop, the course examines the technological, human capital, legal, and acquisition factors involved in creating and maintaining a COOP plan. Topics include determining key assets and systems, creating and implementing emergency plans, working with the responder community, developing metrics and exercises, and restoring effective operations. **(3 Credit Hours)**

### CIC-6512: MULTI-AGENCY INFORMATION-ENABLED COLLABORATION

This course focuses on inter-agency collaboration in national, homeland security, and national preparedness planning, decision making, and implementation. It examines current and proposed strategies, means and models for improving inter-agency collaboration at federal, state, and local levels, and beyond to include multilateral non-governmental and international organization and coalition partners. **(3 Credit Hours)**

### CIC-6606: WHITE HOUSE, CONGRESS AND THE BUDGET

This course presents a strategic understanding of Federal budgeting and appropriations, with particular attention to the role of the White House and Congress. The course focuses on developing leadership strategies to shape the fiscal environment to achieve agency strategic outcomes, examining topics such as the impact of current fiscal issues. **(3 Credit Hours)**

### CIC-6607: THE FUTURE OF FEDERAL FINANCIAL INFORMATION SHARING

This course focuses on the changing directions of financial and management reporting for Chief Financial Officers in a dynamic environment. In response to evolving citizen and shareholder expectations, financial statement reporting, budgetary reporting, and cash reporting must be accurate, transparent, and accountable, and result in "clean" audit opinions. New reporting expectations and changing accounting standards require new relationships among federal, state, and local governments, and government contractors, as well as enhanced reporting to internal constituents of the CFO, including program managers and the organizational head. Successful reporting can be facilitated by enterprise architecture, financial systems, and data management techniques. **(3 Credit Hours)**

### CIC-6608: RISK MANAGEMENT, INTERNAL CONTROLS, AND AUDITING FOR LEADERS

This course presents a strategic understanding of risk management, internal controls, and auditing as they relate to the functions and responsibilities within the CFO and audit communities. This course examines how effective leadership can enhance efficiency, effectiveness, accountability, and

transparency of an organization to include federal, state, and local governments. The primary focus is on the importance of identifying and assessing risk, describing, and improving internal control techniques and practices, and evaluating and recommending audit management strategies. **(3 Credit Hours)**

**CIC-6693: RESEARCH ELECTIVE**
Students may choose a research project appropriate to the concerns of the CIC mission in lieu of one elective. The project should be of such scope that it can be researched and written in one semester. It is anticipated that such projects will normally be between 25-35 pages in length.
**(2 Credit Hours)**

### CISA-6006: STRATEGIC COMPETITION IN THE 21ST CENTURY

What is strategic competition? How is it different from great power competition? How is it related to irregular warfare? Is war between great powers inevitable? The course will delve into these and many other questions. The course is focused on the strategic competition between the US, China, and Russia and ways this competition affects the rest of the world. Throughout the course students will have a chance to compare and contrast how different states navigate strategic competition, what it means for their national security, and how they can approach integrated deterrence. The course will start with the conceptual definitions of strategic competition. We will review historical attempts at international order and will revisit lessons from the Cold War. The course will then get into the specifics of how the US, China, and Russia compete. We will compare the different visions of international order and will analyze how democracies and autocracies differ in their approaches to strategic competition. Finally, the course will focus on some tools of strategic competition that are available to different actors. We will explore assets and vulnerabilities in strategic competition and will examine ways to enhance assets and minimize vulnerabilities. **(2 Credit Hours)**

### CISA-6011: WE HAVE GOOD ALLIES: ALLIANCE LESSONS FOR STRATEGIC COMPETITION

This course analyzes how alliances have both sparked and avoided wars, how they define relations between states and contribute to grand strategy, deterrence, and warfighting. It begins by defining alliances and distinguishing them from other relationships, such as coalitions, partnerships, and alignments. The course explores theories of alliance formation and behavior. It explores several historical cases of alliances in the context of strategic competition among great powers beginning with Sparta and Athens, but quickly moves to modern history, culminating with the creation of NATO and the Warsaw Pact. Finally, it looks at ideas of collective security in today's world. Each topic contributes to understanding the nuanced world of alliance politics with an overarching focus on how the realignment of major powers in the context of strategic competition has historically eroded attempts at maintaining a peaceful international order.

The course is designed to help students consider the purposes behind alliances, how they function in both war and peace, how alliances can support integrated deterrence, how they can also result in states being "dragged" into conflict (entrapment), and the challenges of managing alliances, including the fears of abandonment among allies. We will also use contemporary examples to analyze how states and non-state actors partner with each other and whether their relationships have dynamics similar to those of alliances before considering the future of collective security and alliances in today's world. **(2 Credit Hours)**

### CISA-6015: CHINA'S FRONTIERS AND TERRITORIAL DISPUTES

Territorial disputes are often the residue of conflicts that have, otherwise, been resolved. Frequently, territorial disputes trigger armed conflict. So, understanding the nature of territorial disputes as a class of interactions and the contested history of particular places that are the subject of dispute offers insight to a central dynamic of international relations.

This course will survey China's frontiers and the on-going territorial disputes with its neighboring states

across the Indo-Pacific, attempting to understand the historical contexts for these potentially explosive controversies. The focus is primarily the People's Republic of China, but it will also feature perspectives from other countries such as India, Russia, Japan, and Taiwan, among others. Readings will draw from conceptual literature about geography, geopolitics, cartography, sovereignty, and territorial disputes, as well as historical accounts and official statements by disputants about relevant contested territories. **(2 Credit Hours)**

### CISA-6017: CHINA'S IRREGULAR WARFARE

The Chinese Communist Party (CCP) has claimed to make the international order for a multipolar world where China is no longer being "mistreated" and misunderstood. CCP believes that the regime has been surrounded by partners and allies of guardians of the current international order, which makes its regime insecure at home and abroad. Thus, the plan is to transform the international order to make the regime secure. CCP acknowledges that there still and will be, for some time, power disparity between China and the US and tries to seek strategies to narrow this gap. China sees unrestricted warfare, based on the ancient Sun Zi's teaching of "Win wars without fighting," as a strategy for accomplishing its goal. Understanding China's strategy and view of the world would greatly enhance dealing with China. Throughout the syllabus, Chinese irregular warfare will be used synonymously with "unrestricted warfare" and "political warfare." **(2 Credit Hours)**

### CISA-6021: SNEAKY WAR

China, Russia, Israel, Iran...everywhere there's talk of war. Some call it the "Thucydides Trap" while others worry hotheads will suck us into World War III. Most in Washington think strategic competition will be won in big battles. DoD and think tanks constantly wargame "Large Scale Combat Operations" (LSCO) in the Strait of Taiwan, and Congress doles out billions of dollars for conventional war weapons like F-35s and Ford-Class carriers. But is this assumption about future warfare correct? Probably not. The Cold War teaches us that nuclear powers do not engage in conventional fights for fear of nuclear escalation. That's why strategic competition was and remains an irregular war fight.

Some think we are already at war with adversaries like China, do not know it, and that is by their design. Warfare is getting sneakier, and today you win by waging war but disguising it as peace to your adversaries. How can enemies defend themselves if they do not even know they are at war? That's the strategic logic of sneaky war, and China, Russia and Iran have been waging it for years, a problem F-35s cannot solve.

This course will explain how and why warfare is getting sneakier, and how to win. The good news is the U.S. and allies can fight sneaky today, and it doesn't cost billions of dollars. The bad news is there are substantial risks for democracies fighting this new type of warfare. Yet the risks may be even greater if we do not. This course will equip students with an arsenal of sneak. **(2 Credit Hours)**

### CISA-6026: INFORMATION WARFARE AND HOW TO COUNTER IT

In today's world, numerous actors use information as a weapon. State actors have used information to get an edge in the global strategic competition. Non-state actors have used information to legitimize their objectives and challenge state governments. Extremist organizations have resorted to information campaigns to advance their objectives and recruit new members. Easy access to internet

and social media has turned information into an attractive tool for producing leverage and building influence. Today, examples of information warfare abound.

In this course, we will examine a variety of ways in which states and non-state actors use information for political purposes. The course builds a conceptual foundation connecting information and influence. It then proceeds with case studies to explore how different actors have crafted information campaigns. Finally, the course delves into cutting-edge research on best practices in countering information warfare.

The course begins with a theoretical review of information and related cognitive processes. We will glean into the psychology literature to understand how information leads to influence, why biases guide our perceptions, and why information is such a powerful tool in irregular warfare. We will discuss how information can be weaponized. Students will have a chance to design their own information campaigns.

The second part of the course consists of a number of case studies exploring how states and non-state actors have weaponized information. We will zoom in on QAnon and conspiracy theories, ISIS and terrorist groups, as well as Russia's and China's ways of waging information warfare. The case studies will allow us to contextualize the conceptual foundations from this course.

Finally, the third part of the course will guide students through lessons learned and best practices in countering information warfare. We will examine how to debunk disinformation, whether counter-narratives work, and what successful strategies exist to preempt influence from malign information campaigns. The course will equip students with skills and knowledge essential for creating information campaigns and designing strategies to counter information warfare. **(2 Credit Hours)**

### CISA-6027: ADVANCED STRATEGIC THEORY & APPLIED GAMING

**This is an "X" Elective.** Strategic thinking is a core part of your profession, so have you ever repeatedly put yourself to the test against your peers? Ever read the classics like Sun Tzu and Clausewitz, and then thought there has to be a better way to access their deeper meaning? Can you explain why Thomas Schelling is one of the best theorists for all things "gray zone," GPC, or nuclear-tinged? Ever wondered if there is anything to the idea of China having a "strategic culture" informed by games like Go, as opposed to "western" attritional games like chess? Ever thought that strategy games can be a gateway to disciplined self-reflection as well as fun? If so, then please consider taking this elective! **(2 Credit Hours)**

### CISA-6030: FOUNDATIONS IN IRREGULAR WARFARE

Foundations of Irregular Warfare provides a structured introduction to IW as a persistent feature of conflict and strategic competition. Part I examines the definitions, theories, and conceptual foundations that distinguish IW from conventional warfare, emphasizing its fundamental political character. Part II focuses on the effects that state and nonstate actors seek through IW—shaping populations through influence, persuasion, and coercion; building or eroding state and institutional authority and credibility; and altering strategic balances without (or sometimes within) decisive conventional battle. The course highlights through case study and discussion major IW activities joint

warfighters will study over the academic year, to include unconventional warfare, counterinsurgency, foreign internal defense, counterterrorism, political warfare, information and influence, lawfare, and economic warfare. Through historical and contemporary cases, students develop a foundational understanding of how and why actors employ IW, what effects they seek, and the implications for joint warfighters operating in an era of persistent competition. **(2 Credit Hours)**

### CISA-6043: CONFLICT AND COOPERATION IN AFRICA

Conflict and Cooperation in Africa provides a survey and analytic approach to how states, societies, and institutions manage war and peace on the African continent. The course consists of thematic and regional case studies, where each class serves as a deep dive into the issues affecting conflict and cooperation specific to the region of focus that day. As such, classes will focus on the history, politics, and environmental factors affecting security in the past and present. Themes consist of geopolitics, resource vs. identity driven conflicts, democratization vs. centralization, socio-economic and class divisions, internal displacement, and genocide. Areas of focus include: Congo, Kenya, Nigeria, Rwanda, Sierra Leone, Somalia, Sudan, and Zimbabwe. Students will use theories of comparative politics and international relations to better understand the fundamental issues driving conflict on the African continent and identify pragmatic policy solutions to steer violence towards cooperation. **(2 Credit Hours)**

### CISA-6060: ANALYSIS & CRITICAL THINKING

Analysis and Critical Thinking develops students' ability to think critically, reason carefully, and analyze complex security challenges. Students examine how assumptions, evidence, logic, and bias shape judgment and decision-making, with emphasis on applying analytical frameworks to contemporary security problems. The course strengthens students' ability to evaluate arguments, frame problems, and communicate clear, defensible analysis for strategic leaders and national security professionals. **(2 Credit Hours)**

### CISA-6748: PORTFOLIO ADVISING & DEFENSE – I

Portfolio Advising and Defense - I is the first part of a two-course sequence that serves as the capstone for the CISA Master of Arts in Strategic Security Studies. Students synthesize learning from across the program, refine their analysis of complex strategic security challenges, and demonstrate the ability to develop, communicate, and defend rigorous arguments relevant to irregular warfare, strategic competition, and policy outcomes. The course culminates in the defense of the student's portfolio. NOTE: This is a two-part course- CISA-6748 and CISA-6749 are co-requisites. Full course credit and course grade will be assigned after completion of CISA-6749. **(0 Credit Hours)**

### CISA-6749: PORTFOLIO ADVISING & DEFENSE – II

Portfolio Advising and Defense - II is the second part of a two-course sequence that serves as the capstone for the CISA Master of Arts in Strategic Security Studies. Students synthesize learning from across the program, refine their analysis of complex strategic security challenges, and demonstrate the ability to develop, communicate, and defend rigorous arguments relevant to irregular warfare, strategic competition, and policy outcomes. The course culminates in the defense of the student's portfolio. NOTE: This is part of a two-course sequence. CISA-6748 and CISA-6749 are co-requisites. Full course credit and course grade will be assigned after completion of CISA-6749. **(3 Credit Hours)**

### CISA-6765: WATCHING BATTLE: THE WARRIOR ETHOS AND THE PROFESSION OF ARMS IN FILM

This is an “X” Elective. For centuries, the "warrior ethos" has been associated with "traditional" cultures and pre- and early-modern warfare but has not been part of the American military tradition; for most of American history since the Founding, professional soldiers have been the subject of suspicion and scorn. However, in 2003 the Army Chief of Staff launched the "Warrior Ethos Initiative," and since that time each of the armed services has promulgated its own "warrior ethos." In this course, we ask is there "a" or "the" warrior ethos in the American profession of arms and, if so, how would we recognize it if we saw it? A decreasing proportion of society has direct experience of military life, yet in democratic systems of governance leaders must seek public approval for the use of military force, and public opinion can exercise powerful influence over war and war-making. What civil society knows about military culture it learns at the movies. In this course, we screen a curated set of war films from the past and present that portray key tenets of a warrior ethos across historical periods and cultures. By treating films as primary sources and critically analyzing them, students will explore the meaning of "warrior ethos," gain insights into different dimensions of warrior ethics, develop a richer understanding of society's expectations of those who wield the sword in the nation's defense, and reflect upon their own ethos as leaders entrusted to win the nation's wars. **(2 Credit hours)**

### CISA-6901: STRATEGIC THOUGHT

Strategic Thought is designed to teach students to think strategically. It is a course for practitioners, which asks students to think in a disciplined, critical, and creative manner about the geopolitical environment, a range of potential strategies, and their potential intended and unintended outcomes. It focuses on key points in the evolution of strategic thinking in both theoretical and practical terms. **(3 Credit Hours)**

### CISA-6920: INTERNATIONAL SECURITY STUDIES

Two major puzzles sit at the core of global politics and security: Why do actors fight, and why do they cooperate? Other key questions include, but are not limited to, what do we mean by security, what counts as a security threat, and what makes strategy to counter threats successful? A range of theoretical approaches help us to investigate such puzzles and questions, with each approach, or lens, prioritizing certain assumptions over others. Some view conflict as ordinary in global affairs, presenting its supporters with the task of explaining why so much cooperation exists. Others characterize cooperation as the norm, posing a dilemma for its supporters to account for the violence in world affairs. Understanding and explaining cause and effect in a complex, interconnected world, is a difficult challenge. International Security Studies is designed to help you in deepening your understanding and explanation by critically analyzing dimensions of the contemporary security environment and major issues facing national security decision-makers. One cannot form effective policies and strategies without first better understanding the dynamics interweaving politics, societies, structures, and orders. By combining theory, evidence, and explanation in our analysis of themes such as power, agency, sovereignty, violence, and interdependence, we will assess the utility of force in countering challenges in the international system of the 21st century. A variety of topics have been selected for a thematic course organization, specific cases and regions will act as illustrative examples across and between topics. **(3 Credit Hours)**

### CISA-6929: POWER, IDEOLOGY & LEGITIMACY

Power, Ideology, and Legitimacy (PIL) is a core course in the Master of Arts in Strategic Security Studies program. Since antiquity, philosophers have been concerned with questions that are as relevant to world affairs today as they were in ancient times: What is power? How is it used? How do we define "justice?" What is the proper relationship of those who govern to those they govern? What are the goals of government: control, order, justice, the good? What qualities make for a wise or just ruler? What is the proper source of power and authority: constitutions, social values, a god or gods? What impact do beliefs, cultures, ideas, and religious traditions have on the exercising of power? This course provides an overview into how philosophers and scholars have looked at these questions. The course begins by looking at the four core concepts, defining power, ideology, and legitimacy, and analyzing how they affect our understanding of the political world. Students will build a vocabulary and toolkit for critically analyzing contemporary ideological and political challenges. The course then traces different interpretations of these concepts from Classical Antiquity to the modern world. The course then moves on to examine how power, ideology, and legitimacy have shaped the landscapes of the contemporary world of politics. The final portion of the course is dedicated to the role of force. **(3 Credit Hours)**

### CISA-6947: MARITIME SECURITY AND GREAT POWER COMPETITION

The World Ocean covers 70% of the planet's surface area. Global shipping carries at least 80% of the world's traded goods. Offshore oil and gas account for more than one-third of world energy production. With the maritime domain so important and influential to the world's history, politics, and economy, this course integrates an essential saltwater perspective. It will focus on understanding the ocean as source, avenue, and arena: a source of food and energy; an avenue for the flow of goods, people and ideas; and an arena for struggle, warfare, and Great Power competition.

The seminar will be divided into two parts. Part I will explore the general maritime dynamics and security threats associated with great power competition and globalization. It will also study a spectrum of specific threats from climate change and piracy to such regional maritime disputes as the South China Sea and the Strait of Hormuz. Additionally, it will examine the importance of legal doctrines and dilemmas affiliated with maritime law enforcement and port security. Part II will focus on the world's most important maritime domains and how respective regions or countries such as Europe, China, Russia, Japan, South Korea, Australia, or India are working to address and combat the security threats and dynamics addressed in Part I. During this portion of the course students will make presentations about what is being done by specific countries or regions to address or combat today's pressing maritime security challenges. Students will examine the actors and security dynamics explored across the Atlantic, Caribbean, Mediterranean, Indian Ocean, the Arabian Gulf, Red Sea, Pacific Ocean, and the Arctic. **(2 Credit Hours)**

### CISA-6963: PRACTITIONER ENGAGEMENT COURSE - I

The program of orientation and visits provides a practical foundation for how the U.S. Government employs and synchronizes various instruments of power such as Diplomacy, Information, Military, Economic, Finance, Intelligence, and Law enforcement (DIMEFIL). This course gives students an understanding of horizontal integration across government agencies in the implementation of counterterrorism and security policies in general. **(0 Credit Hours)**

### CISA-6964: PRACTITIONER ENGAGEMENT COURSE - II

Practitioner Engagement Course II is a required two semester course worth 1 credit hour each semester. The program of orientation and visits provides a practical foundation for how the U.S. Government employs and synchronizes various instruments of power such as Diplomacy, Information, Military, Economic, Finance, Intelligence, and Law enforcement (DIMEFIL). This course gives students an understanding of horizontal integration across government agencies in the implementation of counterterrorism and security policies in general. **(1 Credit Hour)**

### CISA-6975: DYNAMICS OF IRREGULAR WARFARE

Dynamics of Irregular Warfare examines IW as a contextual phenomenon produced as a result of how individuals, organizations, and the state are situated within larger surroundings. We will examine different expressions of IW, ranging from terrorism, insurgency, political warfare (also known as "gray zone") and hybrid warfare. A dominant theme across these categories is the use of violent political communication whereby state or sub-state political actors blend licit and illicit methods, including violence and other lines of effort, to accrue legitimacy and influence. Case studies and conceptual materials are used to explore the different forms of and motives for irregular warfare. Students examine origins of violence in the breaking away of splinters from larger upheavals (or social movements) driven by economic, social, and political grievances, hopes, and aspirations; followed by the strategic and operational choices faced by the violent actors and their members. These culminate in the contextualizing of violence within broader strategies and framing techniques. As a culminating effort, students develop final projects appropriate to individual IW concerns. **(3 Credit Hours)**

### CISA-6976: COUNTERING IRREGULAR WARFARE

Countering of Irregular Warfare examines responses to irregular warfare at the strategic and campaign (operational art) levels. Case studies and use of theoretical materials allow students to explore the multiple forms of (and motives for) political violence, and consequent appropriate and comprehensive responses. Students analyze strategic responses by assessing the relevant campaigns as implemented through lines of effort directed to neutralization of the threat and its components—countering Roots, Frame and Narrative, and Threat Strategy. As a culminating deliverable, national strategic plans are executed as appropriate to individual RDFP countries and unique concerns. **(4 Credit Hours)**

### CISA-6978: TERRORISM & CRIME

This course examines the nexus of terrorism, illicit financial activities, and crime. One cannot fully understand terrorist or insurgent groups without understanding how they finance and resource themselves; this course provides an overview of this crucial phenomena. Moreover, as groups like the Taliban, ISIS, and transnational gangs like MS-13 demonstrate, there's an increasingly blurred line between what constitutes terrorist or insurgent activity versus what constitutes fully criminal activity; this course will take an in-depth look at this issue. The role of the state will also be closely examined both as victim of terrorism and criminality, but also as a perpetrator, facilitator, and supporter. We will begin the course with the definitions of terrorism, insurgency, and transnational crime as well as a historic overview of these phenomena. The role of the state will then be examined in more detail in its role as perpetrator of terrorism and crime, through an examination of state- sponsored terrorism and criminally captured states. The second part of the course focuses on some of the most common

methods of criminality and terrorism finance, such as narcotics and natural resource exploitation. It also looks at more recently recognized sectors that form a nexus of terrorism finance and crime, including human trafficking, wildlife-related crime, and antiquities crime. Three key facilitators of terrorism and criminality will be examined in greater detail: corruption, money laundering, and networks. Finally, the course will examine whether criminal insurgency accurately represents the links between terrorism, crime, and the state, as well as national and international policies for countering these phenomena. **(2 Credit Hours)**

### CISA-6013: CHINA: HISTORY, POLITICS AND STRATEGY

Despite the conflict in Ukraine, Russia's threatening posture in the EUCOM and CENTCOM AORs in general, and the role of violent extremist organizations globally, the People's Republic of China (PRC) remains America's pacing challenge and presents the greatest threat to the liberal, rules-based international order. This is not an issue that will just go away or will be easily addressed. The first step to addressing the China challenge is to gain a fundamental understanding of China, including its historical context, modern political developments, and strategic and military challenges. These topics comprise the three parts of this seminar on China. **(3 Credit Hours)**

### CISA-6018: THE VIETNAM WAR: LESSONS IN IRREGULAR WARFARE AMIDST GREAT POWER COMPETITION

This is an elective course in the history of the conflict in Vietnam, with a view towards connecting this history to the present and understanding the strategic challenges of waging irregular warfare in great power competition. The main methodology of the course is applied history. The readings for the course will consist of works of history and political science. The main course activity will be discussion focused on the readings. In addition to discussion, students will work to prepare persuasive arguments with regard applying the lessons of the conflict to the modern era. **(2 Credit Hours)**

### CISA-6028: SPECIAL OPERATIONS FORCES AND IRREGULAR WARFARE

This course will focus on primarily on the role of Special Operations Forces (SOF) in contributing to IW, but it will include a comprehensive survey of all forms of statecraft and their role in IW, including the interagency (IA) and the intelligence community (IC). **(2 Credit Hours)**

### CISA-6030: FOUNDATIONS IN IRREGULAR WARFARE

Foundations of Irregular Warfare provides a structured introduction to IW as a persistent feature of conflict and strategic competition. Part I examines the definitions, theories, and conceptual foundations that distinguish IW from conventional warfare, emphasizing its fundamental political character. Part II focuses on the effects that state and nonstate actors seek through IW—shaping populations through influence, persuasion, and coercion; building or eroding state and institutional authority and credibility; and altering strategic balances without (or sometimes within) decisive conventional battle. The course highlights through case study and discussion major IW activities joint warfighters will study over the academic year, to include unconventional warfare, counterinsurgency, foreign internal defense, counterterrorism, political warfare, information, and influence, lawfare, and economic warfare. Through historical and contemporary cases, students develop a foundational understanding of how and why actors employ IW, what effects they seek, and the implications for joint warfighters operating in an era of persistent competition. **(2 Credit Hours)**

### CISA-6040: RESEARCH & ANALYSIS FOR WARFIGHTERS

Research and Analysis for Warfighters develops students' ability to conduct focused research, evaluate evidence, and communicate clear, defensible analysis for military and national security audiences. Students strengthen the critical thinking, research, and writing skills required to frame complex

problems, support sound judgment, and contribute to operational and strategic decision-making for warfighters and national security professionals. **(1 Credit Hour)**

### CISA-6045: AFRICA: GEOPOLITICAL BORDERLANDS AND RISING POWERS

This course will break down the complex security ecosystem across the continent of Africa with a specific focus on Irregular Warfare and Special Operations considerations tied in with the push of African agency. We will discern and decipher multiple facets of security concerns through the lenses of Western political and international relations thoughts and theories, as well as through African scholar and practitioner political understandings and world views. These focal points are undergirded by an emphasis on U.S. security interests on the continent through the lenses of contemporary strategic documents. This course combines the elements of a survey with that of conceptually focused case studies based within Sub-Saharan West African examples to allow for contiguous and granular readings and discussions. **(3 Credit Hours)**

### CISA-6080: CIVIL - MILITARY PRACTICUM – I

Civil Military Practicum - I is the first part of a two course sequence. JSOMA students are required to attend a minimum of three Triangle Institute for Security Studies (TISS) events each semester, and complete short written reports for each one recounting the key takeaways and their own thoughts on what was discussed. TISS provides an unrivalled opportunity for Ft. Bragg Joint Special Operations Master of Arts (JSOMA) students to enrich their learning by participating in a range of events held at UNC-Chapel Hill, NC State University and Duke University. TISS provides an excellent opportunity for students to enrich their experience at Ft. Bragg, not only in terms of advancing the learning objectives of the MA program, but by encouraging rigorous academic debate through exposure to a range of research and opinion, and allowing students to connect and interact with a diverse network of academic experts and practitioners. **(1 Credit Hour)**

### CISA-6081: CIVIL - MILITARY PRACTICUM – II

Civil Military Practicum - II is the second part of a two course sequence. JSOMA students are required to attend a minimum of three Triangle Institute for Security Studies (TISS) events each semester, and complete short written reports for each one recounting the key takeaways and their own thoughts on what was discussed. TISS provides an unrivalled opportunity for Ft. Bragg Joint Special Operations Master of Arts (JSOMA) students to enrich their learning by participating in a range of events held at UNC-Chapel Hill, NC State University and Duke University. TISS provides an excellent opportunity for students to enrich their experience at Ft. Bragg, not only in terms of advancing the learning objectives of the MA program, but by encouraging rigorous academic debate through exposure to a range of research and opinion, and allowing students to connect and interact with a diverse network of academic experts and practitioners. **(1 Credit Hour)**

### CISA-6510: JCWC PHASE 1: JOINT FORCE FUNDAMENTALS & OPERATIONAL DESIGN

This course introduces students to the foundations of joint operations and the strategic context in which the Joint Force operates. Students examine unified action, joint doctrine, strategic guidance, campaigning, and operational art while developing the ability to translate national and theater-level objectives into operational approaches. Through seminar discussion and practical application, students

explore the relationships among strategy, campaigning, and military operations in support of national objectives. **(3 Credit Hours)**

### CISA-6520: JCWC PHASE 1: INTEGRATED CONTINGENCY & CRISIS ACTION PLANNING

This course develops students' ability to apply joint planning concepts in complex operational environments. Students analyze emerging crises, evaluate military options, assess operational and strategic risk, and provide recommendations within a joint headquarters context. Through practical exercises and a culminating capstone event, students apply the Joint Planning Process while considering deterrence, escalation management, alliance dynamics, and the strategic consequences of military action. **(3 Credit Hours)**

### CISA-6731: INTELLIGENCE AND COVERT ACTION IN THE COLD WAR

In this course, students will examine U.S. approaches to intelligence and covert action, the role of intelligence and covert action within U.S. grand strategy, and the changing relationship of the intelligence community with Congress and the U.S. public. While much of the subject matter is historical in nature, this will be a multi-disciplinary approach, drawing particularly on political science and media studies in addition to history. The goal of this course is to critically analyze the role which intelligence and covert action have played in national security with an emphasis on the challenges of conducting such activities in a manner consistent with a liberal social order. The course will also seek to determine what lessons from the Cold War experience can be applied to current national security challenges. **(2 Credit Hours)**

### CISA-6748: PORTFOLIO ADVISING & DEFENSE – I

Portfolio Advising and Defense - I is the first part of a two-course sequence that serves as the capstone for the CISA Master of Arts in Strategic Security Studies. Students synthesize learning from across the program, refine their analysis of complex strategic security challenges, and demonstrate the ability to develop, communicate, and defend rigorous arguments relevant to irregular warfare, strategic competition, and policy outcomes. The course culminates in the defense of the student's portfolio. NOTE: This is a two-part course- CISA-6748 and CISA-6749 are co-requisites. Full course credit and course grade will be assigned after completion of CISA-6749. **(0 Credit Hours)**

### CISA-6749: PORTFOLIO ADVISING & DEFENSE – II

Portfolio Advising and Defense - II is the second part of a two-course sequence that serves as the capstone for the CISA Master of Arts in Strategic Security Studies. Students synthesize learning from across the program, refine their analysis of complex strategic security challenges, and demonstrate the ability to develop, communicate, and defend rigorous arguments relevant to irregular warfare, strategic competition, and policy outcomes. The course culminates in the defense of the student's portfolio. NOTE: This is part of a two-course sequence. CISA-6748 and CISA-6749 are co-requisites. Full course credit and course grade will be assigned after completion of CISA-6749. **(3 Credit Hours)**

### CISA-6750: COMPARATIVE POLITICAL ANALYSIS

This course introduces students to fundamental concepts and processes necessary to understand comparisons of political systems. Regime type, transition, and consolidation are often treated as assumptions in other courses, along with key terms such as democracy, nationalism, development,

governance, and corruption. For example, democratization is portrayed as a solution to social grievances, but often without serious study of the preconditions necessary for stable democracy. Corruption is often seen as a key problem in the developing world, but without considering the reasons why it exists and the benefits that appear to justify it. Regional knowledge is crucial to understanding the world, yet that knowledge only becomes useful when organized by concepts, analytical frameworks, and theories that define what should be examined and how. This course provides the intellectual structure necessary to make sense of politics in its complexity and diversity around the world. Through a primary focus on active learning, it also teaches and uses practical analysis of the kinds of decision- making and policy implementation that students encounter in their careers. **(3 Credit Hours)**

### CISA-6751: ECONOMIC STATECRAFT: POLITICAL ECONOMY FOR SECURITY PRACTITIONERS

This course introduces you to the Economic Statecraft of Great Powers or "Geoeconomics." It builds on foundations you developed in the Fall semester core courses American Foreign Relations, Introduction to Security Studies, and Power, Ideology, and Legitimacy and complements several AOC and elective courses, including Origins of Conflict, Maritime Security, Terrorism and Crime, and Political Corruption. After reviewing key theoretical terms and concepts and exploring the "Geoeconomics" field, we turn to "practical" issues of political economy and security, thinking about the different ways all nation-states, but especially Great Powers, can (or can try to) use economic instruments of power to advance their strategic goals. In each session, we will be particularly interested in discussing the politics of economic instruments of power. The goal in this class is to better comprehend, analyze, and synthesize the relationship of military and grand strategy to economic strategy; to assess the ways rising (or "revisionist") powers like China and Russia can use economic power as a proxy or substitute for military power and as means of offsetting their military asymmetries vis-à-vis the United States; to understand the potential and, more importantly, the limitations of economic coercion (such as embargos against North Korea and Iran); and to prepare strategic thinkers to be more effective members of interagency strategy planning teams and task forces. **(3 Credit Hours)**

### CISA-6752: WESTERN HEMISPHERE STRATEGY AND SECURITY

The course analyzes foundational aspects of Western Hemisphere strategic significance and security considerations. It identifies dynamics from historical factors related to former imperial traditions and external control. Additional variables include independence movements, foreign intervention, global competition, and domestic decision-making. Topics address political, economic, and social relations within the region, highlighting cross-border phenomena as well.

The course also examines the role of US relations affecting the region, in addition to non-hemispheric actors shaping current and future strategic environments, with particular emphasis on state adversaries (PRC, Russian, and Iranian activities). Non-state groups, including transnational criminal organizations and violent extremist organizations, as well as popular mobilization and insurgency groups, will be considered. **(3 Credit Hours)**

### CISA-6756: STRATEGY BRAND-X

This course looks at some varied and perhaps unfamiliar ideas about how the world really works. It emphasizes the "hard" parts of strategy—so much so that it may often appear to suggest that our

concept of strategy is a meaningless delusion—and asks why is it hard? What is the nature of the difficulties? And we mean the word "Nature" quite literally. We see a great deal of pattern, design, and what certainly looks like "planning" and "strategy" in nature, including events we instinctively label "success" and "failure." Nature is presumably unconscious and thus cannot be "strategic" in the sense that we usually mean that term. Nonetheless, it seems reasonable to apply the "if it looks like a duck, etc.," approach. That is, it seems reasonable to suggest that if something looks like strategy, then maybe it can teach us something about strategy. **(2 Credit Hours)**

### CISA-6765: WATCHING BATTLE: THE WARRIOR ETHOS AND THE PROFESSION OF ARMS IN FILM

This is an "X" Elective. For centuries, the "warrior ethos" has been associated with "traditional" cultures and pre- and early-modern warfare but has not been part of the American military tradition; for most of American history since the Founding, professional soldiers have been the subject of suspicion and scorn. However, in 2003 the Army Chief of Staff launched the "Warrior Ethos Initiative," and since that time each of the armed services has promulgated its own "warrior ethos." In this course, we ask is there "a" or "the" warrior ethos in the American profession of arms and, if so, how would we recognize it if we saw it? A decreasing proportion of society has direct experience of military life, yet in democratic systems of governance leaders must seek public approval for the use of military force, and public opinion can exercise powerful influence over war and war-making. What civil society knows about military culture it learns at the movies. In this course, we screen a curated set of war films from the past and present that portray key tenets of a warrior ethos across historical periods and cultures. By treating films as primary sources and critically analyzing them, students will explore the meaning of "warrior ethos," gain insights into different dimensions of warrior ethics, develop a richer understanding of society's expectations of those who wield the sword in the nation's defense, and reflect upon their own ethos as leaders entrusted to win the nation's wars. **(2 Credit hours)**

### CISA-6901: STRATEGIC THOUGHT

Strategic Thought is designed to teach students to think strategically. It is a course for practitioners, which asks students to think in a disciplined, critical, and creative manner about the geopolitical environment, a range of potential strategies, and their potential intended and unintended outcomes. It focuses on key points in the evolution of strategic thinking in both theoretical and practical terms. **(3 Credit Hours)**

### CISA-6903: ORIGINS OF CONFLICT AND WAR

This course seeks to promote understanding of the various ways in which scholars – historians, anthropologists, and political scientists – have addressed the origins of conflict and war. We will attempt a basic understanding of what war and conflict are and how they differ from other forms of political violence. We will examine historical trends and discuss fundamental theories while studying specific cases. The course also explores the tension between social science models based on theory and general principles and more particularistic case-focused explanations. **(3 Credit Hours)**

### CISA-6906: THEMES IN AMERICAN FOREIGN RELATIONS

This seminar focuses on the history of American foreign relations with a view to informing critical analysis of current foreign policy dilemmas. The key ideas behind American "grand strategy" – the

driving logic behind U.S. foreign policy -- will shape much of the discussion. The course explores the United States' many interactions with countries around the world, from the end of the 19th Century through the First World War, the Cold War through to the debate on the future direction of U.S. foreign policy. Using primary documents, essays and articles highlighting central themes in American foreign relations, the seminar explores the ongoing debates amongst historians about how to understand the exponential growth of American influence outside the United States' own borders as well as key challenges the U.S. has faced in its foreign relations, as well as the intersection between the domestic and the international. The course will explore whether the U.S. is somehow "exceptional" in the international system and the characteristics of the so-called "American century." We will consider competing rationales for American engagement around the globe, and how the United States has planned for both war and peace. **(3 Credit Hours)**

### CISA-6920: INTERNATIONAL SECURITY STUDIES

Two major puzzles sit at the core of global politics and security: Why do actors fight, and why do they cooperate? Other key questions include, but are not limited to, what do we mean by security, what counts as a security threat, and what makes strategy to counter threats successful? A range of theoretical approaches help us to investigate such puzzles and questions, with each approach, or lens, prioritizing certain assumptions over others. Some view conflict as ordinary in global affairs, presenting its supporters with the task of explaining why so much cooperation exists. Others characterize cooperation as the norm, posing a dilemma for its supporters to account for the violence in world affairs. Understanding and explaining cause and effect in a complex, interconnected world, is a difficult challenge. International Security Studies is designed to help you in deepening your understanding and explanation by critically analyzing dimensions of the contemporary security environment and major issues facing national security decision-makers. One cannot form effective policies and strategies without first better understanding the dynamics interweaving politics, societies, structures, and orders. By combining theory, evidence, and explanation in our analysis of themes such as power, agency, sovereignty, violence, and interdependence, we will assess the utility of force in countering challenges in the international system of the 21st century. A variety of topics have been selected for a thematic course organization, specific cases and regions will act as illustrative examples across and between topics. **(3 Credit Hours)**

### CISA-6929: POWER, IDEOLOGY & LEGITIMACY

Power, Ideology, and Legitimacy (PIL) is a core course in the Master of Arts in Strategic Security Studies program. Since antiquity, philosophers have been concerned with questions that are as relevant to world affairs today as they were in ancient times: What is power? How is it used? How do we define "justice?" What is the proper relationship of those who govern to those they govern? What are the goals of government: control, order, justice, the good? What qualities make for a wise or just ruler? What is the proper source of power and authority: constitutions, social values, a god or gods? What impact do beliefs, cultures, ideas, and religious traditions have on the exercising of power? This course provides an overview into how philosophers and scholars have looked at these questions. The course begins by looking at the four core concepts, defining power, ideology, and legitimacy, and analyzing how they affect our understanding of the political world. Students will build a vocabulary and toolkit for critically analyzing contemporary ideological and political challenges. The course then traces different interpretations of these concepts from Classical Antiquity to the modern world. The course

then moves on to examine how power, ideology, and legitimacy have shaped the landscapes of the contemporary world of politics. The final portion of the course is dedicated to the role of force. **(3 Credit Hours)**

### CISA-6964: PRACTITIONER ENGAGEMENT COURSE II

Practitioner Engagement Course II is a required two semester course worth 1 credit hour each semester. The program of orientation and visits provides a practical foundation for how the U.S. Government employs and synchronizes various instruments of power such as Diplomacy, Information, Military, Economic, Finance, Intelligence, and Law enforcement (DIMEFIL). This course gives students an understanding of horizontal integration across government agencies in the implementation of counterterrorism and security policies in general. **(1 Credit Hour)**

### CISA-6973: CONFLICT RESOLUTION

This course supports the joint warfighter through analysis of the core concepts of irregular warfare. It focuses on the origins, characteristics, and termination of conflict, highlighting decision making and use of military capabilities and strategies at the national, regional, and local levels. These have applications in combating terrorism, UW, COIN, and FID as well given their use of all elements of national power. Information and influence play a central role, and the course emphasizes critical thinking and application to diverse contexts. It is an interdisciplinary course that first looks at the causes of conflict between individuals, groups, and nations by examining political, economic, and social factors, as well as psychological, religious, and international influences on how people identify themselves and understand their interests in various interpersonal interactions. **(2 Credit Hours)**

### CISA-6984: HYBRID WARFARE IN THE EUROPEAN CONTEXT

This elective focuses on the European Union and the North Atlantic Treaty Organization (NATO). The instructor will use the evolution of the transatlantic relationship to provoke discussion on the challenges and opportunities of formal alliance arrangements both in terms of NATO and the European Union's security architecture. Why has NATO been in a perpetual state of crisis and yet outlasted the demise of the Soviet Union? What form will security cooperation between the United States and Europe take in the future? Themes include the opportunity and challenges that multilateral security relationships provide, with specific topics including the founding vision of NATO, the transformation of transatlantic relations in the 1960s, NATO enlargement and relations with Russia, the impact of 9/11, the war in Iraq and ISAF in Afghanistan. Each student will prepare a short policy brief that would be appropriate for decision makers at the 2018 NATO Summit in Istanbul. **(3 Credit Hours)**

### CISA-6998: INDEPENDENT RESEARCH

This course provides CISA students the opportunity to pursue independent research to explore projects beyond the current course offerings. The breadth of student experience and professional obligations support a wide range of research topics within the College’s curriculum. Independent Study enables students to complete a thesis, coursework, follow-on assignments, personal interests, or other priorities as authorized by the College. **(3 Credit Hours)**

## Dwight D. Eisenhower School for National Security and Resource Strategy

### ES-6003: DEMOGRAPHY: THE STUDY OF HUMAN POPULATION

Data points: Two very significant demographic events occurred in 2023. First, the Earth's human population surpassed 8,000,000,000; we added 1,000,000,000 people to the Earth since 2011. Second, India surpassed China to become the most populous country in the world (~1,428,000,000 if you are curious).

Why relevant: Demography is happening every day and is all around you. Almost every major global issue has, in some way, a connection to demography. For a national security professional, the implications of demographic forces are vast and complex. As to resources, it could be argued persuasively that population is the preeminent resource – that without population, there is no economic power, no military power, and no innovation.

Course goal: The simple goal of this course is to enable you to 'see and think demographically.' This course will be successful if it gives you a different perspective on the world and how that world works.

Specifications: Demography is the study of human population: the size, composition, and geographic distribution of populations, and how those populations change over time. This introductory course will focus on the three core demographic processes: fertility, migration, and mortality. Various theories of 'demographic transition' will be studied. We will examine demographic implications for regional/global issues and national security. No heavy math, no large papers; the course will focus on reading and seminar discussion and learning. We will likely have guest speakers and short visits in the DC area. **(2 Credit Hours)**

### ES-6008: THE BUSINESS OF FOREIGN MILITARY SALES (FMS)

The course provides an introduction to the US' FMS program but in the context of the Iron Triangle and MIB. The intent is to begin by identifying foundational elements of the FMS enterprise to include the process of establishing "requirements", the mechanics of the Letter and Offer Acceptance (LOA; i.e. the bilateral contract between the USG and partner countries), sourcing within industry, delivery of goods/services, and the highlighting of other key considerations. Once these have been identified then the FMS program would be assessed through the perspective of the US military, industry, and politicians for the purpose of identifying potential risks and rewards for each. Ultimately the goal is to gain a better understanding of how the FMS program can be utilized to enhance the US military's strategic resourcing ability. **(2 Credit Hours)**

### ES-6013: SPACE SUPERIORITY AND THE FUTURE OF WARFARE

This elective will provide students with a deeper understanding of the critical role that space will play in any future conflict with a peer or near-peer adversary. This elective will be presented in three blocks covering nine topics: Block 1 - The Build Out and Resourcing of the Space Enterprise: (1) The buildout of the U.S. Space Force, the first new military service in nearly 75 years, and U.S. Space Command in the midst of a rapidly-changing threat environment; (2) The role of the White House and the Pentagon in preparing the President's Budget Request ("PBR") and of Congress in authorizing and appropriating the overall defense, and space, budgets; (3) The role of the Chief of Space Operations ("CSO"), as the force design architect of space systems across the Department of War, and recent reforms to DoW's acquisition protocols, including the appointment of nine Portfolio Acquisition Executives at the Space

Force. Block 2 - The Hybrid Space Architecture – Integrating Military, Commercial and Allied Capabilities: (4) Military – focusing on Position, Navigation and Timing, including the Space Force's GPS satellites, as a case study of the critical importance of military space capabilities to U.S. national security and economic prosperity; (5) Commercial – integrating the remarkable innovations of commercial space companies in launch, satellite communications, space domain awareness and ISR, along the continuum from competition to conflict; (6) Allies and Partners – the Combined Space Operations ("CsPO") initiative with Australia, Canada, France, Germany, Italy, Japan, New Zealand, Norway and the United Kingdom, joint rendezvous and proximity operations with key allies and the rapidly-expanding capabilities of India and other space-faring nations. Block 3 - Future Threats and Opportunities: (7) The Outer Space Treaty of 1967, bilateral arms' control agreements between the U.S. and the Soviet Union, President Trump's Executive Order on "Ensuring Space Superiority," the Artemis Accords, and congressional statutes relating to the potential extraction of resources on the Moon; (8) Terrestrial and co-orbital counter-space threats posed by China and Russia and the President's "Golden Dome" Executive Order to create a Next-Generation Homeland Missile Defense; and (9) Looking forward, the potential for negotiating voluntary norms and behaviors and new arms' control treaties with China, Russia and other leading space-faring nations. The final class will be dedicated to presentations by each student. No prior space operations expertise is required or expected. **(2 Credit Hours)**

### ES-6014: STRATEGIC PRESENCE: LEADING WITH INFLUENCE IN NATIONAL SECURITY

In today's complex and interconnected national security environment, leaders must do more than formulate strategy—they must communicate it with clarity, credibility, and conviction. Strategic Presence equips senior military and civilian leaders with the tools to project confidence, build trust, and lead with influence across joint, interagency, and multinational contexts. Grounded in the demands of strategic leadership and aligned with the missions of NDU and the Eisenhower School, this course blends leadership science, communication theory, and practical application. Students will develop the strategic presence required to command attention, navigate crises, and mobilize others in support of national objectives, whether in war, peace, or competition. Through interactive workshops, simulations, and feedback labs, participants will refine their ability to think critically, adapt under pressure, and communicate powerfully in diverse and disruptive environments. The course culminates in a capstone leadership presentation demonstrating strategic presence in action. **(2 Credit Hours)**

### ES-6015: SPACEPOWER IN COMPETITION AND CONFLICT

Space is a critical domain for the nation and the joint force. Our way of life, including the way we fight our wars, relies on space systems that operate in, from, to, and through space. Leadership at the operational and strategic levels increasingly requires familiarity with space operations and the space domain. No prior experience in space operations is required for this class, which is co-taught by the NDU Space Force Chair and the INSS Senior Research Fellow for Space Strategy and Policy. The course provides a comprehensive overview of the space domain, focusing on its strategic significance and the concept of spacepower. Students will learn fundamentals of the space domain, space capabilities, and spacepower theory. The class will explore the major actors in the United States space enterprise, including military, intelligence, civil, and commercial space sectors. The course will survey the space programs and approaches to spacepower of strategic competitors, allied nations, and emerging space

powers. Students will also consider emerging challenges and future problems in space security. Classes are a mix of lecture, seminar discussion, and guest speakers. **(2 Credit Hours)**

### ES-6034: LESSONS FROM THE RUSSO-UKRAINE WAR

This course will explore the largest inter-state conflict of the 21st Century. What started as the 2014 Russian seizure of Crimea & hybrid bleeding conflict in Donbas, morphed in 2022 into a full-scale Russian invasion with increasingly global involvement & implications. The methodology of "Lessons Learned" provides both a constructive pedagogical approach to getting students actively engaged in an area of potential relevance to their Agency or Service & it provides a tool through which current pattens & practices can be deconstructed in search of a "better way." This war is neither "local" nor regional, but is growing into a conflict between "the West" vs "the East" of increasing intensity & includes the frequent threat of tactical & theater nuclear weapons. The course also addresses, from a normative perspective, the relevance of "declared" wars, breaking Theater War have generally been ignored in the Post-Cold War period by lower intensity forms of conflict. This topic brings them back to the surface by highlighting what is unique about a real, current High Intensity War. The course will review, from the perspective of military theory, the major battles of the conflict -- in order to highlight impact of new technology & techniques that challenge conventional ways of operating, and explore the implications of high-intensity conflict for joint-warfighting & integrated operations on a theater-wide scale. Ukraine's failure to provide for the modernization of its own forces, despite having a large defense industrial base, will be addressed; also, weaknesses in donated system performance, maintainability & sustainability will be critiqued. Demonstrated limitations in U.S. & NATO force posture readiness & production capacity are also of concern. The Western failure to communicate to domestic audiences why the conduct & outcome of this war has serious implications for their own national security has produced a lacuna of "policy & technological options" which the students are encouraged to fill. No prior knowledge of the conflict or the region is required. **(2 Credit Hours)**

### ES-6036: OCEAN ECONOMICS, STATE POWER, AND STRATEGIC COMPETITION

This elective helps students understand how national power is generated, protected, and contested through maritime economic activity. Through historical and contemporary cases involving ocean resources, legal regimes, infrastructure, industrial capacity, and state-firm relationships, students will examine how governments use economic tools and commercial systems to advance national security objectives. The course will prepare senior military and civilian leaders to assess maritime competition beyond naval operations alone and to develop more integrated strategies that connect industry, economics, law, logistics, and national security. **(2 Credit Hours)**

### ES-6056: SECRETS, SATELLITES, AND SALES: EVOLUTION OF THE REMOTE SENSING INDUSTRY

This elective will explore the unique nexus of government needs and industry profits that created a global consumer market: remote sensing. From the military-oriented need to gather intelligence to turn-by-turn GPS devices in cars worldwide, the need for overhead imagery—whether collected by plane or satellite—has grown into a $5 billion industry in the US alone. Students will compare the origins of modern remote sensing technology, as government-driven and often highly classified internal development from World War II through the mid-1990s, to the launch of space "reconnaissance" platforms that primarily serve retail consumer needs. Throughout the courses, students will evaluate the impact of US and foreign policy decisions on the viability of commercial

endeavors, including securitization of remote sensing and import/export controls. Students will be able to extract broad lessons learned on how government-industry partnerships develop from single-source and application-specific contracting to robust commercial sectors, as well as increase their understanding of the symbiotic relationship between the two. This elective requires no prior technical knowledge of remote sensing or other space technologies. **(2 Credit Hours)**

### ES-6057: INTRODUCTION TO THE US INTELLIGENCE COMMUNITY

This course introduces students to the structure, function, and operations of the US Intelligence Community (IC) through discussion of its component agencies and their functions. The course maintains a strong focus on basic skills possessed by personnel who choose careers in this important sector: research, analytic thinking, and writing to present findings and recommendations as the core communications medium used by the various agencies that comprise the IC. The course covers aspects of traditional national security intelligence, military intelligence, and intelligence used in federal law enforcement. The course focuses on intelligence and security issues, the functions of the intelligence world including intelligence collection; espionage; counterintelligence; development and execution of covert operations; and uses of intelligence in national security decision-making. The course also covers such issues as legal authorities and boundaries, and ethical challenges that intelligence professionals have faced and are likely to face in the future. In this course, students will learn about the roles and history of intelligence and will gain a better understanding for the use of intelligence to carry out national security and foreign policy objectives. “Intelligence collection” is the process by which an intelligence system acquires data, and presupposes a system that captures, identifies, and prioritizes customer intelligence requirements. Collection, which must continuously produce clear and accurate data for successful all-source analysis, is organized into five major disciplines: open source intelligence (OSINT), human intelligence (HUMINT), signals intelligence (SIGINT), geospatial intelligence (GEOINT), and measurement and signature intelligence (MASINT). This course will provide students with a solid grounding in the functions, activities, history, and organization of intelligence as conducted by the government of the United States. Students taking this course will learn the vocabulary and basic grammar of intelligence as practiced in the United States. Students will develop a familiarity with the various kinds of intelligence activities, organizations, and concepts. **(2 Credit Hours)**

### ES-6066: PERSUASIVE PUBLIC SPEAKING

Public speaking is a regular duty of senior leaders, and graduates of the National Defense University will be expected to be comfortable briefing military, civilian, and industry personnel from different backgrounds and on disparate topics. This course prepares students for effective public speaking, with an emphasis on techniques to persuade audiences to support desired policies, provide necessary funding, or advance a desired strategy, for example. These skills serve as a capstone to the strategic planning curriculum in other courses, offering students improved ability to see strategies through to implementation through persuasive public speaking. **(2 Credit Hours)**

### ES-6079: THE MODERN PRC & THE CHINESE WAY OF WAR

The continuing rise of the People’s Republic of China (PRC) is among the most important features of 21st century global politics and international security. It also has major implications for U.S. national policy and global security strategy. America’s future military and national security leaders must therefore become increasingly familiar with the historical factors, cultural thinking and practices,

bureaucratic processes, and political/geostrategic imperatives that shape modern Chinese security policy and strategy.
This research seminar seeks to begin preparing leaders to meet that requirement. Thus, it is designed for students who have little familiarity with China and those interested in China's general mindset and military strategy/operations, rather than a deep dive research-based class. **(2 Credit Hours)**

### ES-6102: DEFENSE SCIENCE AND TECHNOLOGY ACQUISITION

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students. A nation's science and technology (S&T) enterprise plays a fundamental role in Great Power competition, especially for national defense. What is the role of scientists in national defense? Most scientists work in universities, not for the military. What processes does DoD have to build bridges to the S&T community? Are these processes effective? Is the American way of building bridges to scientists different than other countries, such as China or those in Europe? Can you mobilize scientists for national defense? How is transformative technology invented? Is there a specific strategy to avoid a defense technology surprise? How do scientists and engineers work together? What are the unique acquisition and program management challenges related to S&T acquisition?
The Defense S&T Acquisition course explores the questions above, analyzing how nations organize an S&T enterprise to meet defense needs. The focus is on very early development, very low Technology Readiness Levels (TRL), beyond-next-generation, 10-20 year time-horizon transformative technologies. Areas for analysis include the history of defense S&T in America; the role of universities in defense S&T; the nature of DoD institutions involved in S&T; how S&T organizations differ from most other DoD acquisition activities; how to set defense S&T priorities; how to balance resourcing between current readiness and future capabilities; and how to balance between requirements-driven and capabilities-driven strategies. Students will receive an in-depth look at the defense S&T enterprise of the U.S. and major global allies and competitors. Fall SAC research papers in this course will focus on strategy, resourcing, and policy considerations needed to enable the U.S. defense S&T enterprise to continue bringing transformative technologies to the warfighter.
The fall seminar will include field study site visits to key facilities in the defense science and technology enterprise. **(2 Credit Hours)**

### ES-6103: INTERNATIONAL ACQUISITION: COOPERATION, CONTROLS, COMPARISON

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students. Similar to commercial markets, defense markets have become more global and interdependent. The globalization of defense markets presents both opportunities and challenges for national security policymakers and acquisition professionals. This elective will examine these opportunities and challenges and study the issues, policies, and organizations related to critical international aspects of acquisition. Students will read the literature, engage speakers, and analyze and evaluate, at the strategic level, critical issues associated with the following four topics:

- Export Controls
- Cooperative International Acquisition Programs
- International Defense Markets and U.S. Defense Exports
- Comparative National Acquisition Systems

Field studies are planned to Canada to conduct a comparative analysis of the Canadian and U.S. acquisition systems and the political systems in which they operate. **(2 Credit Hours)**

### ES-6104: INNOVATION AND ENTREPRENEURSHIP IN DEFENSE ACQUISITIONS

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students. Sustaining a technological advantage requires defense acquisition leaders to balance on the edge of a coin. On one side, technological innovation continues to transform our world at an increasing pace. Examples include robotics, information and communications technology, genetics, nanotechnology, biotechnology, and more. On the other side, the decision support systems within the DoD progress at the same methodical pace. Thus, the edge, where defense acquisition leaders operate, is a tension between the dynamic world of innovation and a defense acquisition process characterized by highly defined methods, budgets, schedules, and oversight requirements. Through a mix of seminar lessons, case studies, and guest speakers, ES 6104, seeks to understand how DoD acquisition programs can guide, enable, and leverage innovation. Field studies are planned for Boston, MA, to explore government and industry innovation ecosystems. **(2 Credit Hours)**

### ES-6105: LEADING INNOVATION IN BUSINESS AND GOVERNMENT

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is open to SAC students only. With the recent interest in bridging the gap between the U.S. military and cutting-edge companies in Silicon Valley, the DoD has come to recognize the value of leaders who can consistently create the conditions for innovation in organizations across a broad spectrum, from technology development to leadership of large military units. As such, this seminar begins to study how to lead innovation by investigating the topic through the lens of business theory, to include the writings of Harvard Business School Professor Clayton Christensen and other prominent authors and through the discussion of key case studies. Seminar members then apply this theory as they meet with business and government leaders from such organizations as the Defense Advanced Research Projects Agency (DARPA), In-Q-Tel, XPRIZE, Sirius XM, and Innovation Works to observe and discuss innovative business concepts and public sector acquisition policies and practices. Field studies are planned for Pittsburgh, PA. to explore the robotics and autonomous systems innovation ecosystem. **(2 Credit Hours)**

### ES-6110: STRATEGIC ACQUISITION: SELECT TOPICS ON FUNDAMENTAL FORCES DRIVING ACQUISITION

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students. This is a prescribed course for all students enrolled in SAC. The course examines select topics that highlight the fundamental forces driving defense acquisition. By understanding these forces, students are better able to fulfill their requirements as acquisition workforce professionals in a complex and dynamic environment. This course has sessions in the Fall and Spring and student contribution is graded across both sessions and published in the Spring. This course may include field study site visits to key locations that support student acquisition engagement. **(2 Credit Hours)**

### ES-6113: STRATEGIC ACQUISITION AND RESOURCING

The Strategic Acquisition and Resourcing (SAR) course focuses on evaluating and managing resources to execute the National Defense Strategy to include the establishment of capability requirements, the

acquisition and sustainment of defense systems, management of defense industrial base capabilities, investment in the development of technologies for future capabilities, and innovation in support of national defense. The course examines the inherently political and economic nature of defense acquisition processes, the forums in which resourcing decisions are made, and the stakeholder interactions involved in the government using markets, organic enterprises, and domestic and foreign industrial capabilities to develop, produce and sustain military capabilities. **(3 Credit Hours)**

### ES-6124: ECONOMICS FOR WARFIGHTERS

Economics for Warfighters (EFW) uses economic concepts to analyze the ability of the U.S. macroeconomy to provide the resources that warfighters require in the event of conflict. EFW examines the state of the U.S. macroeconomy and the policies required to support surge, mobilization, and the capacity for innovation in the short term, medium term, and long term. Students assess U.S. economic growth, fiscal capacity, trends in industrial production, labor markets, innovation potential, and global trade and capital flows as the foundation for resourcing the warfighter. Special attention is given to strategic competition with China. A concluding wargame applies these analyses to the capacity of the U.S. macroeconomy to be used as an instrument of power. **(2 Credit Hours)**

### ES-6128: GRAND STRATEGY AND NATIONAL SECURITY

Grand Strategy and National Security (GSNS) examines the strategic uses of the military, diplomatic, informational, and economic (DIME) elements of power in both war and peace. It scrutinizes how the interaction of these elements of power—combined—can produce coherent grand strategies to deliver U.S. political (or policy) aims. GSNS broadens intellectual foundations and encourages critical thinking regarding the application of national power and reasoned questioning of theoretical ideas and past practices. **(3 Credit Hours)**

### ES-6134: INDUSTRIAL MOBILIZATION AND COMPETITION

Industrial Mobilization and Competition (IMC) explores two capabilities required of the national security innovation and industrial base: (1) Mobilization in production to in response to conflict or national crisis (“sprint”) and (2) competition in innovation to outpace and deter strategic rivals over the long-term (“marathon”). IMC investigates mobilization through explorations of history, modern challenges, and current policies and procedures. The course investigates competition by comparing innovation investment incentives and patterns relative to rival nations and evaluating the costs and benefits of active innovation policy. IMC further supports these investigations by examining the challenges, trends, and management of global supply chains. **(2 Credit Hours)**

### ES-6155: ACQUISITION RESEARCH AND WRITING PROGRAM

This elective is part of the Senior Acquisition Course (SAC) concentration at the Eisenhower School and is only open to SAC students. This SAC elective entails research and writing conducted throughout the year, resulting in an extensive and publishable research manuscript on a relevant and approved acquisition topic. Students are encouraged to seek publication of their work through an additional assignment that explores potential publication avenues. This course has sessions in the Fall and Spring and is graded in the Spring upon final submission of the student’s manuscript. Students will be assigned a research paper faculty advisor for the research and writing program. **(2 Credit Hours)**

### ES-6206: INDUSTRY ANALYSIS

The Industry Analysis (IA) course provides students with tools, frameworks, and vocabulary to understand firm behavior through the lens of firm leadership. By focusing on leadership incentives, the course identifies policy implications for government action – or non-action – in improving the ability of the related industry to meet national innovation and defense industrial base requirements in the context of strategic competition. These implications then support the student's Industry Study in developing policies to help industry improve or sustain its ability to meet U.S. national security requirements in the context of the 2021 Interim National Security Strategic Guidance and 2022 National Defense Strategy. **(3 Credit Hours)**

### ES-6404: GLOBAL SUPPLY CHAIN AND LOGISTICS I

The Global Supply Chain & Logistics (GSL) course will look at the supply chain and logistics network from the perspective of a strategic asset. The students will gain an understanding that global supply chains, not individual companies, are used to compete and defend against adversaries. This program provides students with a strategic-level understanding of integrated supply chains and logistics systems and prepares them to apply these concepts and practices across the entire enterprise of companies and organizations that make up the Global Supply Chain and Logistics ecosystem. This unique course prepares graduates for the most challenging senior positions within the government and the private sector. This course is a prerequisite of ES-6405. **(2 Credit Hours)**

### ES-6405: GLOBAL SUPPLY CHAIN AND LOGISTICS II

The Global Supply Chain & Logistics (GSL) course will look at the supply chain and logistics network from the perspective of a strategic asset. The students will gain an understanding that global supply chains, not individual companies, are used to compete and defend against adversaries. This program provides students with a strategic-level understanding of integrated supply chains and logistics systems and prepares them to apply these concepts and practices across the entire enterprise of companies and organizations that make up the Global Supply Chain and Logistics ecosystem. This unique course prepares graduates for the most challenging senior positions within the government and the private sector. ES 6404 is a prerequisite. **(2 Credit Hours)**

### ES-6501: STRATEGIC LEADERSHIP

This course is an introduction to strategic leadership and its associated roles and responsibilities of military and civilian senior leaders who are expected to play an immediate, critical advisory role in their follow-on strategic assignments. The course is designed for practitioners with facilitated classroom discussion focused on application of course materials. It is interdisciplinary in nature, using ethically based concepts focused on critical thinking, interpersonal engagement, and leading at the enterprise level. **(3 Credit Hours)**

### ES-6605: NATIONAL RESOURCING EXERCISE

National Resourcing Exercise (NRE) serves as a capstone event for the Military Strategy and Warfighting (MSW) and Strategic Resourcing and Acquisition (SAR) and Courses. The NRE evaluates student mastery of strategy and resource allocation relationships. Students will analyze and evaluate the alignment between the National Defense Strategy (NDS) and the Department of Defense's (DoD's)

future resourcing plan. Students will develop policy recommendations in support of evaluating and managing resources to meet national security objectives. **(1 Credit Hour)**

**ES-6606: JOINT WARFIGHTING EXERCISE**

The Joint Warfighting Exercise (JWE) serves as a capstone course, expanding upon the National Resourcing Exercise (NRE). Building on the strategic resource planning and force structure designs developed during the NRE, students will engage in a joint staff planning exercise. This exercise includes detailed mission analysis and course of action development. Students will then simulate fighting this force in a conflict scenario, running to a logical end of hostilities within a realistic timeframe. A key purpose of the JWE is to assess the students' application of joint military planning processes in a dynamic operational environment. The exercise also evaluates the students' understanding of how strategic resource decisions, such as those examined in the NRE and the state of the defense industrial base capabilities impact the conduct and outcome of the simulated conflict. **(1 Credit Hour)**

### ES-6651: RESEARCH ELECTIVE

A student may choose a research project appropriate to the concerns of the Eisenhower mission in lieu of one elective. The project should be of such scope that it can be researched and written in one semester. It is anticipated that such a project will normally be approximately 7500 words. This is a self-paced program under the mentorship of an NDU professor. **(2 Credit Hours)**

### ES-6691: ES RESEARCH ELECTIVE

A student may choose a year-long research project appropriate to the concerns of the Eisenhower mission in lieu of two electives, with the consent of the Research Director and Faculty Research Advisor. It is anticipated that such a project will normally be 35-50 pages. **(4 Credit Hours)**

### ES-6700: INDUSTRY STUDY

This course provides an in-depth study of the national and global industrial and innovation bases. Upon completion of the program, students are expected to: be knowledgeable of U.S. and global private sector firm and industry strategies, practices, capabilities, and limitations; be comfortable working the government-private sector interface; assess private sector decision-making and constraints; and, have the ability to evaluate and make resourced policy recommendations to improve the role of industry in support of 21st century mobilization preparedness, the 2021 Interim National Security Strategic Guidance, and the 2022 National Defense Strategy Fact Sheet guidance. **(5 Credit Hours)**

## JOINT FORCES STAFF COLLEGE

### JAWS-6170: JOINT TRANSITION COURSE FOR JAWS

Course prepares students without JPME-I certification for participation in JPME-II instruction by introducing students to US strategic planning organizations and activities, US operational planning concepts, and US military capabilities and limitations. **(0 Credit Hours)**

### JAWS-6710: THEORY & PHILOSOPHY OF WAR

Course develops students' ability to contextualize war and warfare by introducing students to a framework of essential texts, authors, and ideas related to common theories and philosophies of war and warfare, including their contemporary historical context. **(2 Credit Hours)**

### JAWS-6711: MODERN WARFARE

Course develops students' ability to contextualize the operational level of war as it relates to the U.S. military past and present, including changes in the character or war over time and the influences of policy and strategy on operational concepts. **(3 Credit Hours)**

### JAWS-6712: FUTURE WAR

Course develops students' ability to contextualize changes in war and warfare as they relate to emerging trends and historical norms, including concepts such as adaptation in the face of rapidly developing technologies, globalization, and New War Theory. **(1 Credit Hour)**

### JAWS-6720: STRATEGIC FOUNDATIONS

Course develops students' ability to propose military strategy by introducing students to a framework of essential texts, organizations, and ideas related U.S. military strategy development, including critical analysis of strategic ends, ways, and means. **(4 Credit Hours)**

### JAWS-6721: STRATEGIC APPLICATIONS

Course develops students' ability to propose military strategy in concert with other instruments of power through repeated practical application of the JAWS Strategy Development Framework during multiple authentic planning scenarios. **(2 Credit Hours)**

### JAWS-6730: OPERATIONAL DESIGN & JOINT CAMPAIGN PLANNING

Course develops students' ability to produce military plans in volatile, uncertain, complex, and ambiguous environments by introducing students to the joint operational design and campaign planning frameworks. **(2 Credit Hours)**

### JAWS-6731: JOINT CONTINGENCY PLANNING

Course develops students' ability to produce military plans for anticipated contingency operations through repeated practical application of the JPP framework, with a particular focus on wargaming, during an authentic planning scenario. **(2 Credit Hours)**

### JAWS-6732: JOINT CRISIS PLANNING
Course develops students' ability to modify the JPP framework in support of military plans production under time-constrained conditions, with a particular focus on options development and embassy crisis operations, during an authentic planning scenario. **(2 Credit Hours)**

### JAWS-6740: FOUNDATIONS IN COMMUNICATIONS
Course develops students' ability to communicate effectively by introducing them to key aspects of writing and research, public speaking and presentation, body language, and presence. **(2 Credit Hours)**

### JAWS-6741: RESEARCH & COMMUNICATIONS SEMINAR
Course further develops students' ability to communicate effectively through specialized research, writing, and presentation on focused topics that vary by section. **(7 Credit Hours)**

### JAWS-6750: FOUNDATIONS IN JOINTNESS
Course develops students' ability to represent the value of jointness by introducing students to a framework of joint competence, joint character, and joint commitment. **(2 Credit Hours)**

### JAWS-6751: JOINT APPLICATIONS
Course develops students' ability to represent the value of jointness through repeated practical application of the joint competence, joint character, and joint commitment framework. **(4 Credit Hours)**

### JCWS-6120: JOINT TRANSITION COURSE FOR JCWS
Course prepares students without JPME-I certification for participation in JPME-II instruction by introducing students to US strategic planning organizations and activities, US operational planning concepts, and US military capabilities and limitations. **(0 Credit Hours)**

### JCWS-6210: JOINT FORCE FUNDAMENTALS (JFF)
Foundational joint warfighting course developing understanding of service cultures and capabilities, joint doctrine, and the joint strategic planning system to integrate national and theater strategies with joint, interagency, intergovernmental, and multinational partners. **(1 Credit Hour)**

### JCWS-6220: STRATEGY AND CAMPAIGN DESIGN (SCD)
Course develops students' ability to contextualize war and warfare by introducing students to a framework of essential texts, authors, and ideas related common theories and philosophies of war and warfare, including their contemporary historical context. **(3 Credit Hours)**

### JCWS-6230: INTEGRATED CONTINGENCY PLANNING (ICP)
Course develops skills to create combatant command contingency plans. Students apply design and planning to analyze strategy, assess ends, ways, means, and risk, wargame options, and refine courses of action for complex conflicts. **(2 Credit Hours)**

### JCWS-6240: CRISIS ACTION PLANNING

Culminating course integrating prior learning to assess global security challenges and joint force operations. Students apply contingency plans to crises, evaluate campaigns, engage senior leaders, and reflect on joint warfighting and future responsibilities. **(2 Credit Hours)**

### JCWS-6250: JOINT RESEARCH PAPER

Course assesses team research and communication skills. Faculty guide students in developing a Joint Research Paper on a joint force issue, producing analysis, findings, and recommendations, for a senior leader and writing awards. **(1 Credit Hour)**

### JIS-6330: JOINT INFORMATION PLANNERS COURSE (JIPC) PHASE I

The Joint Information Planners Course (JIPC) Phase I is a four (4) week asynchronous distance learning course offered through Blackboard at the UNCLASSIFIED level, with invitations extended to International Fellows from Australia, Canada, Great Britain, and New Zealand. The course introduces and educates U.S. and Allied commissioned officers in grades O-4 through O- 9, noncommissioned officers (NCOs) in grades E-6 through E-9, as well as DoD civilians on information in joint operations. Emphasis is placed on the information joint function, information capabilities and activities, and operations in the information environment (OIE) Graduates of JIPC Phase I will have a common foundation upon which to develop information planning skills and the ability to integrate and synchronize information capabilities and activities within the Joint Staff, CCMD, or JTF/JFC headquarters staff in support of an operational-level Joint Planning Group. JIPC Phase I was formerly named the Joint Information Operations Orientation Course (JIOOC) but was renamed to better align with JP 3-04, Information in Joint Operations. Completion of this course is a pre-requisite for all personnel attending the JIPC Phase II. **(0 Credit Hours)**

### JIS-6350: JOINT INFORMATION PLANNERS COURSE (JIPC) PHASE II

The Joint Information Planners Course (JIPC) Phase II is a four (4) week in residence course designed to educate and train US and allied partner mid-grade officers and US Department of Defense Civilian equivalents, to plan, integrate, and synchronize Information Related Capabilities (IRC) into joint operational-level plans and orders. The course is taught at the TS/SCI level. It provides students with a comprehensive understanding of the Information Environment, IRCs, and IRC synchronization and integration into an operational level planning effort within the framework of the Joint Planning Process (JPP). The course accomplishes this through six modules delivered via in-residence class presentations, guest lectures, case studies, and practical exercises in a joint seminar environment. The Joint Information Planners Course Phase I is a prerequisite for this course. **(3 Credit Hours)**

### JIS-6360: JOINT MILITARY DECEPTION TRAINING COURSE

(U/FOUO) The Joint MILDEC Training Course (JMTC) is a two (2) week course designed to educate and train military students between the grades of E-6 to E-9 and O-3 through O-6, Department of Defense (DoD) civilian equivalents, and designated contractors assigned to plan, execute or support Joint MILDEC. Course graduates will demonstrate basic-level proficiency in planning, conducting, and assessing Joint MILDEC and Deception in Support of Operations Security (DISO), across the range of military operations, in accordance with applicable doctrine, policy and authorities. **(0 Credit Hours)**

## NATIONAL WAR COLLEGE

### NWC-6002: THE AMERICAN CIVIL WAR THROUGH THE LENS OF STRATEGIC LOGIC

This elective is designed for students to examine one of the most formative periods in U.S. history through the lens of strategic logic. To be certain, the military instrument of power was key to Union victory. The course—primarily through student in-class presentations—will examine this aspect of the war closely. However, to appreciate the Civil War's lessons from a strategic perspective, this course digs deeper. Using the NWC Primer as the foundation, the readings and seminar discussions will analyze the utility of the economic, informational, and diplomatic instruments of power, as employed by both the North and South. Analysis of the evolving strategic context—domestic and international—will be central to the elective as well. The final portion of this course will examine Reconstruction. In addition to their presentations, students will complete a short, open-book, take-home exam. The American Civil War through the Lens of Strategic Logic is designed for students with very limited to highly extensive knowledge of the conflict. **(2 Credit Hours)**

### NWC-6008: STRATEGIES OF THE GREAT WAR

It was known as "The Great War," "the war to end all wars," "the war to make the world safe for democracy." In retrospect, the First World War is remembered as one of the greatest upheavals in history, the effects of which continue to be felt long after the peace treaties were signed. In the first decade of the 20th century some, such as writer Norman Angell, believed that a great war between the European powers was no longer possible because of increasing economic and communications ties between states; others believed that new industrialized military weapons simply made such a conflict unthinkable. 1914 saw the zenith of European imperial security strategy. Four years later a vacuum existed that directly shaped our world today. This course goes beyond the operations, tactics, and diplomacy of 1914-1918 to examine the larger strategies and what happens when you fail to understand both the kind of war into which you embark, and the political, economic, and social order that follows. **(2 Credit Hours)**

### NWC-6009: NUCLEAR WEAPONS AND NATIONAL SECURITY IN THE 21ST CENTURY

Nuclear weapons have the power to change forever the world as we know it. Therefore, anyone wishing to become a national security strategist needs more than just a passing familiarity with nuclear weapons and the many issues surrounding them. While some hoped that nuclear weapons would become irrelevant in the post-Cold War world, the return of great power competition with attendant nuclear saber rattling by Russia and China has highlighted the continuing importance of nuclear weapons. This course will address a range of issues related to nuclear weapons and national security in the 21st century. The first block will cover basic information about nuclear weapons, the evolution of nuclear strategy, and the concept of nuclear deterrence and how it is changing. The second block will address the forces and policies of states with nuclear weapons, different approaches to slowing proliferation, arms control, and prospects for further reductions in and elimination of nuclear weapons. The final block will examine strategic defenses, nuclear command and control (via a visit to the Pentagon's National Military Command Center), and issues related to US nuclear policy and force structure. Each student will be expected to make a 10-minute, in-class presentation on the nuclear program of one of the nine countries possessing nuclear weapons. Each student will also be

required to write a 3- to 4-page Op-Ed on a topic of his or her choosing related to nuclear weapons. Required reading averages 65 pages per week. **This course requires a Top Secret clearance and SCI eligibility. (2 Credit Hours)**

### NWC-6011: INTELLIGENCE – INSIGHT, EFFECT, AND STRATEGY

The course explores the organizational and functional aspects of intelligence and surveys Intelligence Community elements, capabilities, and services that support warfighters and civilian policymakers in all branches of government. It is meant to help students achieve a holistic understanding of how the IC's different parts work with each other and the challenges the IC faces in supporting strategic decision makers. It is also designed to help students think critically and strategically about the missions and roles that the IC and its elements play in the U.S. national security process. Instruction will consist of in-class or online discussion, and guest speakers

This course provides future strategists and policymakers a foundation for interacting with and leveraging the capabilities of the U.S. intelligence community in the pursuit of U.S. national security. It introduces the basic concepts of strategic intelligence collection and analysis. It offers practical insight into how to be an effective consumer of national intelligence and informed contributor to intelligence-related dialogue. It also provides insight into the limitations of intelligence that are important for decision makers to understand. No prior experience with intelligence is required for this introductory course. This course focuses primarily on intelligence at the strategic level. Prior experience with tactical intelligence may be helpful but not often relevant to classroom discussions. This course is appropriate if you have had some interactions with intelligence professionals but would like to understand the "bigger picture" and strategic role of intelligence. **This course is open only to U.S. students and requires a SECRET security clearance. (2 Credit Hours)**

### NWC-6013: NEGOTIATIONS FOR STRATEGISTS: THEORY, PRACTICE, AND ASSESSMENT

This course combines the basics of negotiation theory and the examination of select case studies with a series of "hands-on" negotiation exercises. The objective of this course is to develop and refine individual negotiation skills by: (1) applying key negotiation preparation and implementation concepts to a wide range of negotiation challenges and (2) assessing and refining individual approaches to conflict management and negotiation performance through rigorous peer review and self-critique. Students will complete the Thomas-Kilmann Conflict Mode Instrument (TKI) to assess individual tendencies in dealing with conflict. TKI is a well- established assessment tool with thirty years of proven use in measuring conflict-handling behavior. This instrument will provide students with a profile that will be used to set individual goals for developing or refining specific negotiating skills. Texts include: Roger Fisher and William Ury, Getting to Yes; Michael Watkins and Susan Rosegrant, Breakthrough International Negotiation; Dennis Ross, Statecraft; Kenneth Thomas, Introduction to Conflict Management; and R. Nicholas Burns and Robert Mnookin, Kissinger the Negotiator. Requirements include class discussion, participation in seven negotiation exercises, participation in self-assessment and peer review, and two written negotiation worksheets (4-7 pages each). **(2 Credit Hours)**

### NWC-6015: HOMELAND DEFENSE AND HOMELAND SECURITY

This course provides a comprehensive examination of the evolution, structure, and practice of homeland defense (HLD) and homeland security (HLS) within the United States. Students will analyze

the enduring nature and changing character of threats to the homeland — from early coastal fortifications to contemporary cyber, space, and missile defense challenges. The course integrates historical analysis, legal frameworks, organizational structures, and strategic policies to understand how the U.S. government defends and secures its homeland across multiple domains. **(2 Credit Hours)**

### NWC-6017: MEMOIRES IN AMERICAN FOREIGN POLICY

"What were they really thinking? For this course, students will read and discuss the memoirs of presidents, national security advisors, secretaries of state, and other high foreign policy officials from the Nixon, Carter, Reagan, Bush 41 and 43, Clinton, and Obama Administrations. Unlike the third-person analytical pieces usually read in other courses, these classic, primary sources teach both process and substance from the authentic viewpoint of those who have "been there". Examining multiple case studies allows students to read, analyze, and discuss with their classmates how generations of practitioners make decisions in complex, time-sensitive, and rapidly changing conditions. In many ways, this course allows the students to think about their careers, reflect, and debate how decisions were made and which strategic leaders were the most effective at developing options during times of crisis. First-person accounts bring to life their stories, allowing students to examine the relationships, perspectives, actions, and policy decisions of strategic leaders and policymakers over administrations in peace and war. Class time is used exclusively for structured discussion. Paper requirements are waived in favor of presentations and a reading load double the usual elective. Students will be asked to present case studies in more depth. This course is particularly useful to supplement core courses in national security strategy and the interagency process. **(2 Credit Hours)**

### NWC-6025: THEODORE ROOSEVELT AS A STRATEGIC LEADER

President Theodore Roosevelt was a uniquely talented leader at many levels of government, in diplomacy, and in combat. He served, at various times in his life, as a State Assemblyman, Historian, NY City Police Commissioner, Rancher, Civil Service Commissioner, Assistant Secretary of the Navy, Deputy Commander of the 1st United States Volunteer Cavalry (The "Rough Riders"), Governor of New York, Vice President, and President of the United States. This course will examine the life of this remarkable individual in the context of Strategic Leadership, a term that can be defined as "the process of aligning people, systems, and resources to achieve a vision for the enterprise while enabling an adaptive and innovative culture necessary to gain an advantage in a competitive environment." The course will use a variety of sources on President Roosevelt and on the subject of leadership in a critical analysis of TR's strengths and weaknesses, and how this life and its lessons can inform our own development as leaders. **(2 Credit Hours)**

### NWC-6035: BIOSECURITY: FROM THE BLACK PLAGUE TO ZOMBIE APOCALYPSES

This class critically examines biosecurity through the lens of pathogens, both natural and manmade, and humanity's attempts to control them. Students will apply critical thinking approaches to disease and threat management strategies that attempt to mitigate biological threats in domestic, international, and developing contexts. They will also Identify how popular culture, scientific versus non-scientific information, and the role of experts, have a powerful impact on how we make sense of biothreats. The seminar uses case studies such as the Anthrax attacks after 9-11, Ebola in the US,

Covid-19, and "zombie apocalypses" to accomplish the seminar's objectives. Films, podcasts, and other sources of information are used to complement seminar texts. **(2 Credit Hours)**

### NWC-6053: PANIC, CRISIS, DISASTER! EXISTENTIAL DREAD & NATIONAL SECURITY STRATEGY

This class exposes students to empirical cases of societal disruptions, including natural disasters and war. These include significant natural events such as Hurricanes Katrina and Harvey and manmade disruptions such as violent extremism, civil unrest, conflict, and bioterrorism. We place heavy emphasis on how mass media and popular representations of crises and disruptions shape what people come to think about such events, the ways empirical research pushes back against fundamental assumptions about human social behavior/human nature, and how misunderstandings and mythology impact national security strategy in profound ways. The primary objectives of this course are to: 1) Analyze various case studies of social disruption, 2) compare and contrast popular narratives about these cases of crises with the body of work in interdisciplinary scientific research, and 3) Rethink pre-existing assumptions and misconceptions about human social behavior through in-depth engagement with interdisciplinary, empirical knowledge. Students will be exposed to various texts, including research articles and popular media. **(2 Credit Hours)**

### NWC-6056: USSOCOM IN THE 21ST CENTURY

The United States Special Operations Command in the 21st Century Security Environment elective equips national security strategists with a foundational understanding of special operations theory, special operations force (SOF) capabilities and limitations, and their evolving roles. The course examines USSOCOM's distinctive Service-like and global combatant command responsibilities, along with the unique resources and authorities that enable its operations. Students will explore how SOF achieve national objectives across the spectrum of competition and conflict—whether operating unilaterally, working by, with, and through international and interagency partners, or integrating into a larger joint/combined force. Emphasizing SOF's versatility and growing strategic relevance after two decades of almost exclusive focus on counterterrorism and counterinsurgency, the course challenges students to assess SOF's contributions to strategic competition and integrated deterrence. The course begins by tracing the history, legislation, culture, and organization of American SOF, and analyzing how they interact with general-purpose forces and other agencies. Students will then investigate SOF's core activities and examine how leaders organize, train, equip, and employ these forces to support national security objectives. The curriculum places SOF in the broader context of the Joint Force and interagency operations, highlighting their value in addressing emerging security challenges. A contemporary case study and a wargame exercise with the Center for Applied Strategic Learning provide opportunities to apply course concepts and reinforce key themes through interactive learning. **This course requires SECRET security clearance. (2 Credit Hours)**

### NWC-6060: THE STRATEGIC PIRATE FROM BRONZE TO THE CYBER AGE

This course conducts a broad review of the highly fluid phenomenon of piracy from the medieval to the modern. However, our goal will not be simply to memorize pirate trivia or deep-dive into individual pirates like Blackbeard or Ching I Sao. Instead, we are on the hunt for patterns or discontinuities in the pirate story throughout recorded time, in the hope that these will tell us something about general or overarching factors that also affect the modern security landscape (e.g. religion, law, economics, the environment) and the way that these enable or constrain a specific institution or practice such as

piracy. The course is, therefore, less about becoming an expert on pirates and more about working towards seeing the world through a piratical lens, whether your future areas of interest are maritime or not. **(2 Credit Hours)**

### NWC-6076: GEORGE WASHINGTON: STRATEGY, INTELLIGENCE AND REVOLUTION

This course is designed to explore the complex environment, instruments of power, and strategic intelligence of the revolutionary era and the evolution of the decision-making process of General George Washington. In collaboration with the scholars of The Fred W. Smith National Library for the Study of George Washington at Mount Vernon, students will gain in-depth perspective on the visionary leadership of George Washington. It will reacquaint students of national security strategy with this quintessential, inspirational, and ethical leader. It will also enhance participating students' professional and personal development utilizing leadership theory, historical examples, and contemporary applications to explore and examine the leadership narrative of the life and legacy of General George Washington. The purposes of this course are to introduce students to the forces that influenced the strategic decisions of Washington and to better comprehend those drivers and conditions that Washington sought to understand through the collection of strategic intelligence. Knowing what influenced Washington's decision-making will improve students' understanding of the complexities of revolutionary movements and the depth of challenges faced by nascent political movements facing a well-established power. **Course will include one or two offsite meetings at the Mt Vernon GW Library and two optional staff rides to Valley Forge and Yorktown. (2 Credit Hours)**

### NWC-6079: BLOOD AND IRON: THE HISTORICAL FOUNDATIONS OF GREAT POWER COMPETITION IN EUROPE, 1800-1945

Course seeks to answer the question, "Why does the West fight like it does?" by tracing the history of Great Power Competition in Europe from the time of Napoleon to the foundation of the modern Liberal International Order after World War II. Themes such as the changing character of war, the impact of disruptive technology, the management of rising powers, and war resolution will be analyzed for their application to modern strategic problems. The course uses a cross-disciplinary approach to critique the use of all the instruments of power in select real-life, historical examples. Students will be required to write a 1,000 to 1,200 word paper which analyzes an event or concept from the course and apply it to a contemporary national security issue. **(2 Credit Hours)**

### NWC-6081: FORECASTING, FORESIGHT, AND STRATEGIC DECISION MAKING

Will China deploy surface-to-air missiles on contested South China Sea islands before December, 31, 2026? Will North Korea test another thermonuclear warhead before 2027? All of our judgments and any decisions stemming from these questions involve forecasts, even if the forecasts are made implicitly. As you have learned during your careers, the national security field is replete with forecasts. Along very different time horizons, how would you make decisions about the national security implications of nano-technology in a world where state monopoly on the exercise of violence breaks down by 2050? To address questions about the disruptive effects of technologies and other far-future events, decision makers use a different approach: The practice of foresight. As you will learn in this course, foresight is very different than forecasting, yet many analysts and decision makers fail to understand the distinctions. This course aims to introduce you to forecasting and foresight in national security and international relations. We will start by discussing issues regarding forecasting

geopolitical events such as interstate and intrastate conflict, international crises, political violence, protests, terror attacks, political instability, leadership changes, international negotiations, etc. Later, we will turn to the practice of foresight and consider its practice in several areas, including geopolitics, demographics, and technology. You will participate in a practical, hands-on exercise by participating in a forecasting tournament administered on-line; the tournament will run for the duration of the elective. The forecasting approach used in the tournament is the same approach described in the book Superforecasting; it's a method that produces predictive accuracy that far exceeded analytic judgments of experienced intelligence analysts. Of note, you will be evaluated based on your participation, not performance, and you will receive expert feedback at the end of the course on your skills as a forecaster. By course end you will have received a reasonable introduction to the forecasting and foresight literatures, and you will be prepared to read and think more broadly on the various topics pertaining to forecasting and foresight and how they apply to national security and foreign policy decision-making. **(2 Credit Hours)**

### NWC-6094: COLIN POWELL'S AMERICAN JOURNEY IN STRATEGY AND LEADERSHIP

Colin L. Powell was a uniquely talented leader at many levels of the military, in diplomacy, and in the halls of policy. As many in his generation were, Powell was a product of the U.S. Army in Vietnam, where he served two tours. But his rapid rise through the ranks and his proximity to the apex of American power in the White House multiple times separate him from the average military or diplomatic career. He is the only National War College graduate who served as Chairman of the Joint Chiefs of Staff and Secretary of State. This course will examine the life of this remarkable individual in the context of strategy and leadership. The course will use a variety of sources about Powell, including Powell himself. We will analyze his strengths and weaknesses and discuss how this life and its lessons can inform our own development as leaders and strategists. We will explore the significant events in Powell's career, such as his time in the Army, on the White House national security staff, and as Secretary of State, which will not be considered in isolation but as those events relate to the concepts of strategy and leadership for us all. **(2 Credit Hours)**

### NWC-6097: RUSSIA AND EUROPEAN SECURITY

This course assesses Russia's complex relationship with the West from a historical, national identity and geostrategic perspective. Beginning with the emergence of the Cold War and the division of Europe, the course examines the transformation of Russia through the turbulent 1990s, its evolving political system, and the interplay between nationalism, imperialism, and identity in shaping modern Russian society and foreign policy. Students will investigate Russia's relationships with its post-Soviet neighbors, with particular attention to Ukraine, analyzing the origins and escalation of the ongoing war and the varied international responses. The course also evaluates Russia's use of hybrid warfare and cyber strategies that challenge European stability. By integrating historical context and national identity with current geopolitical developments, the course fosters a nuanced understanding of Russia's interactions with the West and assesses the future of European security in the aftermath of the Ukraine war. Key themes include the legacy of World War II and the Cold War in shaping modern European geopolitics, Russia's political evolution post-1991, nationalist and imperial narratives in Russian identity, geopolitical tension in the post-Soviet space, the war in Ukraine and its ramifications, hybrid warfare, and prospects for European security in a changing global order. **(2 Credit Hours)**

### NWC-6099: EMERGING AEROSPACE TECHNOLOGIES IN WAR AND THE QUEST FOR A GOLDEN DOME

As the United States and China posture for dominance in the Indo-Pacific and Russia fights to extend its territory in Europe, new aerospace technologies have become central to military policy and great power competition. This is evident not only in the blinding pace of technological progress in the drone-wars in Europe, but also in the competition in space and the skies above the Pacific. The winner of this technology race will likely be the winner of the contest between great powers. This TS-SCI course seeks to make sense of the role of emerging aerospace technologies in current and near-future military conflict. Topics include autonomous platforms, artificial intelligence, space-based capabilities, next generation air dominance, hypersonic weapons, electronic warfare, command and control systems, integrated air and missile defense and particularly the new Golden Dome project. Students will read about these topics and discuss them with senior military and industry leaders actively involved in their development and operational employment. This course has a practical goal, to prepare you to understand the role of emerging aerospace technologies in current and likely future wars. Deliverable: You will participate in a group research project and brief your project to the seminar.
**Prerequisite: Active Top-Secret clearance with SCI eligibility. (2 Credit Hours)**

### NWC-6901: INDEPENDENT RESEARCH

During this course, each student works with his/her Faculty Research Sponsor to develop fully the idea for a project and provide a substantive written product. To undertake NWC 6901, students must have the support of their Faculty Advisor, secure a faculty sponsor to advise and evaluate their work, and gain approval from the Director of Research and Writing. The research should entail a workload equivalent to that of a 10-week elective course. This is a graded course. **(2 Credit Hours)**

### NWC-6904: SCHOLARS RESEARCH

During this course, each student works with his/her NDU liaison to the Research Sponsor to develop fully the idea for a project and provide a substantive written product. To undertake NWC 6904, students must have the support of her/his Faculty Advisor, gain approval from the Director of Research and Writing and the NWC Faculty Research Panel, and be approved by NDU for the NDU Scholars Program. The research should entail a workload equivalent to that of a 10-week elective course. NDU Scholars take this course as their elective in the Fall term. With permission from the Director of Research and Writing, this course may be taken a second time, during the Spring term, to fulfill one of the electives. Taking this course for a second time increases the word count of the final product. This is a pass/fail course. **(2 Credit Hours)**

### NWC-6910: RESEARCH FELLOW ADVANCED STUDIES I

In this course, a Research Fellow begins to work with his/her Faculty Research Sponsor to develop fully the idea for the project. The Research Fellow begins to conduct research and writing. This course is pass/fail. **(2 Credit Hours)**

### NWC-6924: "TITLE 60": MILITARY-INTELLIGENCE COLLABORATION IN NATIONAL SECURITY

This elective examines the legal, organizational, and operational dimensions of military–intelligence collaboration. The course is organized in three blocks: (1) statutory foundations — Title 10, Title 50, and the intelligence authorities' framework; (2) operational convergence — the intelligence-operations

fusion at the unit, task-force, and geographic combatant command levels; and (3) oversight, accountability, and future reform. Students complete a mid-course decision memorandum and a capstone design-or-reform paper. By course end, students will be able to: (a) analyze the legal and organizational foundations of military–intelligence collaboration; (b) apply the statutory framework to real-world scenarios involving command relationships, authorities, and accountability; (c) design or assess reforms to the architecture governing Title 10/Title 50 collaboration; and (d) evaluate the resource-management and appropriations implications of intelligence support to military operations. **(2 Credit Hours)**

### NWC-6925: STRATEGIC AI AND NATIONAL SECURITY: LEADING THROUGH DISRUPTION AND OPPORTUNITY

Artificial Intelligence (AI) is reshaping national security—from how intelligence is gathered and analyzed to how wars are fought and power is projected. This course equips you to lead strategically in this era of rapid disruption and unprecedented opportunity. You will explore the full spectrum of AI's implications for defense, intelligence, and diplomacy, while building fluency in the technologies driving this change. Through real-world case studies, policy debates, engagement with industry, and scenario-based exercises, you will examine the risks, ethical dilemmas, and competitive dynamics that define AI's role in global affairs. The goal is to cultivate the judgment, foresight, and leadership needed to skillfully navigate and shape national security in the emerging AI landscape—grounded in technical understanding and strategic insight.
**(2 Credit Hours)**

### NWC-6926: ARTIFICIAL INTELLIGENCE IN STRATEGIC WARGAMING

This is an X Elective. It will collaboratively explore how AI/ML can transform the development and execution of grand strategy (whole-of-nation) wargaming. The course will empower students by using a Flipped Experiential Andragogy (FEA) model to drive independent exploration of AI/ML tools and platforms and collaborative learning in problem-based and applied seminars focused on questions such as,

1. How can currently available Generative AI (GenAI) applications be used to immediately improve national (grand) strategy wargaming?
2. Where are the blind spots in current strategic wargame designs that AI might help reveal or conceal?
3. What are the exquisite capabilities NDU could use internally that would rapidly advance its strategic wargaming?
4. How should NDU use AI/ML enabled wargaming to develop rising national security leaders while not sacrificing human critical and creative thinking?
5. How does the U.S. develop national strategies to best counter AI enabled enemies?

**(2 Credit Hours)**

### NWC-7000: INTRODUCTION TO STRATEGIC LOGIC AND JOINT WARFIGHTING

This foundational course introduces students to the principles of strategic logic and joint warfighting that underpin the National War College curriculum. Through the development of critical and creative thinking skills, students learn to assess the strategic environment by analyzing national interests, threats, opportunities, and the assumptions that shape strategic decision-making. The course examines

the nature and sources of national power and the ways political leaders employ diplomatic, informational, military, and economic instruments to achieve national objectives, with particular emphasis on the military instrument of power and its integration with the others.

Students explore key contemporary security challenges through an in-depth study of the People's Republic of China (PRC), including its strategic objectives, governance, economy, military capabilities, and role in the international system. The course also introduces major theories of strategy, classic military thought, and the ethics of war. By establishing a common framework for strategic analysis, the course prepares students to apply, analyze, evaluate, and ultimately create national security strategies throughout the remainder of the academic year. **(5 Credit Hours)**

### NWC-7100: APPLIED NATIONAL SECURITY STRATEGY AND POLICY

This course challenges students to apply strategic logic and policy analysis to a geographic region or functional issue of significance to U.S. national security. Through rigorous contextual analysis, students examine the political, economic, military, social, and historical factors that shape strategic environments and influence policy outcomes. Students assess the implications of contemporary challenges and opportunities for U.S. interests, evaluate current policies, and formulate political aims and strategic approaches to address complex national security issues. By integrating strategic analysis with policy development, the course strengthens students' ability to assess security challenges and develop coherent ways and means to achieve national objectives. **(2 Credit Hours)**

### NWC-7150: NATIONAL SECURITY PRACTICUM

Building on the analytical foundations established in earlier core courses and in Course 7100, this capstone practicum challenges students to develop and defend a comprehensive strategy addressing a threat to vital U.S. national interests. Students integrate strategic logic, contextual analysis, and policy considerations to formulate political aims, supporting objectives, and lines of effort. Students evaluate assumptions, assess risks and costs, and consider implementation challenges associated with strategic decision-making. Through field research and engagement with leaders from the government, military, industry, academia, media, and other sectors, students refine their analysis and test key assumptions. The course culminates in the production of a written strategy and a formal presentation of recommendations to senior leaders from relevant departments, agencies, or military services. **(4 Credit Hours)**

### NWC-7200: THE EVOLVING CHARACTER OF WAR

As the National War College's cornerstone course on advanced warfighting, this course examines the changing character of warfare in an era of rapid technological advancement and strategic competition. Students analyze emerging trends, technologies, and adversary capabilities to inform future joint force development and design. Foundational study of ground war, navy war, air war, and deterrence sets up advanced education in space, artificial intelligence, cyber war, drones, and the kill chain. Through exercises and wargames, students master contingency planning, joint force employment, and joint warfighting. The course culminates in a peer-adversary wargame designed to stress test student-developed approaches in a complex, future-oriented operating environments. **(4 Credit Hours)**

### NWC-7300: WAR AND STATECRAFT

This course examines how the United States employs the instruments of national power to achieve strategic objectives and address complex national security challenges. Students explore the capabilities, limitations, and interrelationships of the diplomatic, informational, military, and economic instruments of power, with particular emphasis on the military instrument and its integration with the other instruments. The course analyzes the roles, authorities, and capacities of key U.S. government departments and agencies responsible for the formulation and execution of national security policy and strategy.

Through the study of historical and contemporary cases across the spectrum of cooperation, competition, and conflict, students evaluate how national leaders and strategists assess challenges, coordinate the application of national power, and adapt policies and strategies over time. The course also examines the use of statecraft in political and irregular warfare, preparing students for senior policy, command, and staff responsibilities requiring the effective integration of military power and broader instruments of national influence. **(4 Credit Hours)**

### NWC-7400: STRATEGIC CONTEXT

This course examines the international and domestic environments that shape U.S. national security strategy and decision-making. Building on concepts developed throughout the curriculum, students analyze the structure and dynamics of the international system and assess their implications for U.S. interests, security, and strategy. The course explores the foundational principles of the Declaration of Independence and

the Constitution and their enduring influence on national security institutions, policymaking, and civil-military relations. Students evaluate how political, social, economic, and institutional factors within the United States affect the development and execution of national security strategy. Through the study of historical case studies and contemporary challenges, students develop a deeper understanding of the interaction between domestic and international contexts and their impact on strategic outcomes.
**(5 Credit Hours)**

### NWC-7500: FALL ORALS

Fall Orals is a comprehensive oral assessment that provides students an opportunity to demonstrate their achievement of key learning objectives from the first semester of the National War College curriculum. Through a structured professional dialogue with a faculty panel, students synthesize and apply concepts related to strategic context, national security, and strategic analysis. The assessment evaluates students' ability to integrate knowledge from across the curriculum, articulate well-reasoned arguments, and respond effectively to questions concerning complex strategic issues. Fall Orals is assessed on a pass/fail basis. **(0 Credit Hours)**

### NWC-7600: SPRING ORALS

Spring Orals is the National War College's capstone assessment. Through a rigorous professional dialogue with a faculty panel, students demonstrate their ability to integrate and apply knowledge gained across the curriculum to a complex national security challenge. The assessment measures students' capacity for strategic thinking, critical analysis, and professional judgment, as well as their

ability to evaluate strategic environments, formulate policy and strategy, assess risk, and communicate recommendations effectively. As the College's principal assessment, Spring Orals provides students the opportunity to demonstrate their readiness for senior leadership responsibilities and their development as national security strategists. Spring Orals is assessed on a pass/fail basis. **(0 Credit Hours)**

### NWC-7700: DIRECTED STRATEGY RESEARCH I

This course provides individualized faculty mentorship for National War College students to conduct the first phase of their Individual Strategy Research Project (ISRP). Through regular consultation with a faculty advisor, students identify and refine a strategic research topic, develop a research design, conduct literature reviews and contextual analysis, and begin the formulation of a substantive research project addressing a national security issue. The course emphasizes the application of strategic logic, critical analysis, and scholarly research methods to issues of relevance to U.S. and international security. **(2 Credit Hours)**

### NWC-7750: DIRECTED STRATEGY RESEARCH II

This course provides individualized faculty mentorship for National War College students completing the second phase of their Individual Strategy Research Project (ISRP). Building on the research design and analysis developed in Directed Strategic Research I, students refine their research, assess strategic implications, and develop evidence-based conclusions and recommendations related to a national security issue. Through regular consultation with a faculty advisor, students strengthen their analytical, research, and writing skills while completing a substantial independent research project. The course culminates in the submission of an Individual Strategy Research Paper, ISRP, that demonstrates the student's ability to apply strategic logic and rigorous analysis to a complex security challenge. **(2 Credit Hours)**

## NATIONAL DEFENSE UNIVERSITY

### NDU-6014: STRATEGIC MESSAGING, STRATEGIC MEDIA, AND WEAPONS OF MASS DESTRUCTION

Across the spectrum of visual media, filmmakers have repeatedly turned the camera lens to issues and stories featuring weapons of mass destruction (WMD). The risks of potential use, the costs of actual employment, and the significant ethical, scientific, and strategic questions posed by WMD - together with the dramatic tension, pathos, and horror conjured up by these weapons - have proven fertile ground for important and influential works of fiction and non-fiction in film and television. WMD has also proven an irresistible "MacGuffin" - an object of great importance that motivates the actions of key characters, but the exact nature of which does not actually matter to the story - to many screenwriters and directors of great (and not-so-great) popcorn flicks and television programs that have left their own indelible impression on public imagination and popular culture, some of which have influenced the formulation of national security policy at the highest levels of government. The present Information Age has given both new life and expanded audiences to past works and also provided new tools and platforms for filmmakers to generate, broadcast, and share visual content that features WMD. The broad reach and potential influence of visual media, however, has also led potential adversaries to redouble efforts to manipulate and exploit the information domain, to include with regard to WMD - and to deny, obfuscate, and attack films and footage they do not like. We shall address the threat of WMD (defined as nuclear, biological, chemical, and radiological weapons), and efforts to counter this threat, through the viewing, critical assessment, and discussion of dynamic visual media, to include films, documentaries, television programs, advocacy media, as well as other visual content. We shall also explore how WMD media serve both strategic propaganda and messaging purposes; and we shall address the role visual media plays in shaping opinion and informing action. While WMD will be the vehicle for discussion, the principles explored, and skills developed in this course will be of immeasurable value to you for the rest of your career as a strategic leader. **(2 Credit Hours)**

### NDU-6029: THE STRATEGIC LEADER AS ETHICAL LEADER

This course moves ethics instruction beyond traditional rules-based models, to providing the strategic leader with the tools for ethical leadership. The tools for ethical leadership allow the strategic leader to proactively shape ethical culture at enterprise/executive/strategic level.

The course begins with a discussion of personal ethics and moves to lessons on the concepts of ethical leadership, organizational ethics, ethical embedding, ethical culture, ethics and social media, ethics and civil-military relations, global ethics and great power competition, and ends with an ethical leadership practicum. By the end of the course, students will have a broad understating of ethical leadership and the requisite skills for proactively shaping or if necessary, changing ethical culture at the enterprise/executive/strategic levels.

In contrast to a lecture-based learning approach, this course makes use of class discussion, case studies, and the ethical leadership practicum to guide learning outcomes. Graded assignments for the course include participation in class discussion, weekly Blackboard forums posts and or blog posts, course feedback to the instructor, and the ethical leadership practicum. **(2 Credit Hours)**

### NDU-6034: U.S. CIVIL-MILITARY RELATIONS AND PROFESSIONALISM

This course examines the nature and health of current civil-military relations in the United States against a normative ideal that calls for a strategically effective (operationally competent, politically neutral, socially responsible) military whose leadership provides strategically sound advice to strategically competent civilian authorities who are representative of and answerable to a civically engaged, strategically aware public, all undergirded by a critical free press, a vibrant civil society, and a properly subordinated military-industrial complex. Emphasizing the interactions between those in uniform and those in positions of civilian authority throughout the national security establishment, broadly defined, the course places due emphasis on the professional and constitutional imperatives that ensure adherence to the rule of law, ethical propriety, sound democratic governance, and strategic effectiveness. **(2 Credit Hours)**

### NDU-6047: AMERICAN STUDIES I - AMERICAN IDENTITY

For International Fellows (IFs) enrolled in CIC, ES, or NWC, American Studies supports and supplements the IF Field Studies Program and provides a theoretical foundation for the year in the United States. The course explores the significance of American identity, society, and institutions as well as the philosophical, historical, and contemporary American principles which contribute to U.S. strategic thinking. In the fall course, students learn about American life through a focus on regional/historical differences, demographics, free-market activities and political ideologies and the effect these have on the American identity. Students will also analyze the role of Human Rights in the United States. The class uses a face-to-face format with a plenary lecture followed by discussion seminars led by NDU faculty members. Students draw from classroom discussion, readings, and the required field practicums to various locations around the United States. Select U.S. students are also enrolled in the course as American Fellows. Students who complete the fall and spring courses will earn a concentration certificate at graduation. **(3 Credit Hours)**

### NDU-6048: AMERICAN STUDIES II - INSTITUTIONS & SYSTEMS

**Closed to Spring Enrollments**

For International Fellows (IFs) and American Fellows (AFs) enrolled in CIC, ES, or NWC, American Studies supports and supplements the IF Field Studies Program and provides a theoretical foundation for the year in the United States. The course explores the significance of American identities, society, and institutions as well as the philosophical, historical, and contemporary American principles which contribute to U.S. strategic thinking. In the spring course, students analyze American institutions, including the free market, health and human services, and the makeup and functioning of the U.S. government and its legislative, executive, and judicial branches. The class uses a face-to-face format with a plenary lecture followed by discussion seminars led by NDU faculty members. Students draw from classroom discussion, readings, and the required field practicums to various locations around the United States. Select U.S. students are also enrolled in the course as American Fellows. IFs who complete the fall and spring courses will earn a concentration certificate at graduation. **(3 Credit Hours)**

### NDU-6049: AMERICAN STUDIES FOUNDATIONS

The International Fellows (IF) American Studies Foundations Course (NDU6049) provides a historical and theoretical foundation for the year in the United States and prepares students for participation in

the American and Field Studies programs and their core courses throughout the academic year. The curriculum includes a focus on American History from the colonization of America to the adoption of the U.S. Constitution, including U.S. Government structure, federalism, republicanism, and personal property rights. Themes in the readings, discussions in the lecture hall, and informal learning between sessions work together with first-hand observations of America on field study practicums. The learning outcomes (the centrality of the U.S. Constitution) for the summer term will be referred to over and over during the fall and spring terms. **(2 Credit Hours)**

### NDU-6061: NATIONAL SECURITY INTERAGENCY LEADERSHIP - PRACTICUM I

This is a National Defense University Special Program open to all colleges within National Defense University. NSIL-P is a year-long elective series. Therefore, students who enroll and are accepted into the course will participate in both the Fall and Spring semester courses (NDU 6061 and 6062), to include participation in the National Security Simulation Exercise for Competition, Crisis, and Conflict (NSEC3, formerly JLASS) in the spring semester, for a total of six credit hours.

The focus of NSIL-P is on developing military and interagency leadership skills. Examples of the interactions executed by the National Security Council (NSC) are used throughout the course as they develop strategy and plans, and apply resources, and employ decision-making during crises that develop. Students and faculty explore anticipated national security threats, the effects of globalization, and strategic competition across the instruments of national power. Contingency warfighting issues, logistical resource concerns during contingency planning and operations in a multi-theater, resource constrained environment will be discussed. NSIL-P is the ONLY course at National Defense University that collaborates and cooperates with other senior level war colleges (Air War College, Army War College, Naval War College, the Swedish Defence University, and others) through the NSEC3 exercise. During the NSEC3 exercise, NDU students will role play members of the National Security Council Staff as well as Cabinet and sub-Cabinet officials. NSEC3 is based on a notional world scenario set a decade in the future. NDU students will, as national level civilian leadership, evaluate, analyze, and create national policies to include a National Security Strategy (NSS), defense strategic guidance, and numerous presidential policy directives.

Students will develop a keen understanding of the processes and leadership challenges associated with planning and operating in a Joint, Interagency, Intergovernmental and Multinational (JIIM) environment. The academic year course culminates with the six-day JLASS exercise that incorporates other participating Senior Service Colleges held at U.S. Army War College, Carlisle Barracks, PA. Students will craft national strategic policy, coordinate the interagency process, and work with the combatant commands and multinational forces as they respond to a changing world situation. Students will apply products developed and knowledge learned during the course of the year against willful adversaries (NDU 6062). There are no prerequisites for this course. However, student backgrounds and preferences are taken into account when assigning roles. (Notes: (1) Local off-site visits will be used to achieve objectives); (2) On days involving local off-site visits, the class may run later to accommodate travel time. **(3 Credit Hours)**

### NDU-6062: NATIONAL SECURITY INTERAGENCY LEADERSHIP - PRACTICUM II

As a continuation of NDU 6061, students will continue their focus on strategic leadership and developing a keen understanding of the processes and players within the National Security Council structure(s). (Note: Students enrolled in the fall semester NSIL-P course are automatically enrolled in the spring NSIL-P course. No new students will be enrolled mid-year.) Distributed game play through video teleconferences and conference calls with NSEC3 students at the other senior service war colleges occur occasionally in the spring as a lead into the actual wargame. In the latter part of the Spring Semester, NDU's NSIL-P students will participate in the week-long NSEC3 exercise at the U.S. Army War College, Carlisle Barracks, PA as the culmination of the course. NDU students play the role(s) of the NSC & DOS during this exercise. (Notes: (1) On days involving local off-site visits, the class may run later to accommodate travel time); (2) The NSEC3 Exercise will be conducted at Carlisle Barracks, PA. Students will travel on official funded orders for this exercise. The dates of the exercise are 24-29 April 2027, with 24 April being a travel day with an NSEC3 evening introduction and icebreaker. April 30th is a travel day as well, given the projected late exercise end-time on the 29th. **(3 Credit Hours)**

### NDU-6063: ETHICS AND STATECRAFT: THE STRATEGIC IMPERATIVE

This course examines the nature, role, and importance of ethics in the effective conduct of statecraft. In seeking to determine the ethical propriety and strategic efficacy of particular uses of power in pursuit of national aims and advantage, the course focuses on a range of important issues associated with statecraft today: Definitional and Conceptual Foundations; Just War Doctrine and International Law; Sanctions (Violent and Nonviolent); Intervention (Protective, Preventive, Preemptive); Covert Action (Assassination, Destabilization, Illicit Trafficking); Prisoner Detention and Interrogation (Abu Ghraib, Guantanamo, Extraordinary Rendition, Black Sites); Technological Power (WMDs, Nonlethal Weapons, Drones, Robots, Surveillance); Intelligence and Information Operations; Official Secrecy and Deception; Domestic Civil Liberties; and International Human Rights. The overriding question addressed is whether ethical and strategic desiderata are mutually exclusive, mutually complementary, or one and the same. **(2 Credit Hours)**

### NDU-6071: THINKING ABOUT THE "UNTHINKABLE": STRATEGIC WEAPONS, STRATEGIC WARFARE, AND ENDURINGLY CONSEQUENTIAL CHOICES

This course is unlike any you have ever taken before: It is NOT about what counts as a strategy, how to make strategic decisions, or even about what counts as a strategic decision. Rather, it is a unique opportunity to think about and discuss the enduring consequences of strategic choices. This course uses weapons of mass destruction (WMD) as its vehicle for thinking about the "unthinkable" for two very good reasons. First, WMD-related decisions arguably constitute the "limit case" of strategic decision making. That is to say, they all involve enduring consequences and can be applied, by analogy, to lots of cases with less enduring consequences. Second, it simply makes good sense for a strategic leader to have thought about the problems explored in this course. This is true even if you are not especially interested in "unthinkable" problems like WMD - because someday, when you least expect it, "unthinkable" problems like WMD may become interested in you. Bottom line: A hundred years from now, only scholars and military history buffs will be interested in talking about your tactics, but everyone will still be talking about the enduringly consequential choices you made. The purpose of this course is to help ensure that you are not the strategic leader who is remembered for having thought

neither about the “unthinkable” nor about the enduring (and probably irreversible) effects of what you chose to do. **(2 Credit Hours)**

### NDU-6072: EVOLVING GREAT POWER COMPETITION (GPC) AT MID-DECADE

This course explores the historical and contemporary manifestation of Great Power Competition (GPC) and armed conflict between three-or-more global geostrategic rivals like the United States, China, and Russia are today. It includes study of the historical dimensions of multi-state Great Power Competition (GPC) and war, the technological and geopolitical dimensions of past and present GPC, and the most significant evolving features of contemporary strategic competition between our three global Great Powers at mid-decade.

Course themes, discussions, and activities will focus on:

- The main strategic objectives and instruments of relative national power at mid-decade held by today’s three Great Powers: the United States, China, and Russia.
- The key attributes of the 4th Industrial Revolution – including the impact Artificial Intelligence (AI), quantum computing, 5G, and social media – on competition between the modern GPC.
- The contours of contemporary GPC in the Indo-Pacific, Europe, the Arctic & across the ‘Global South’ (Africa, the Americas, and the Middle East).

Students will be challenged to consider the future trajectories of U.S.-Russia-China Great Power Competition and the keys for deterring Great Power direct armed clash. The course contributes directly to CJCS Special Area of Emphasis (SAE), “Strategic Deterrence and Escalation Dynamics in a Multi-Peer Environment,” and NDU Institutional Learning Outcome (ILO) 2, “Demonstrate Critical and Creative Thinking in Support of National Security Decision-Making.”

NDU 6072 is open to all students at the Eisenhower School (ES), the National War College (NWC), the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU. **(2 Credit Hours)**

### NDU-6073: CHINA'S BELT-ROAD INITIATIVE (BRI) AND STRATEGIC COMPETITION

This elective will explore China’s Belt-Road Initiative (BRI) in the context of Sino-American Strategic Competition. Using student-driven presentations, debates, and exercises, it will study global BRI economic and development programs within the larger framework of China’s strategic objectives as outlined by President Xi Jinping including those of international political influence and global military access. The course will develop how BRI – along with China’s Digital Silk Road (DSR) and its Asia Infrastructure Investment Bank (AIIB) – has served as a Chinese policy “means” to enable Beijing’s broader geostrategic political and military “ends.” The elective also will set BRI/DSR in the context of China’s domestic evolution and underpinning economic forces, evaluate the impact of China’s global BRI activities on the strategic interests of the United States, its allies, and its partners, especially in the Indo-Pacific region. It will address how BRI compares with the security vision from Washington for economic and security competition with China found in the 2025 National Security Strategy (NSS) and the 2026 National Defense Strategy (NDS).

The course also will explore the evolving Chinese strategic concepts known as the Global Development Initiative (GDI), the Global Strategic Initiative (GSI), the Global Civilization Initiative (GCI), and the

Global Governance Initiative (GGI), assessing them against past BRI/DSR programs and evaluating what they mean to the future of Sino-American Strategic Competition and the deterrence of PRC aggression or the choice to armed clash with the USA. The course will culminate by asking students to define an appropriate U.S. policy response to China's BRI/DSR and the emerging contours of GDI/GSI/GCI/GGI.

The elective contributes directly to CJCS Special Area of Emphasis (SAE), "Strategic Deterrence and Escalation Dynamics in a Multi-Peer Environment," and NDU Institutional Learning Outcome (ILO) 2, "Demonstrate Critical and Creative Thinking in Support of National Security Decision-Making." It is open to all students at the Eisenhower School (ES), the National War College (NWC), the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU. Prior completion of NDU 6072, "Evolving Great Power Competition (GPC) at Mid-Decade," in Fall 2026 is helpful but not required. **(2 Credit Hours)**

### NDU-6076: LEADER PEAK PERFORMANCE: "HUMAN FIRST"

This elective explores the critical link between holistic health and sustained high performance for senior leaders. In a rapidly evolving and persistently high-pressure environment, optimizing human performance across physical, cognitive, emotional, spiritual, and nutritional well-being is not just beneficial, it is essential for achieving strategic objectives.

Leader Peak Performance emphasizes that individual well-being forms the bedrock of organizational readiness and lethality. Throughout the course, you'll learn to cultivate the conditions necessary for your own peak performance and to foster a culture that optimizes human potential within your organization. By bringing mind, body, and spirit to peak condition, you'll develop the resilience and strength required to consistently perform at the highest levels and lead effectively for the long haul. **(2 Credit Hours)**

### NDU-6087: DISRUPTIVE TECHNOLOGIES AS NOVEL BIOWEAPONS

The NDU elective, "Disruptive Technologies as Novel Bioweapons," provides an in-depth address of current and near-term disruptive technologies that are being increasingly weaponized for use in both non-kinetic and kinetic warfare. The course will define the current palette of disruptive technologies that affect human, animal, and plant biology; and will define how these technologies are being – and can be – dually used for disruptive military and intelligence operations. Weaponized development and uses of specific neuro, nano, data, cyber, quantum, and autonomous-machine technologies will be discussed. The course will also examine regnant biological weapons conventions and treaties and address current gaps in their existing scope of regulation. It will propose risk assessment and mitigation options for realistic military readiness and appropriate responses to these weaponizable emerging technologies.

This elective is open to all students on the north NDU Campus in the Eisenhower School (ES), the National War College (NWC), the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU. **(2 Credit Hours)**

### NDU-6088: HEMISPHERIC DEFENSE: U.S. STRATEGY AND LATIN AMERICA

This graduate-level course, developed in cooperation between NDU and the William J. Perry Center for Hemishperic Defense Studies, offers a broad introduction to the region's political, historical, and security environment for warfighters and senior civilian officials at the National Defense University. Aligned with the 2025 U.S. National Security Strategy and the 2026 National Defense Strategy, the course examines the Western Hemisphere's importance to U.S. interests and provides foundational regional awareness of issues affecting the U.S. Northern and Southern Commands' areas of responsibility. Through case-based study, students explore the region's historical development, external relations, internal security challenges, and key operational domains, including homeland and border security, maritime security, cyber security, space, nuclear security, critical minerals, transnational organized crime, Caribbean security, and other strategic issues. The course is designed as a strategic overview that provides practical context for joint, interagency, and multinational work. It includes presentations from Perry Center experts, as well as guest speakers. **(2 Credit Hours)**

### NDU-6093: EUROPEAN SECURITY IN AN ERA OF STRATEGIC COMPETITION AND WAR

This elective focuses on the evolving role of the United States in preserving security in Europe while rebalancing the transatlantic relationship to incentivize increases in European defense spending and accelerate the transfer of responsibility for continent's conventional deterrence and defense to European allies.

It aims to shed light on Europe's decision-making and institutional processes as well as opportunities and challenges for the United States. The course focuses on the roles played by various European states, institutions, and other non-state actors. It analyzes European conceptions of security and defense and efforts to strengthen readiness and build a robust defense industrial base. It also traces efforts by states inside and outside Europe to encourage or halt, widen, or deepen European integration in the realm of defense and security.

The course also covers Russia's post-Cold War evolution, revanchism, and the struggle over the European "neighborhood," of which the ongoing war in Ukraine is one manifestation. It covers China's relations with Europe, the role of Türkiye in European security, NATO's eastern flank, including the Nordic-Baltic region and the Black Sea, and the threats and challenges for Europe that are associated with instability in the southern periphery, including conflict in the Middle East and Africa. Finally, it covers China's role in Europe and challenge to global order and considers transatlantic debates over how to address it.

This elective is open to all NDU North Campus students enrolled in the Eisenhower School (ES), the National War College (NWC), the College of International Security Affairs (CISA), and the College of Information and Cyberspace (CIC) on the north campus of NDU. **(2 Credit Hours)**

### NDU-6100: INTRODUCTION TO GRADUATE WRITING AND RESEARCH

This course is specifically designed to enhance the English academic writing skills of non-native students. The course concentrates on American academic writing process, focus, ISRP and organization, common complex writing structures, research strategies and documentation and conventions of American academic writing. The course also looks at reading skills and its connection to

written skills. Reading strategies are discussed and practiced through authentic text: articles or journals. The course includes Critical Reading, a higher-level reading approach essential in analyzing and responding to the content. This critical-thinking approach leads into the writing process, the methodology used to prepare academic documents. **(2 Credit Hours)**

### NDU-7010: JCWC: JOINT FORCE FUNDAMENTALS & OPERATIONAL DESIGN

This course introduces students to the foundations of joint operations and the strategic context in which the Joint Force operates. Students examine unified action, joint doctrine, strategic guidance, campaigning, and operational art while developing the ability to translate national and theater-level objectives into operational approaches. Through seminar discussion and practical application, students explore the relationships among strategy, campaigning, and military operations in support of national objectives. **(3 Credit Hours)**

### NDU-7020: JCWC: INTEGRATED CONTINGENCY & CRISIS ACTION PLANNING

This course develops students' ability to apply joint planning concepts in complex operational environments. Students analyze emerging crises, evaluate military options, assess operational and strategic risk, and provide recommendations within a joint headquarters context. Through practical exercises and a culminating capstone event, students apply the Joint Planning Process while considering deterrence, escalation management, alliance dynamics, and the strategic consequences of military action. **(3 Credit Hours)**

# NDU ELECTIVE PROGRAMS (CONCENTRATIONS) INFORMATION

Elective courses are not only used to fulfill individual college degree requirements but also allow students to focus their studies by pursuing an elective program (concentration). This academic year, NDU will offer only two elective programs, which are approval based and interested students must contact the concentration lead regarding enrollment possibilities. Students may be interested in an elective program (concentration) for the following reasons:

- **Academic focus:** Allows students to tailor their education to a specific area of interest.
- **In-depth knowledge:** Allows focus on a specific subject, gaining expertise and specialized skills.
- **Career preparation:** Helps students develop skills relevant to their desired profession.
- **Personalized learning:** Can customize their academic experience to align with their goals.
- **Networking opportunities:** Often involve connecting with professionals in the field.

Elective programs (concentrations) provide a focused and enriching educational experience tailored to students' interests and career aspirations. Students are required to complete six credit hours of learning from courses assigned to a specific concentration. Elective program selections/assignments will be made during the fall selection processes then students will be manually enrolled in the respective spring course offerings. Students must make their elective program interests known during the fall electives process by coordinating enrollment/acceptance with the elective program lead.

## ELECTIVE PROGRAMS (CONCENTRATIONS)

**American Studies (Open to International Fellows and Select American Students from CIC/ES/NWC)**
**Program Requirements:** The following two courses totaling 6 credit hours are required to complete this elective program (concentration).

**Required Courses:**

NDU-6047: American Studies I (American Students and International Fellows)
NDU-6048: American Studies II (American Students and International Fellows)

**Note:** All International Fellows will complete the following non-program course offerings while attending the National Defense University. These courses are not part of the individual college degree/program plans.

NDU-6049: American Studies Foundations
NDU-6100: Introduction to Graduate Writing and Research

**Senior Acquisition Course (Open to Approved ES Student Only)**
**Program Requirements:** Three courses totaling 6 credit hours are required to complete this elective program (concentration).

**Required Courses:**

ES-6110: Strategic Acquisition: Select Topics on Fundamental Forces Driving Acquisition
ES-6155: Acquisition Research and Writing Program

**Additional Courses: Select one of the following:**

ES-6102: Defense Science and Technology Acquisition
ES-6103: International Acquisition: Cooperation, Controls, Comparison
ES-6104: Innovation and Entrepreneurship in Defense Acquisitions
ES-6105: Leading Innovation in Business and Government

# NATIONAL INTELLIGENCE COLLEGE PROGRAM INFORMATION AND REQUIREMENTS

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# ACADEMIC CATALOG

## 2026 - 2027

NIC NATIONAL INTELLIGENCE COLLEGE

# CONTENTS

# ABOUT THE COLLEGE

## The Catalog

The National Intelligence College (NIC) Catalog is published annually and serves as a primary resource for students and faculty to reference College policies, academic programs of study, and approved courses effective fall 2026 for academic year 2026-27. NIC students who matriculate at the beginning of the 2026-27 academic year will use the 2026-27 National Intelligence College Catalog for the official description of policies and requirements for graduation. Students may, however, elect to use the curriculum requirements of a National Intelligence College Catalog published subsequent to the year of matriculation. The NIC may change the provisions described in this catalog in accordance with its internal processes.

## Accreditation

NIC is a federal graduate-education college within National Defense University (NDU). NIC offers graduate degrees and graduate certificate programs within NDU's degree-granting authority and within the scope of NDU's institutional accreditation.

NDU is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). NDU's accreditation status is "accreditation reaffirmed." The Commission's most recent action on NDU's accreditation status was to reaffirm accreditation on June 27, 2024.

NIC's Joint Professional Military Education (JPME) Phase I program is reviewed under Chairman of the Joint Chiefs of Staff policy and the Joint Staff J-7 outcomes-based military education (OBME) process. Selected, qualified military officers may receive JPME Phase I credit by completing the designated joint curriculum concurrent with an NIC master's degree.

# ADMISSIONS

## General Eligibility Requirements for Admission to NIC

All prospective NIC students, regardless of the academic program to which they are applying, must be U.S. citizens and either U.S. Government civilian employees or active or reserve members of the U.S. Armed Forces. Government contractors are not eligible to attend NIC unless they are also members of the military reserves or National Guard.

Applicants must possess an active Top Secret/Sensitive Compartmented Information (TS/SCI) security clearance at the time of application in association with the U.S. Government or military employer listed on the application. Any change to employment or clearance status during the application period or while enrolled as a student at NIC must be reported immediately to the Office of Academic Support and Enrollments, as it may affect eligibility to attend. See the Status Changes

section for additional information.

Nominations are required from the applicant's home agency or service for the in-residence/full-time Master of Science of Strategic Intelligence (MSSI) and Master of Science and Technology Intelligence (MSTI) degree programs. In-residence/full-time applicants are responsible for obtaining their home agency or service's endorsement to attend NIC. Applicants should contact their home agency or service's education, training, or human resources office to determine the nomination process and any associated timelines.

Part-time applicants must adhere to their home agency or service's rules and qualifications regarding educational attendance. Some agencies and services also require applicants to obtain internal approval for part-time study, whether pursuing a graduate certificate or a graduate degree program. Prospective students may apply to only one academic program at a time.

Home agencies and services ensure that MSSI and MSTI nominees meet internal eligibility requirements, such as job performance, seniority, availability, and other factors. Regardless of internal home agency processes and deadlines, nominated applicants must complete NIC's application requirements for the program to which they are applying by NIC's posted deadline. Final determination for admission rests with the College.

## Graduate Admissions Requirements

### Degree-Seeking (MSSI and MSTI)

MSSI and MSTI applicants are carefully evaluated regarding previous education, academic preparation, and proven ability to excel in graduate work. Graduate degree applicants must submit an application form, official transcripts, two letters of recommendation, statement of purpose, and résumé by the published deadline. Graduate Record Examination (GRE) scores are not required.

Applicants pursuing an MSSI or MSTI degree must possess a baccalaureate degree from a US university or college that is accredited by an institution recognized by the US Secretary of Education. Foreign transcripts must be submitted with an official transcript evaluation from an approved foreign credential evaluation service. Please refer to NIC's Admissions website for specific information on these requirements: https://www.ndu.edu/NIC/Admissions/

### Certificate in Intelligence Studies

Applicants pursuing a graduate certificate in one of the topics offered through the Certificate in Intelligence Studies (CIS) program must possess a baccalaureate degree from a US university or college that is accredited by an institution recognized by the US Secretary of Education. Applicants must submit an application form and official transcripts in accordance with NIC's posted deadlines.

Students pursuing graduate certificates are not degree-seeking students. A separate application by the posted NIC deadline is required if a certificate student later decides to pursue the Master of Science of Strategic Intelligence (MSSI) or Master of Science and Technology Intelligence (MSTI) degree. Students who decide not to pursue or complete a degree may request to apply eligible

concentration coursework toward a graduate certificate, provided all certificate requirements are met.

Some certificate programs may include additional application requirements, such as nomination by the applicant's home agency or service. Applicants should refer to the program-specific application criteria posted on the NIC website.

### Intelligence Community Strategic Leaders Program

Admission to the Intelligence Community Strategic Leaders Program requires nomination from the applicant's home agency a two-page résumé, a 500-word statement of interest, and official transcripts from degrees completed. This program is designed for GS-14/15 intelligence professionals of all job series and backgrounds with at least 10 years of experience.

### Joint Professional Military Education

NIC graduates who earned either the MSSI or MSTI degree during Academic Year 2012 or later may be eligible to return to NIC to complete Joint Professional Military Education Phase I requirements. To do so, graduates must obtain permission from their service, written permission from their supervisor, and approval from the NIC JPME Program Director prior to enrollment. Interested alumni should contact the JPME Program Director for additional information.

Applicants should refer to the NIC Admissions website for specific information on admissions requirements. Circumstances beyond NIC's control may prevent the College from offering all courses in a certificate topic during a given academic year. Some certificate topics may require more than one academic year to complete due to course sequencing, enrollment, or faculty availability.

## General Admissions Information

Application forms and information on admissions eligibility, requirements, and deadlines can be found on NIC's website: https://www.ndu.edu/NIC/Admissions/

Applicants are responsible for requesting their official transcripts and test scores are sent directly to NIC from the issuing entity. Unofficial transcripts or test scores are not accepted. Official transcripts are delivered by mail in a sealed, stamped envelope with the seal or other security feature intact or sent electronically from a secure site formally linked to the sending institution.

GRE scores are not an admissions requirement; however, applicants who wish to submit official GRE scores can send them by mail in a sealed, stamped envelope with the seal or other security feature intact or request to have the scores sent electronically from the Educational Testing Service (ETS). NDU's GRE code in the ETS system is 3324, and its location is listed under the District of Columbia.

Application materials are accepted by mail through Federal Express or the US Postal Service but may take several weeks to arrive. Applicants must consider this delay when submitting applications and are strongly encouraged to submit via email at: NIC_Admissions@ndu.edu whenever possible.

Applicants are responsible for confirming that NIC receives all application materials and transcripts

before the posted deadline. Applicants can request confirmation of receipt of their application materials from the Office of Admissions by email at: NIC_Admissions@ndu.edu.

### Notification of Admission

In-residence/full-time applicants to the MSSI and MSTI degree programs are typically notified by email of admission status 8-10 weeks after the submission deadline.

Part-time applicants to the MSSI or MSTI degree programs or Certificate in Intelligence Studies programs are typically notified by email of admission status within 4-6 weeks after the nearest submission deadline.

# ENROLLMENT AND REGISTRATION

## Eligibility

To be eligible for course enrollment each term, the student must remain compliant with the general eligibility requirements for admission to NIC (e.g., maintain proper security clearance and US Government/military employment). Failure to meet these qualifications may result in removal from the course and/or program.

To remain in an active status, part-time students may not exceed two consecutive terms without taking a class. If a student is unable to sustain this level of enrollment, they will be converted to an inactive status and will require permission from the Office of Academic Support and Enrollments to be reactivated.

## Course Registration

Students register each term by accessing the advertised NIC registration method. Registration dates, announcements, and procedures are provided to students through the designated NIC learning management system or Enrollments communication channel. Students are responsible for monitoring official Enrollments communications through the end of the course add/drop period to ensure receipt of all administrative updates affecting the start of term, including classroom changes, instructor changes, schedule adjustments, or facility-related notifications. Students must be registered for a course or on the waitlist during the add/drop period to participate in the course.

A resource management goal of the Office of the Academic Support and Enrollments is to enroll students in required courses according to program requirements, academic plans, course sequencing, and seat availability. Degree and certificate students receive priority for courses required by their approved program of study. Students are responsible for verifying all enrollments and ensuring that registered courses align with their program requirements and academic plan. Course changes should be coordinated with the student's academic advisor.

Course registration priority is linked to the scheduled date, time, delivery format, and site of the

course in relation to the student's program, format, and site as reflected in the Student Information System.

Audit requests are processed after the priority registration period and only for courses with open seats. Auditing is limited to individuals classified as students assigned to an NIC academic program.

## Student Responsibility

Students must meet all prerequisites, permissions, and restrictions before registering for a course. If a student does not successfully satisfy the prerequisites for a registered course, the student may be removed from that course unless the prerequisite, permission, or restriction has been waived by the appropriate academic unit.

Students are responsible for seeking academic advice from their Agency Chair (for civilians), Senior Service Advisor (for military), Center Director (for Global Campus Students), Dean of Students, Department Chair, or the Associate Dean of Academic Programs when developing or revising an academic plan. Early advising helps ensure that prerequisites, course sequencing, program options, and degree or certificate requirements are considered in time to support academic progress and program completion.

Students are responsible for communicating academic needs or concerns to the listed instructor, Academic Advisor, Associate Dean of Academic Programs, and Office of Academic Support and Enrollments, as appropriate. This communication should address any issue that may affect course attendance, academic progress, or course completion.

Students seeking an Incomplete grade are responsible for discussing the request with the instructor as early as possible. Students do not automatically qualify for an Incomplete. An Incomplete may be issued only when the faculty member determines that the student has demonstrated a record of satisfactory performance in the course and is facing unexpected extenuating circumstances that impair the student's ability to complete required work on time. Before issuing an Incomplete, faculty must complete a written Incomplete Grade Contract documenting the affirmative agreement between the faculty member and student, including the remaining work to be completed and the timeline for submission and final grade assignment.

When work is submitted late and there is no approved Incomplete Grade Contract, the late-work penalties stated in the course syllabus apply. In accordance with NDU policy, work submitted between 0 and 48 hours late may receive a grade no higher than a B. Work submitted more than 48 hours late may receive a failing grade and may be referred for unsatisfactory performance review.

Students are responsible for reviewing their official student record and monitoring any changes to enrollment status, academic standing, degree or certificate progress, and course registration. Students are also responsible for identifying the implications of satisfactory or unsatisfactory academic progress.

Students should coordinate with the Office of Academic Support and Enrollments to correct enrollment status issues that may negatively affect course registration. Students returning from an

extended absence, including an Academic Leave of Absence, should contact the Office of Academic Support and Enrollments at least six weeks before the advertised term start date to request inclusion in registration activities.

Students are expected to proactively communicate with their instructors, advisors, and appropriate NIC administrators to ensure that their concerns are addressed in a timely and efficient manner.

## Course Identification Codes

Each course is designated by the NIC code and a four-digit course number. The subject code identifies the National Intelligence College course numbering system, while the four-digit number identifies the course's curricular family and sequence within the graduate curriculum.

The NIC course-numbering structure is organized by major curricular blocks:

| Course Number Block | Curricular Area |
|---|---|
| NIC-61XX | Defense Intelligence and Joint Professional Military Education (JPME) courses |
| NIC-62XX | Intelligence studies, intelligence enterprise, and foundational intelligence topics |
| NIC-63XX | Regional studies and foreign-area security issues |
| NIC-64XX | Transnational issues and security challenges |
| NIC-65XX | Collection, analysis, and related intelligence capabilities |
| NIC-66XX | Graduate core curriculum courses |
| NIC-67XX | Research design and research option for degree completion courses |
| NIC-68XX | Advanced intelligence analysis courses |
| NIC-69XX | Science and Technology Intelligence courses, including MSTI concentration and elective courses |

Legacy National Intelligence University (NIU) subject codes, such as DEF, INT, RSI, TRN, CAC, MCR, AIA, and MST, may appear in transition materials, course crosswalks, historical records, or prerequisite references to identify the former NIU course number associated with a new NIC course number. These legacy codes are used for transition and advising purposes only and do not replace the official NIC course number.

Unique or special-topic course offerings may occur during the academic year and may not be listed in the course catalog. All course offerings are advertised to students through official NIC registration and Enrollments communication channels.

## Student Schedules

All students may access upcoming term schedules online; refer to the Blackboard Enrollments site. Term schedules change over time; students should ensure they are making decisions based on the most recent schedule. Classroom assignments are posted within the Blackboard Enrollments site and are updated through the add/drop period. Though timeframes vary, students will generally be able to view their schedules two weeks prior to the term start date. Changes to schedules may take three-to-four business days to update in Blackboard. If students note discrepancies in their schedule, they should reach out to NIC_Enrollment@ndu.edu for assistance.

## Add/Drop

Students may take three actions to affect course enrollment: Add, Drop, or Withdraw [without or with penalty] from a course. This section addresses Add and Drop requests.

Students may complete the add/drop request web form, found on the NIC Enrollments SharePoint page. Student add requests are processed based on NIC resources, to include space availability; approval is not guaranteed. Deadlines to submit add and drop requests are posted and strictly enforced (see below).

## Deadlines

The NIC Academic Calendar posts deadlines for both add ("Last Day to Add a Class") and drop ("Last Day to Drop a Class") actions each term. Generally, the add deadline is the end of week one of the term, and the drop deadline is the end of week two. Because the monthly program is a compressed program with multiple course sessions held each weekend it is in session, all students attending monthly-format courses must submit add/drop requests the first course weekend (labeled in the NIC Academic Calendar as "Monthly Program Weekend 1").

Of note, student requests to exit a course that are submitted after the posted Drop deadline are processed as Withdrawal requests. Besides the deadline, drops are differentiated from withdrawals in how the action is reflected on the student transcript: at NIC, dropped courses are removed from the transcript and withdrawals have the course and a W grade listed on the transcript.

## Waitlist Rules

Waitlists for courses are managed by the Office of Academic Support and Enrollments and the Associate Dean of Academic Programs during open registration. Once registration has closed, the waitlist is cleared for all courses. It is the student's responsibility to maintain contact with the Office of Academic Support and Enrollments to monitor space availability should there be an open seat prior to the posted Last Day to Add deadline. Of note, classroom capacity is not in direct correlation with enrollment/course availability.

## Changing Academic Programs

Students may request a change to their Academic Program. A request that involves a same-level program change (e.g., one master's degree to another) is managed with the Transfer Program

Request and Office of Academic Support and Enrollments processing to update the student record. The student retrieves the form from the Blackboard Enrollments site, completes it, and contacts the Associate Dean of Academic Programs to initiate the request. The program change is reflected in the Student Information System student record.

Requests involving a decrease in program level (such as a change from a graduate degree to a graduate certificate) may apply the same review and enrollments processing as described above. Only elective courses linked to the requested CIS program (per NIC Academic Catalog) may be transferred to the certificate.

Requests involving an increased level in program (such as a change from a graduate certificate to a graduate degree) require a new admissions package for the desired program. The requester becomes a new applicant who must start the process with Admissions, submit the requested program's application, and fulfill the current admissions package submission requirements.

## Academic Planning

The Office of Academic Support and Enrollments may address course enrollment questions and assist with academic record reviews. Students are responsible for seeking the appropriate advice of an Academic Advisor within their program when creating an academic plan. An Academic Advisor assists with setting an academic plan to chart academic goals toward program completion (see the Academic Advising section).

## Intent to Graduate

The NIC Academic Calendar includes deadlines throughout the year related to the December and June conferral dates and the June graduation ceremony. Posted dates address degree completion advisor- and deliverable-submission-related deadlines. Students not meeting the listed deadlines or criteria move graduation goals to the next available conferral date.

## Graduate Transfer Credits

Transfer credit requests should address the student's elective credit needs as part of academic planning and should be submitted before the student's planned course sequence is finalized. Students seeking transfer credit should consult with their Academic Advisor and submit the request to the Associate Dean of Academic Programs.

Transfer credit request packages must include a formal written request with clarifying details, an official transcript from the institution that awarded the credit, the course syllabus, and, when needed, a course description or other supporting documentation sufficient to evaluate course content, level, contact hours, rigor, and relevance to the student's NIC program.

In accordance with NDU policy, transfer credit is not granted as a normal practice and is considered only on a case-by-case basis. Proposed transfer courses must have been completed with a grade of B or better and no more than five years before the date of the request for transfer credit. Courses submitted for transfer credit must be graduate-level courses relevant to the student's NIC program

and equivalent in content, rigor, and credit value to the NIC course or elective requirement for which substitution is requested.

NIC may consider credits earned from U.S. colleges or universities accredited by an institutional accreditor recognized by the U.S. Department of Education. Foreign credits must be evaluated by a recognized foreign credential evaluation service before being presented for transfer credit consideration.

A student may transfer no more than two external courses, not to exceed four credit hours, toward a single NIC degree program. NIC may impose stricter limits based on curriculum currency, course content, program requirements, or accreditation needs, provided those requirements are published in materials accessible to current and prospective students and faculty. Students may not receive transfer credit in lieu of NIC core, program, or concentration requirements unless specifically authorized through the approved transfer-credit process. In no case may graduate credit be awarded for coursework designated as solely undergraduate by the institution where the coursework was completed.

The College will evaluate transfer credit requests for relevance and equivalency and will forward approved packages to the NDU Registrar for review and processing. In cases involving issues or challenges, the NDU Office of Academic Affairs will make the final decision on requests to transfer credit toward an NDU academic program.

Previously completed NIC graduate coursework applied from one completed NIC program to another NIC degree or certificate is treated as internal application of prior NIC credit rather than external transfer credit. Graduate students who have completed an NIC program and later begin another NIC degree or certificate may apply no more than three eligible elective courses, not to exceed six credit hours, from the completed program to the new program, as applicable, unless an exception is approved by the Dean of Faculty and Academic Programs. Students cannot earn both the MSSI and MSTI degrees.

Approved transfer credit will appear on the student's transcript as transfer credit. Grades associated with approved transfer courses from external institutions will not be recorded on the NIC transcript and will not be included in the student's NIC cumulative GPA.

## Student Requests for Transcripts

Students may request an official or unofficial NIC transcript at any time during or after their academic careers. Transcript request forms can be found at the Office of Academic Support and Enrollments, on Blackboard, or on the NIC website **https://www.ndu.edu/NIC/**). Transcripts are provided free of charge.

## Student Academic Records

NIC students have the right to inspect and review their education records within 45 days after NDU receives a request for access. A student should submit a written request to the NIC Office of Academic Support and Enrollments identifying the record or records the student wishes to inspect. The Office

of Academic Support and Enrollments will coordinate access, as appropriate, with the NDU Registrar or other NDU official responsible for the record, and will notify the student of the time, place, or approved method by which the records may be inspected. If the requested records are not maintained by the official or office receiving the request, the student will be advised of the appropriate official or office to whom the request should be addressed.

Students who are not located in the National Capital Region may request an approved remote-access method. Records provided through remote or electronic means must be transmitted, protected, and, when required, redacted in accordance with applicable NDU, DoD, Privacy Act, FERPA, and personally identifiable information (PII) requirements.

NIC students have the right to request amendment of education records that they believe are inaccurate, misleading, or otherwise in violation of their privacy rights. A student who wishes to request amendment of an education record should submit a written request to the NIC Office of Academic Support and Enrollments or other NDU official responsible for the record. The request must clearly identify the part of the record the student wants changed and specify why it should be changed.

If NDU or NIC decides not to amend the record as requested, the student will be notified in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when the student is notified of the right to a hearing.

NDU may release directory information as permitted by NDU policy. Students who do not wish directory information to be released must file written notice with the appropriate Registrar or Enrollment Management office in accordance with NDU procedures.

NDU and NIC protect student education records and PII in accordance with the Family Educational Rights and Privacy Act (FERPA), the Privacy Act of 1974, as amended, DoD and NDU privacy requirements, and other applicable federal records and information-security requirements. Students generally have the right to provide written consent before NDU or NIC discloses PII from the student's education records, except to the extent that FERPA, the Privacy Act, or other applicable law authorizes disclosure without consent.

NDU and NIC may disclose education records without a student's prior written consent to school officials with legitimate educational interests. A school official may include a person employed by NDU or NIC in an administrative, supervisory, academic, research, law enforcement, security, health, or support staff position; a person serving on an official NDU or NIC committee, board, advisory body, disciplinary body, or grievance body; or a contractor, consultant, volunteer, or other party performing an institutional service or function for which NDU or NIC would otherwise use employees. A school official has a legitimate educational interest when the official needs to review an education record to fulfill professional responsibilities for NDU or NIC.

NDU and NIC may also disclose education records without prior written consent in other circumstances permitted by FERPA, the Privacy Act, or other applicable law, including disclosure to officials of another school in which a student seeks or intends to enroll. Students may also submit

Privacy Act requests for records maintained by NDU and retrieved by name or personal identifier in accordance with NDU Privacy Act request procedures.

### Tuition, Fees, and Other Charges

The College does not charge tuition and does not receive funding through any Department of Education grant or loan program. Students at the College do not receive financial assistance through Department of Education grant or loan programs. Enrollment in any NIC program does not qualify for repayment deferments of Federal education loans.

## COLLEGE REGULATIONS AND POLICIES

### Student Responsibilities

It is the responsibility of students to keep informed of and to comply with the rules and policies affecting their academic standing. Meeting academic deadlines, attending classes, completing all coursework, and fulfilling academic standards are student responsibilities. Each student must be familiar with College degree requirements and academic policies. This catalog codifies all academic and general policies. Corrections and changes may occur during the academic year, and the most current version of policies can be found on Blackboard and the NIC website. Specific items not covered by the catalog are at the discretion of the NIC Chancellor or designee.

### Official College Communications

Official communication with students, including notices about academic standing, operating status, leadership messages, and other College-wide notifications, occurs via electronic means. Students are responsible for viewing all announcements posted on Blackboard sites, and for accessing College communications sent to NDU 365, Nonsecure Internet Protocol Router Network (NIPRNET), and Joint Worldwide Intelligence Communications System (JWICS) accounts. Students are required to activate all accounts and check them regularly.

The College recognizes that not all students will have access to JWICS or NIPRNET when offsite. Therefore, NIC will actively use Blackboard, NDU Outlook, and MS Teams as platforms for student communication. The Office of Student Affairs is responsible for all official College communications with students.

### Updating Records

Each student is required to maintain current contact information, including permanent and local addresses, telephone numbers, and a US Government email address. Each student must also maintain NDU 365, NIPRNET, and JWICS accounts (or appropriate NSA Academic Center, Southern Academic Center, Quantico Academic Center, or European Academic Center accounts) assigned at

orientation. Students are responsible for accessing official communications directed to these official accounts. All record changes should be submitted to the Office of *Academic Support and Enrollments (*NIC_Enrollment@ndu.edu). At a minimum, students should provide updated point of contact, employer, and address information to the office two times after receiving an offer of admission: within two weeks of orientation/first course enrollment and as part of the Intent to Graduate/records review process. Both ensure the file on record best reflects accurate information supportive of transcript requests and data calls. Once a student departs NIC, request forms are accessible within the NIC website's Alumni section.

## Status Changes

Students must retain their US Government/military employment affiliation to study at NIC. Students who transfer to another organization while attending NIC must notify the Office of Academic Support and Enrollments due to a change in security status. If students are debriefed at the organization they are departing, they are not permitted to attend classes until they are briefed for TS/SI/TK/G/HCS at their gaining organization and a "perm cert" is passed to and confirmed by the NIC Security Liaison. All clearances need to be active. If a student's new organization or job does not require a TS/SCI clearance, they are not permitted to return to school.

## Security Clearance Requirements

All students must have a current/active TS/SCI clearance. Students should direct questions to the NIC Security Liaison.

Clearances need to be maintained for the entire period at NIC. Students attending the College in-residence must have the SSO of their organization or military service (e.g., Air Force, DHS, FBI, Navy, Marine Corps, Army, Coast Guard, etc.) certify their clearances. This must be done prior to attending any classes.

## Attendance

All NIC students are U.S. Government civilian employees or military personnel and remain subject to their employer's time-and-attendance policies in addition to NIC and NDU attendance requirements. Because class attendance may be connected to official duty status, attendance-related inquiries from a student's employer will be handled in accordance with applicable NDU, NIC, privacy, records, and information-security requirements.

Students have a professional responsibility to attend all scheduled class sessions and required academic activities. Students must notify the listed instructor of any absence. Foreseen absences require prior notification. Unforeseen absences, such as illness or emergency, require notification as soon as practicable.

Students are responsible for completing any coursework, instructional activity, or additional assignment required by the instructor because of an absence. Absences do not relieve students of

responsibility for meeting course learning outcomes, assignment requirements, participation expectations, or deadlines.

Repeated absences may adversely affect a student's course grade, academic standing, and continued eligibility to remain enrolled in the course or program. Students who miss more than two class sessions in a ten-week term, or more than one class session in an eight-week term, may be required to complete additional work, meet with the instructor or Associate Dean of Academic Programs, withdraw from the course, or undergo academic performance review. Excessive absences may result in a reduced final grade, course failure, or referral for unsatisfactory academic progress review.

For monthly programs, compressed course schedules require stricter attendance expectations. Because monthly courses may meet in concentrated weekend or intensive formats, students may miss no more than one day of a term. Missing a monthly program weekend may result in absences from multiple class sessions and may place the student at risk of course failure or academic performance review.

Students assigned to attend courses at the ICC-B campus are expected to attend those courses in person unless an approved exception applies. Requests for exception to in-person attendance will be considered only in extraordinary circumstances and must be submitted through the appropriate NIC academic leadership channel. Additionally, faculty members must report unexplained or excessive absences to the Office of Academic Support and Enrollments, agency chairperson, senior service advisors, and department chairpersons when appropriate.

### Academic Leave of Absence (LOA)

Students with professional or health circumstances necessitating a break in their studies for more than two academic quarters should request an academic LOA. These requests are submitted to NIC_Enrollment@ndu.edu with the student ID and the requested start and end date of leave. LOAs may be granted for up to 12 months. If a student wishes to extend the LOA, the burden is on the student to petition for another LOA prior to the expiration of the initial LOA. The Dean of Faculty and Academic Programs may disapprove LOAs if they adversely impact the applicability and relevance of the degree as program materials change over time.

An LOA does not automatically alter the student's completion date for finishing a program. All students on a leave of absence must out-process from NIC, and in-residence/full-time students must report to the parent military or civilian organization. Of note, the nature of out-processing is loss of access to accounts and resources for the LOA's duration. When returning from an LOA, students are encouraged to email the NIC_Enrollment@ndu.edu inbox as soon as possible (with a goal of at least six weeks prior to a term start) to allow time for record activation-related reviews.

## Separation from the College

Students in good academic standing wishing to separate from the College the following term must notify the Office of Academic Support and Enrollments in writing and may do so at any time up to and

including the last day of classes, provided academic progress during the term does not result in dismissal. If a student must separate during a current term, they should take action to withdraw from each of their courses and notify the Office of Academic Support and Enrollments of their intent to withdraw in advance of the next term. A separation can be initiated by either a student or a representative of NIC. If students are considering separating from the College, they should consult with their academic unit as soon as possible to determine whether there are viable alternatives. Students whose grades would have led to dismissal may not voluntarily separate from the College. Separation from NIC results in the loss of active student status. Following separation, students in good academic standing may apply for readmission and regain active student status. Students who separate from the College without notifying the Office of Academic Support and Enrollments will only be considered for readmission under exceptional circumstances. Students who separate from NIC and are subsequently readmitted will not be readmitted again after separating from the College a second time (for any reason).

## Time Requirements

In-residence/full-time master's students are expected to complete all coursework and individual research requirements within one academic year.

In-residence/full-time master's students' parent services or agencies may require them to finish their academic requirements in the one year allotted or receive a negative report. Such requirements are imposed by the students' home service or agency, not NIC. For more information on service or agency requirements, students should consult the appropriate NIC Senior Service Advisor or NIC IC Agency Chair.

The goal is to complete a part-time graduate degree program in 36 months. The goal is to complete a graduate certificate program in 24 months.

Part-time students unable to meet these goals should contact their academic advisor to discuss an amended program completion and Academic Plan.

Degree requirements must be completed within seven years. Time-to-degree begins with the earliest course to be applied toward the degree, to include credits transferred from other institutions. Work undertaken more than seven years earlier may not be applied toward degree requirements without Dean-level approval.

## Grading

NIC faculty members use a variety of direct assessments to evaluate student work, including examinations, classroom participation, written assignments, oral presentations, group projects, and performance-based exercises. In all cases, students have the right to a grade based on their actual performance against an articulated standard applied consistently to all students taking the course. Evaluating student work and assigning grades based on academic criteria are the responsibility and prerogative of the faculty member teaching the course, in accordance with NDU and NIC grading

policy.

Grades are maintained in Blackboard as the course record and in NDU Connect as the official student record. Final course grades are recorded in accordance with the NDU grading scale. Letter grades and cumulative grade-point average are displayed on the student's transcript.

Faculty members will publish uniform, identifiable grading criteria in the course syllabus and Blackboard course site. All graded events must be evaluated with a rubric or other articulated assessment standard aligned to course learning outcomes and, as appropriate, program learning outcomes. Before the end of the first course session, faculty members must clearly explain grading criteria, major graded requirements, and the method for evaluating student performance.

Faculty members will define grading policies explicitly. If a grading policy must be changed after the course begins, the faculty member must inform all students in the course. Students are responsible for seeking clarification before the end of the add/drop period if they do not understand how the posted grading standards will be applied.

Faculty members will provide timely, substantive feedback on graded work. The NDU standard for returning detailed feedback is no more than 14 calendar days after the assessment due date unless an exception is approved in accordance with NDU policy. Feedback should help students understand strengths, areas for improvement, and performance against the stated assessment standard.

### NIC Grade Scale

| Grade | Descriptor | Percent Range |
|---|---|---|
| A | Excellent performance | 96-100 |
| A- | Better than expected performance | 90-95 |
| B+ | Expected level of performance | 86-89 |
| B | Acceptable performance | 83-85 |
| B- | Marginal performance | 80-82 |
| C | Unacceptable performance | 70-79 |
| F | Failure | 0-69 |

## Incomplete (I)

An Incomplete (I) grade may be assigned only when approved in accordance with NDU and NIC policy. Students do not automatically qualify for an Incomplete. An Incomplete may be issued only when the faculty member determines that the student has demonstrated satisfactory performance in the course and is facing unexpected extenuating circumstances that impair the student's ability to complete required work on time.

Before issuing an Incomplete, faculty must complete a written Incomplete Grade Contract

documenting the affirmative agreement between the faculty member and student. The contract must identify the remaining work to be completed, the reason the Incomplete is being requested, the timeline for submission, and the method by which the final course grade will be calculated.

While the grade is recorded as an Incomplete, the student does not earn credit for the course and the grade does not affect the student's GPA. Any Incomplete grade not resolved by the documented deadline will convert to an F. Requests for extension beyond the approved deadline must be submitted through the appropriate academic approval process and will be granted only in exceptional circumstances.

### Late Work

Students are expected to submit all work by the deadline stated in the syllabus or by a revised deadline agreed to in writing by the faculty member and student. When a compelling circumstance arises, the student should contact the faculty member as early as possible to request a short-term extension. Blackboard or other LMS upload issues are not, by themselves, sufficient justification for late work; students experiencing technical difficulty should contact the faculty member and provide the assessment while working to resolve the upload issue.

When work is submitted late and there is no approved extension or Incomplete Grade Contract, the following NDU late-work penalties apply:

Work submitted between 0 and 48 hours late may receive a grade no higher than a B, between 83 and 85 points.

Work submitted more than 48 hours late will receive an F, 69 points or less, depending on the instructor's grading of the assessment, and the student will be referred for unsatisfactory performance review.

## Pass/Fail (P/F)

Pass/Fail grading is used only in courses or academic requirements specifically authorized for Pass/Fail grading, including designated research course requirements. Students enrolled in such courses receive a grade of Pass (P) or Fail (F) at the end of the course or requirement.

A failing grade in a Pass/Fail-designated course may result in academic concern, warning, probation, review, or consideration for dismissal from the College.

For final thesis, Substantial Research Paper, Applied Research Project, or other approved research-option requirements, the final Pass may not be posted until the Office of Academic Support and Enrollments has processed the required final approval documentation verifying that the graduate research product has been approved.

## Withdrawal (W)

After the drop period, requests to exit a course are processed as withdrawals; the timeframe of the request determines if a penalty (i.e., addition of a Pass/Fail grade) is incurred. If the request to exit a course is received prior to or on the posted NIC Academic Calendar term deadline titled "Last Day to

Withdraw from a Class Without Penalty," the request is for a course withdrawal (W) and, if accepted, will be listed on the student transcript as a W. If the request is received after the posted "Last Day to Withdraw from a Class Without Penalty," the request will incur a Pass (P) or Fail (F) penalty and will be reflected on the transcript as either Withdraw Passing (WP) or Withdraw Failing (WF). The instructor assigns the Pass (P) or Fail (F) based on the student's academic standing within the course at the time of the request.

Withdrawal after a course's midpoint (i.e., on or after the start of week six for a ten-week course or week five of an eight-week term) is allowed only for non-academic reasons and requires instructor signature and grade assignment as part of the add-drop-withdrawal form section 2 (see Enrollments site's student forms section).

The grade notation of WP results in no credit or academic penalty. A grade of WF is treated as an F when calculating the grade-point average and corresponds to an academic warning notice. Students withdrawing at any time must complete the necessary documentation through the Office of Academic Support and Enrollments. Students who stop attending classes without an official withdrawal or the Dean's approval receive a grade of F for the course.

## Audit (AU)

Students assigned to an NIC academic program may request to audit a course on a space-available basis after students taking the course for credit have had the opportunity to enroll. Audit requests must be approved and documented in accordance with NIC and NDU procedures before the close of the add/drop period.

Audited courses result in no academic credit and do not calculate into the student's GPA. Approved audits appear on the transcript with the notation AU.

## Transfer Credit (TR)

Approved transfer credit is recorded in accordance with NDU transfer-credit policy. A grade of TR does not calculate into the student's GPA, but approved transfer credit may carry earned credit toward the student's degree or certificate requirements when accepted through the approved transfer-credit process. See the Transfer Credit section for additional information.

## Course Waiver

The Dean of Faculty and Academic Programs may authorize a waiver for a required course when a highly qualified student has demonstrated mastery of the subject or when a curriculum change prevents a previously required course from being offered. Waived courses carry no credit value. A student granted a course waiver must complete an approved elective or other approved course substitution to earn the credits required for the degree or certificate. Course waivers are rare and generally apply to exceptional circumstances (e.g., a NIC student with a previously earned doctorate receiving a waiver for the research design course).

### Grade Remediation

In accordance with NDU policy, grade remediation is required when a student earns a grade of C or lower on any course assessment, regardless of the assessment's point value or percentage weight in the course. Remediation is intended to help the student achieve the expected course learning outcome and includes both additional instruction and reassessment.

For NIC courses, the faculty member will notify the student, document the areas requiring improvement, and coordinate the remediation process with the Associate Dean of Academic Programs. Under normal circumstances, the reassessment will occur under conditions comparable to the original assessment. For example, a written assessment will normally be remediated through a written reassessment, and an oral assessment will normally be remediated through an oral reassessment. The Dean of Faculty and Academic Programs or designee may modify remediation conditions on a case-by-case basis when circumstances warrant.

Remediation should occur in a timely manner and normally no later than seven calendar days after remedial instruction is complete. Upon successful remediation, the final score for the remediated assessment will be determined based on the quality of the original submission and the quality of the remediated assessment. No remediated grade may be higher than 83%. Faculty will assess the original submission for accreditation and learning-outcome purposes and will document the remediation process for inclusion in the student's academic record.

A student who earns a B- or lower on applicable assessments, or as a final course grade, will receive appropriate academic notification in accordance with NDU and NIC academic concern, warning, and review procedures. A student who does not successfully remediate an assessment may receive an Academic Warning and may be subject to additional academic review. See NDU Grading Policy for details.

### Grade-Point Average Calculation

The grade-point average is calculated by dividing the total number of quality points earned by the total number of credits attempted. The total quality points earned for a course equal the quality points assigned for the grade multiplied by the number of course credits. For example, a grade of A in a 2-credit course earns 8.00 quality points, while a grade of B in a 2-credit course earns 6.00 quality points.

For satisfactory graduate standing and graduation eligibility, students must maintain a cumulative GPA of at least 3.0, complete all designated degree or certificate requirements, and pass all core and elective courses with a grade of B or higher.

## Academic Advising

Academic advising is available to all NIC students to support informed academic decision-making, effective degree or certificate planning, course selection, interpretation of NIC and NDU academic policies, and successful progress toward program completion and graduation. Students are encouraged to use the fillable Academic Plan templates provided by their track advisor and available online, when preparing for advising discussions. Until students have an approved Research Option

for Degree Completion (RODC) Chair, academic advising is provided by the student's Track Advisor, Concentration Lead, Agency Chair, Senior Service Advisor, Academic Advisor, Department Chair, or other designated academic official, as appropriate to the student's program, concentration, delivery format, and sponsoring organization. Once a student has an approved RODC Chair, typically during the winter term, the RODC Chair becomes the student's primary academic advisor for matters related to research planning, degree completion, course sequencing, and academic progress. Students experiencing difficulty in a course should seek support early from the instructor and, as appropriate, the Course Director, Track Advisor, Concentration Lead, Department Chair, RODC Chair, or Associate Dean of Academic Programs.

## Academic Concern, Warning, Probation, Review Board, and Dismissal

NIC follows NDU policy for identifying, documenting, reviewing, and addressing substandard academic performance. For purposes of graduate academic progress, acceptable academic achievement means earning a grade of B or higher on individual course assessments and maintaining performance sufficient to complete each core and elective course with a final grade of B- or higher. Students must also maintain a cumulative GPA of at least 3.0 to remain in good academic standing and to meet graduation or graduate certificate requirements.

### Academic Concern

Academic Concern is the first level of formal academic notification. A student may receive a Memorandum of Academic Concern when the student earns a B- or lower on an assessment in a manner that places the student at risk of earning a B- or lower in the course. The memorandum will identify the assessment or performance issue, the areas requiring improvement, and the plan for additional instruction or remediation, as appropriate.

When a student earns a C or lower on any assessment, remediation is required in accordance with NDU policy. The time, place, and conditions for remediation and reassessment will be documented in the Memorandum of Academic Concern. The memorandum will be issued within three business days from the date the grade is posted in Blackboard. A copy will be provided to the student's academic advisor or appropriate academic official and included in the student's academic record.

### Academic Warning

Academic Warning is the second level of formal academic notification and indicates that the student's continued marginal or unacceptable academic performance places the student at high risk of removal from the course, program, or College. A student may receive a Memorandum of Academic Warning when the student receives a second Memorandum of Academic Concern in the same course, receives Memoranda of Academic Concern in more than one course during the same academic term, fails to remediate an assessment successfully, or receives a final course grade of B-
.

The Memorandum of Academic Warning will be signed by the Dean of Faculty and Academic Programs or appropriate NIC academic official and issued within three business days from the date the relevant course grade or remediation outcome is posted in Blackboard. The memorandum will

be provided to the student's academic advisor or appropriate academic official to support a required advising discussion with the student. A copy will be included in the student's academic record and provided to the NDU Provost as required by NDU policy.

## Academic Review Board

An Academic Review Board may be convened when a student earns a final course grade of C or lower, when the student's cumulative GPA falls below 3.0, or when the student's academic performance otherwise places successful completion of the degree or graduate certificate in jeopardy. The Academic Review Board serves as a formal review of the student's academic record and assesses whether the student can return to good academic standing and complete the program of study.

The composition of the Academic Review Board will be determined by the Dean of Faculty and Academic Programs in accordance with NDU and NIC procedures. The Board may review the student's academic record, relevant memoranda, remediation documentation, faculty input, advising records, and any other information necessary to evaluate the student's academic status and likelihood of successful completion.

## Academic Probation

Academic probation may be imposed as an outcome of an Academic Review Board. A student placed on academic probation is in jeopardy of not receiving the master's degree or graduate certificate. Academic probation will include a formalized remediation or academic recovery plan. Conditions may include required advising meetings, course-load restrictions, successful completion of specified courses or assignments, minimum course grades, required improvement in cumulative GPA, or other academic requirements necessary to restore the student to good standing.

Academic probation is documented in the student's academic record but is not recorded on the official transcript unless required by NDU policy or directed through the approved academic action process. Students on academic probation are responsible for complying with all conditions stated in the probation notice and academic recovery plan. Failure to satisfy the conditions of probation may result in additional academic review, denial of a degree or graduate certificate, or recommendation for academic dismissal.

## Academic Dismissal

An Academic Review Board may recommend academic dismissal when the student's performance indicates that the student is unable to meet NDU or NIC requirements for the master's degree or graduate certificate. Circumstances that may support a recommendation for dismissal include a final course grade of C or lower, a cumulative GPA below 3.0, failure to satisfy the terms of academic probation, failure to complete required remediation successfully, or other academic deficiencies that prevent successful completion of the program.

A recommendation for academic dismissal is forwarded through the NDU academic review process. In accordance with NDU policy, recommendations for academic dismissal are sent to the Provost and then to the NDU President for final decision. Students may be denied a degree or graduate certificate,

dismissed from the University, placed on academic probation with a formalized remediation plan, or subjected to another academic sanction authorized by NDU and NIC policy.

If a student is a U.S. Government civilian employee, military member, or other sponsored student, the appropriate agency, service, or sponsoring organization may be notified that the student is in jeopardy of not completing the NDU degree or graduate certificate, consistent with NDU, NIC, privacy, records, and information-security requirements.

### Grade Appeals

Students may appeal a grade on any assessment if they believe the instructor miscalculated the grade, abused discretion, or issued an arbitrary or capricious grade. The burden of proof rests with the student to demonstrate cause for a grade change. Before initiating a formal grade appeal, the student should meet with the instructor to discuss the assessment, the assigned grade, and the basis for the student's concern. As a professional courtesy, the student should inform the instructor of the intent to file a formal appeal.

A written grade appeal memo must be filed within seven business days after the student receives the grade and assessment feedback. The appeal should be submitted to the Course Director. If the Course Director is also the instructor, the appeal should be submitted to the Associate Dean of Academic Programs. If the course is taught by another NDU college or by non-college NDU faculty, the appeal will follow the applicable NDU routing process.

The reviewing official will have seven business days from receipt of the appeal to conduct the review and issue a decision to the student. The same timelines apply in all cases: seven business days for the student to file the appeal and seven business days for final adjudication.

### Appeal or Review of Academic Dismissal

A student recommended for academic dismissal will receive written notification of the academic action, the basis for the recommendation, and any available appeal or review procedures under NDU and NIC policy. Academic dismissal actions will be processed in accordance with NDU academic policy and NDU student disenrollment procedures.

### Student Records

All formal academic concern, warning, remediation, probation, review board, dismissal, appeal, and related academic action records will be maintained in the student's official academic file by the Office of Academic Support and Enrollments in accordance with NDU and NIC records, privacy, and student information policies.

## Institutional Review Board

The Institutional Review Board (IRB) is responsible for ensuring student and faculty research complies with relevant Federal law. NDU protects the rights of all human subjects when conducting research consistent with all applicable Federal requirements and best practices. The Human

Research Protection Program (HRPP) is administered under the Office of the Provost, which is responsible for creating and distributing procedures to facilitate the program.

If the IRB determines research includes human subjects, those involved with the research may be required to complete additional training through the Collaborative Institutional Training Initiative (CITI). Human subjects research may not proceed until an IRB review has been completed.

## Academic Freedom

NIC follows NDU academic freedom policy. Academic freedom supports free inquiry, rigorous analysis, open intellectual exchange, classroom discussion, research, scholarship, and publication within the bounds of academic integrity, professional responsibility, and applicable law and policy.

Faculty and students may express ideas, challenge assumptions, examine evidence, and engage controversial issues relevant to the subject under discussion without fear of institutional retribution. Academic freedom does not authorize conduct inconsistent with academic integrity, professional ethics, respect for others, or the responsibilities of government service.

When speaking, writing, presenting, or publishing outside official NIC duties, faculty, staff, and students must make clear that they are not speaking on behalf of NIC, NDU, the Department of Defense, the Intelligence Community, or the U.S. Government unless specifically authorized to do so. Faculty, staff, and students must also protect classified, controlled unclassified, sensitive, and otherwise protected information and may discuss such information only in authorized settings with individuals who have the required clearance, access, and need to know.

Scholarly products, presentations, publications, and public engagements remain subject to applicable NIC, NDU, DoD, Intelligence Community, classification, prepublication, and policy-review requirements.

### Non-Attribution

NIC follows NDU's non-attribution policy to support open, candid, and professionally responsible academic exchange among faculty, staff, students, guest speakers, senior leaders, and other authorized participants. In accordance with the "Chatham House Rule," unless a speaker gives express permission, comments, views, opinions, presentations, and distributed materials may not be attributed directly or indirectly to the speaker outside the authorized NIC or NDU academic setting.

This policy applies to classroom seminars, lectures, workshops, exercises, online education forums, virtual sessions, field studies, research discussions, guest-speaker events, and other academic exchanges conducted in person or through approved NDU systems, including Blackboard and MS Teams. Information gained in these settings may be used for academic purposes, but it may not be attributed to a specific speaker, by name or implication, without that speaker's express permission.

Recording class sessions, guest lectures, or other academic engagements is prohibited unless authorized in advance and conducted in accordance with NDU policy. Guest-speaker recordings require the speaker's written consent before the engagement. Any approved recording must be

maintained only in approved NDU systems and may not be reproduced, distributed, posted publicly, or shared outside the authorized academic environment.

Non-attribution does not relieve any participant of the obligation to protect classified, controlled unclassified, sensitive, proprietary, personal, or otherwise protected information. Violations of the non-attribution policy are serious and may result in academic, administrative, or disciplinary action.

## Academic Integrity

NIC follows NDU academic integrity policy. All NIC students, faculty, and staff are expected to uphold the highest standards of academic honesty, professional ethics, responsible scholarship, stewardship of U.S. Government resources, and protection of classified, controlled unclassified, sensitive, proprietary, personal, and otherwise protected information.

Academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, falsification of academic or professional credentials; cheating; unauthorized collaboration or assistance; unauthorized or undisclosed use of artificial intelligence or other tools; multiple submission of the same or substantially similar work without prior written approval; fabrication or falsification of data, evidence, sources, or results; and plagiarism.

Plagiarism is the unauthorized use of another person's or machine's words, ideas, data, analysis, images, code, or other intellectual work without proper attribution. Students must properly cite direct quotations, paraphrased material, ideas, online sources, data, and AI-generated or AI-assisted content when such use is permitted by the syllabus or assignment instructions. Students are responsible for understanding and following the citation, collaboration, and AI-use requirements established by the course syllabus and the instructor. Students should be prepared to demonstrate that submitted work is their own and not the output of an AI tool. Techniques for this include saving the in-stride drafts of their work and being prepared to orally present or defend the content of a submitted written work. While encouraged to use AI tools, students and faculty will ensure that the prose is their own and that use of AI tools is properly cited.

Students may not submit the same paper, project, or substantial portions of the same work for more than one course, assignment, institution, or academic requirement without prior written approval from the instructor or instructors involved. Students may use prior course work as a foundation for a thesis, Substantial Research Paper, Applied Research Project, or other approved Research Option for Degree Completion only when the reuse is properly disclosed, cited, and approved as appropriate.

Suspected academic integrity violations must be reported to the instructor or appropriate NIC academic official. NIC will review suspected violations in accordance with NDU academic integrity policy, NDU Student Disenrollment Policy, and applicable NIC procedures. Before action is taken, NIC will notify and consult with the NDU Office of General Counsel and the NDU Office of Academic Affairs, as required by NDU policy.

Sanctions for academic integrity violations may include rejection of the work submitted for credit, a reduced or failing grade, no credit with a transcript notation of academic dishonesty, letter of

admonishment, suspension, disenrollment, denial or revocation of a degree or certificate, or other academic, administrative, disciplinary, or military action as appropriate. Formal records related to academic integrity cases will be maintained in the student's official academic file in accordance with NDU and NIC records, privacy, and student information policies.

## College Library

As an extension of the NDU Library, the NIC Library staff is instrumental in enhancing the competence of intelligence professionals by providing patrons with all-source academic research assistance, instruction, and comprehensive collections and tools to support the curriculum of the College. The NIC librarians are committed to enlarging collections and enhancing services to align with the College's future-focused curricula and the overall mission of the IC.

### Location

The NIC Library is located on the basement level of Roberdeau Hall at ICC-B. The Library's staff operating hours are 0800–1800 Monday through Thursday and 0800-1500 on Friday. The facility is physically accessible to users 24 hours a day, 7 days a week, as are electronic resources through the NDU library page.

### Collections

The Library's physical holdings consist of 50,000 books and reference materials and more than 300 journals and periodicals, as well as audio CDs and DVDs. The Library also maintains several special collections available to users for research purposes.

### Electronic Resources

Access to subscription databases for academic research resources is provided to the NIC Library through NDU's main library. Users can obtain information from thousands of research periodicals and books through these combined subscriptions. For access information, contact the Library staff. Contact information can be found on the Library's Blackboard page.

# STUDENT AFFAIRS

The Office of Student Affairs supports NIC students with a variety of non-academic and extracurricular services to enhance the overall student experience (including student communications, orientation, and support of student leadership/organizations and alumni relations). This office is headed by the Dean of Students.

Student Affairs is also responsible for the onboarding and end-of-program surveys, and the coordination of student-focused, College-wide events.

## Student Reasonable Accommodations

NIC is committed to ensuring that all students have the opportunity to perform to the best of their abilities while enrolled in College programs. Students in need of reasonable accommodations should contact the Dean of Students.

## Student Grievance and Complaint Process

NIC officials grant students the opportunity to seek resolution for any College-related, academic and non-academic grievances, as defined in the NDU student grievance policy. For grievances related to a course grade, please see the Grade Appeals section of this catalog.

# NIC ACADEMIC PROGRAM OVERVIEW

NIC faculty are committed to providing a common, rigorous graduate learning experience for students across delivery formats. NIC offers master's degree and graduate certificate programs in formats designed to support in-residence/full-time students, part-time students, and students participating in monthly or executive-format programs. Actual program, concentration, certificate, and course offerings are subject to mission requirements, enrollment, course sequencing, faculty availability, and institutional resources.

### One-Year In-Residence, Full-Time

NIC students may complete a master's degree through an in-residence/full-time format over one academic year, beginning in August and ending in June. The in-residence/full-time format supports the Master of Science of Strategic Intelligence (MSSI) and the Master of Science and Technology Intelligence (MSTI). These programs have specific admission and participation requirements, including endorsement by the student's home agency, service, or department. This is the only format in which students may earn Joint Professional Military Education, Phase 1 certification.

### Part-Time Graduate Study

NIC students may also pursue a master's degree through part-time study. Part-time courses may be offered during the day, in the evening, or through the monthly executive-format. Although NIC plans part-time offerings to support degree progress, actual course availability and concentration sequencing are subject to enrollment, faculty resources, and institutional requirements.

Part-time students normally complete core and degree requirements early in the program, followed by concentration or elective coursework and the Research Option for Degree Completion appropriate to the student's degree program. Part-time students may attend daytime courses when space is available and when permitted by their work schedule and home agency or service.

Part-time students take up to two courses per term and may request exception through the Associate Dean of Academic Programs to take three.

## Monthly Executive Format

NIC students may pursue the MSSI or MSTI through a monthly executive-format schedule. This format typically includes weekend course meetings during the academic year and may include an intensive in-residence period during the summer. The monthly executive format is designed to support qualified active-duty military, reserve military, and U.S. Government civilian students whose professional responsibilities make traditional weekly attendance difficult. Concentrations and graduate certificate options in this format may be limited by course sequencing and faculty availability.

## Graduate Certificate Program

NIC offers graduate certificates through the Certificate in Intelligence Studies program in selected topical areas. Graduate certificate offerings are subject to enrollment, course availability, faculty resources, and published program requirements. Students pursuing a graduate certificate are not degree-seeking students unless they separately apply to and are admitted into an NIC master's degree program.

## Academic Opportunities

NIC may offer additional academic opportunities, special-topic courses, guest lectures, workshops, exercises, research activities, and other educational experiences during the academic year. These opportunities are advertised to students through official NIC communication channels and may vary by term, program, classification level, site, and resource availability.

## Joint Professional Military Education Program

NIC is accredited by the Chairman of the Joint Chiefs of Staff (CJCS) for intermediate-level, in-residence/full-time Joint Professional Military Education Phase I (JPME I). Students must be service-nominated, service-selected, and qualified to enroll in the in-residence/full-time master's degree program. Students are not authorized to self-select for the JPME program and must have the concurrence of their military service as expressed through their NIC Senior Service Advisor. Each service will have its own nomination process, criteria, and in some cases prerequisites.[1] Prospective JPME I students should consult with their respective NIC Senior Service Advisor for more information.

[1] Note to Army officers: NIC is a Chairman of the Joint Chiefs of Staff (CJCS)-accredited JPME I provider. Completion of the in-resident MSSI or MSTI Programs in conjunction with additional JPME I concentration courses satisfies the area of concentration (AOC) for military intelligence (MI) officers. Non-MI officers must obtain approval from the US Army Deputy Chief of Staff, G-3/5/7, prior to enrolling in NIC for JPME I/MEL4 credit. All US Army officers seeking JPME I/MEL4 credit must complete the Intermediate Staff College Preparatory Course prior to enrollment. Officers may enroll in this course through their career managers.

Enrollment into the JPME I program is limited with priority assigned to active-duty officers in the resident format. The JPME Program Director will assign students to the program to ensure an appropriate mix from across the military departments and to ensure service enrollment priorities are addressed. Students seeking admission into the program should select JPME/Military Affairs as their preferred concentration. However, this does not guarantee admission into the JPME program and students will be notified of their selection for the program during NIC orientation. To earn JPME I credit, students must complete the full curriculum for the MSSI or the MSTI degree and take the designated JPME courses with the academic year JPME cohort. Interested students may contact the JPME Program Director for further details.

Certain continuing education students (second year or later) or NIU/NIC alumni who graduated in 2012 or later may return to NIC to join the JPME program. These students must complete the JPME program with a cohort, in a single academic year, within the daytime program. Continuing education/part-time students must have the full endorsement of their current leadership to attend NIC's JPME classes in person. Interested students may contact the JPME Program Director for further details.

The JPME I curriculum consists of 8 credit hours distributed unevenly across four courses. This curriculum includes several site visits, mandatory guest lectures, and other events. The following courses are mandatory for JPME credit in both the MSSI and MSTI degree programs:

- *NIC-6101 National Strategy: Theory and Intelligence Considerations (2 credit hours)*
- *NIC-6102 Joint Campaign Planning and Intelligence (2 credit hours)*
- *NIC-6103 Joint Campaign Planning and Operations (3 credit hours)*
- *NIC-6104 Staff Ride (1 credit hour)*

Graduate students enrolled in the JPME I program will earn the Military Affairs concentration.

## NIC Global Campus

To effectively meet its mandate to provide relevant, accessible, and continuous intelligence education to globally dispersed students beyond the National Capital Region, NIC has established a global campus structured around regional academic centers.

Each academic center is managed by an onsite NIC Center Director and offers courses taught by full-time and adjunct NIC faculty. To maximize accessibility, the academic centers work with approved instructional sites where students can participate via secure VTC (SVTC). Students physically located outside an academic center or instructional site can participate remotely but must be made aware that the onus is on them to ensure they have access to a SVTC. Not all courses can be taught through SVTC, therefore, students are encouraged to reach out to the respective course faculty member or the enrollment staff to verify course participation requirements.

NIC students attending classes virtually are required to: attend via SVTC; attend in a private, secure space; and attend from a space that is distinct from their work-station. NIC Faculty may ask virtual

students to demonstrate their ability to satisfy these requirements at the beginning of each term. Students who cannot satisfy these requirements may be referred to the Associate Dean of Academic Programs for review of their circumstances.

## NIC Academic Center at Ft. Meade (NAC)

The NSA Academic Center (NAC) is located at NSA headquarters on Ft. Meade, Maryland, and includes an instructional site at NSA Georgia on Fort Gordon, Georgia. The NAC primarily serves students who work at NSA but is also available to other IC-affiliated staff who can readily access NSA spaces. As NIC's longest standing academic center, the NAC has a large student and alumni population and is seeking to expand to other NSA locations across the country.

NAC students receive local support from a dedicated team of civilian and contractor personnel who ensure that they have classroom space and learning materials, and that they enjoy a positive experience throughout their program. NSA recognizes the value of an NIC degree and provides the resources necessary to offer it in a convenient location and format for its civilian and military personnel.

NAC students earn NIC's degree in the part-time/daytime program, which allows students to dedicate up to two workdays per week to their NIC education program. NAC classes are generally offered in the 0800-1040 course time, and occasionally in the 1100-1340 course time.

## NIC European Academic Center (EAC)

The European Academic Center (EAC), located at RAF Molesworth, UK, primarily serves students assigned overseas to US European Command (EUCOM) and US Africa Command (AFRICOM). With additional instructional sites in Stuttgart and Ramstein, Germany, EAC supports students throughout Europe and Africa able to attend course sessions via secure videoconference. The EAC is managed by the Director of the Global Campus.

## NIC Southern Academic Center (SAC)

The Southern Academic Center (SAC), located at US Central Command (CENTCOM) in Tampa, Florida, primarily serves students who live and work in the vicinity of MacDill Air Force Base but also supports students from six instructional sites: US Southern Command (SOUTHCOM), Hurlburt Field, and Joint Interagency Task Force–South (JIATF-South) in Florida, National Air and Space Intelligence Center (NASIC) in Ohio, Redstone Arsenal in Alabama, and Fort Bragg in North Carolina. These various locations support a large and diverse student population representing eight different organizations and agencies.

## NIC Quantico Academic Center (QAC)

The Quantico Academic Center (QAC), located at the FBI Academy Intelligence and Investigative Training Center, primarily serves students who live and work in the vicinity of Marine Corps Base Quantico. The QAC supports a diverse student population representing multiple organizations and agencies. An FBI-appointed Center Director and Office Services Specialist staff the center. The QAC

provides part-time, evening graduate study to qualified military and Federal civil service personnel who hold active TS/SCI clearances and who are looking to earn a Master of Science of Strategic Intelligence (MSSI) or a Certificate in Intelligence Studies in Counterintelligence (CI).

## Degree Status and Credit Hours

### Degree Status

Students admitted to National Intelligence College degree programs must satisfy all degree requirements stated in the applicable course catalog and approved degree plan in effect at the time of their enrollment. Questions regarding the applicable catalog or degree requirements should be directed to NIC_Enrollment@ndu.edu.

### Assignment of Credit Hours

NIC follows the National Defense University credit-hour system. Academic credit is awarded in accordance with NDU policy, federal standards, and Middle States Commission on Higher Education expectations for credit-bearing coursework.

For lecture and seminar courses, one academic credit hour represents approximately 45 total hours of student learning, normally consisting of 15 hours of direct faculty instruction and approximately 30 hours of out-of-class student work. Out-of-class work may include assigned readings, research, writing, seminar preparation, discussion-board participation, group work, assessment preparation, and completion of other course requirements.

Credit-hour assignments for courses and curricula are based on course content, level, learning outcomes, instructional time, assessment methods, and the expected distribution of in-class and out-of-class student work. Credit-bearing courses and significant course modifications are reviewed and approved through NDU academic governance processes before inclusion in official programs, offerings, transcripts, and catalogs.

Students must successfully complete the minimum number of credit hours required by their approved academic program, concentration, and degree-completion option. Specific degree requirements are published in the applicable NIC/NDU catalog and official degree plan.

### Electronic Learning and Assessment

NIC uses Blackboard as the primary learning management system for unclassified course delivery and academic support. Blackboard provides students and faculty access to course syllabi, readings, instructional resources, assignments, discussion boards, announcements, and other tools that support instruction, assessment, and collaboration.

Students may also access applicable library resources and academic support services through approved NDU and NIC systems. Faculty may use additional approved collaboration platforms, including Microsoft Teams and OneDrive, when appropriate for course delivery, research

presentations, student engagement, and academic collaboration. The faculty use DIA COE and Inteldocs to present and make classified course materials available to students.

# Master of Science of Strategic Intelligence

Students in the Master of Science of Strategic Intelligence (MSSI) program must conduct research, display critical and creative thinking, and present ideas through effective oral and written exercises, including a graduate thesis or substantial research paper (SRP). The students must demonstrate independent learning; must employ skills in research and reasoning, information retrieval, and source evaluation; and must formulate conclusions despite informational ambiguities.

## MSSI Degree Learning Outcomes

Graduates of the degree program will advance the nation's intelligence enterprise through accomplishment of the following learning outcomes:

- Assess how US national security is shaped by forces and developments in an uncertain world.
- Analyze the role the IC plays in the decision-making process within the US national security policy and strategy communities.
- Demonstrate expertise in an area concerning threats, capabilities, or the national security enterprise.
- Conduct rigorous analytic research on topics of interest to the IC using all sources of information.
- Demonstrate effective communication and collaboration in a complex joint and interagency environment.

## MSSI Degree Requirements

Required Core Courses (10 credit hours):

- *NIC-6607 Intelligence Reasoning and Analysis*
- *NIC-6608 Leadership and Management in the Intelligence Community*
- *NIC-6609 Intelligence Collection*
- *NIC-6611 Intelligence and National Security Policy*
- *NIC-6701 Research Design*

MSSI Program Requirement (2 credit hours):

- *NIC-6601 Analyzing the Global Strategic Environment*

Research Options for Degree completion requirements:

- Option 1: Thesis
  - *NIC-6704 Master's Thesis (6 credit hours)*
  - *6 total electives (12 credit hours)*
    - 4 electives (8 credit hours) may be used to earn a concentration.
- Option 2: Substantial Research Paper (SRP)
  - *NIC-6710 Substantial Research Paper (4 credit hours)*
  - *7 total electives (14 credit hours)*
    - 4 electives (8 credit hours) may be used to earn a concentration.

Total of 30 credit hours.

## MSSI Research Options for Degree Completion

NIC offers two research options for completing the Master of Science of Strategic Intelligence degree: a thesis or a substantial research paper.

## The Master's Thesis (Option 1)

The Master's Thesis is a written presentation of original research that examines a strategic intelligence or intelligence-related topic and contributes to the overall body of knowledge of the Intelligence Community. The thesis option is selective. Students must submit a research description and be approved by a faculty member who agrees to serve as the student's thesis advisor before proceeding with the thesis option. Students who are not approved for the thesis option will complete a Substantial Research Paper (SRP).

Thesis students conduct research and write their theses under the close guidance of a faculty committee, normally consisting of a thesis advisor and a reader. Students are strongly encouraged to leverage classified information in their research as nearly any thesis research question will be enhanced with classified data. Ultimately, the classification of the thesis is determined by the research question, nature of the data, sensitivity of the judgments and findings, and applicable security requirements. Based on their concentrations or programs of study, students choose thesis topics and collaborate with faculty to identify coursework, research methods, and sources that will best prepare them to produce a relevant and rigorous body of research.

The thesis is completed through NIC-6704 Master's Thesis, taken in the final term of the student's enrollment at NIC. Enrollment in NIC-6704 is managed by the student's thesis advisor. The course carries 6 thesis credits and represents the culminating credit-bearing phase of the student's thesis research, writing, revision, and completion.

The thesis requires a substantial written research product of approximately 20,000 words, excluding front and back matter, and a 2–3-page executive summary to support accessibility for Intelligence Community stakeholders. Thesis students must also complete an oral presentation of their thesis work in a Research Symposium or other approved forum, as determined by the thesis advisor, program leadership, and applicable College guidance.

An acceptable thesis must:

- Be based on sound, valid, and clear argumentation.
- Provide documentation sufficient for the research to be assessed and, where appropriate, replicated.
- Contribute to intelligence literature, intelligence practice, or understanding of an intelligence-related problem.
- Meet a minimum length of approximately 20,000 words of text, excluding front and back matter.
- Include a 2–3-page executive summary.
- Include an oral thesis presentation in an approved forum.

Required thesis course:

- **NIC-6704 Master's Thesis** — 6 credit hours

## The Substantial Research Paper (SRP) (Option 2)

The Substantial Research Paper is a work of individual scholarship on a strategic intelligence or intelligence-related topic connected to the student's degree program, concentration, or primary area of academic interest. SRPs may take the form of academic inquiry or applied analysis focused on contemporary intelligence, national security, or policy-relevant issues. Regardless of topic or approach, the SRP requires substantial research, rigorous analysis, sound argumentation, and high-quality written presentation.

Students work with faculty to refine their research questions, identify relevant sources, strengthen analytic methods, and develop a coherent argument. While SRPs require rigorous research and analysis, they do not require the production of new knowledge through original or field research. Students may draw on existing scholarship, policy literature, intelligence-related sources, and other appropriate materials to answer a clearly defined research question. Students are strongly encouraged to leverage classified information in their research as nearly any research question will be enhanced with classified data. Ultimately, the classification of the work is determined by the research question, nature of the data, sensitivity of the judgments and findings, and applicable security requirements.

The SRP is completed through NIC-6710 Substantial Research Paper, normally taken during the final term of the student's enrollment at NIC. The course carries 4 credit hours and represents the

culminating credit-bearing phase of the student's SRP research, writing, revision, presentation, and completion.

An acceptable SRP must:

- Be based on sound, valid, and clear argumentation.
- Meet a minimum length of 7,500 words of text, excluding front and back matter.
- Contribute knowledge, synthesis, or analysis to an intelligence topic area of interest.
- Include a 1–2-page executive summary.
- Include an oral presentation in an approved forum.

Required SRP course:

- **NIC-6710 Substantial Research Paper** — 4 credit hours

## General Electives and Concentration Courses

MSSI students may select a concentration or complete the degree without a concentration. Concentrations are a curated collection of four NIC courses in a given subject area. Students interested in a specific concentration should review that concentration's requirements carefully. In some cases, and depending on concentration requirements, students may be able to pursue dual concentrations.

MSSI students are not required to earn a concentration and their degree will not indicate whether a concentration was earned. Students who do not select a concentration will simply choose from available electives according to their interests to satisfy degree requirements. This option allows students to select courses from a diverse array of intelligence topics while still completing a cohesive, structured academic program.

NIC staff will make reasonable efforts to accommodate students who request a specific concentration on their application and will notify students of their concentration enrollment status prior to orientation. Students who seek to enter or change a concentration at a later time will be accommodated on a space-available basis.

The following MSSI concentrations are offered contingent on resource availability. Concentrations may not be available to MEP or Center students:

- Advanced Intelligence Analysis
- China
- Military Affairs (JPME I only; selectively based on student qualifications)
- Middle East
- Russia, Europe, and Eurasia

- Homeland Intelligence
- Strategic Intelligence in Special Operations
- Intelligence Community Leadership and Management
- Counterintelligence

Students who select a concentration must satisfy the course requirements for that concentration, normally by completing four prescribed concentration courses totaling **8 credit hours**.

Any course that is not listed as a required core or program course may be taken as an elective, subject to course availability, eligibility, prerequisites, and program requirements.

- Students completing the non-concentration option may choose from electives offered across NIC; however, a minimum of four electives must be selected from MSSI degree program courses.
- Students enrolled in a concentration will receive registration priority for courses required for that concentration.

Each year, NIC staff attempt to offer the courses needed to support approved concentrations and certificate topics published in the catalog. Course offerings are subject to sufficient student demand, faculty availability, classroom capacity, and other institutional requirements.

## MSSI Departments

NIC faculty endeavor to improve the global and cultural awareness of military and civilian intelligence and national security professionals, provide frameworks and tools for critical analysis, instill in-depth knowledge of the Intelligence Community and its support to the national security policy process, and enhance students' ability to consider the role and desired impact of intelligence at the strategic level, beyond the perspective of their home agency or organization.

NIC faculty and academic program leaders support concentrations, certificate topics, program requirements, and electives across the curriculum. Course directors, concentration leads, certificate leads, and the Associate Dean of Academic Programs are responsible for the quality, development, and execution of assigned courses, concentrations, electives, and certificate topics. Students with questions regarding degree requirements, concentrations, or program options are encouraged to speak with the appropriate course director, concentration lead, certificate lead, or the Associate Dean of Academic Programs.

### National Intelligence and Security Enterprise

The National Intelligence and Security Enterprise curriculum focuses on mission integration within the intelligence enterprise. Graduate learning opportunities build competencies in analysis, collection, counterintelligence, and leadership and management through an approach that emphasizes collaboration, critical thinking, and innovation. Students are challenged to understand today's rapidly changing strategic environment and intelligence enterprise capabilities, develop

strategies and assessments that address adversarial threats, and prepare for future senior intelligence and national security leadership roles.

This curriculum area supports core courses, concentration requirements, certificate topics, and electives related to intelligence analysis, collection, counterintelligence, leadership, management, and enterprise integration. Relevant offerings include NIC-6607 Intelligence Reasoning and Analysis, NIC-6608 Leadership and Management in the Intelligence Community, and NIC-6609 Intelligence Collection, as well as approved concentrations and certificate topics in areas such as Advanced Intelligence Analysis, Counterintelligence, IC Leadership and Management, Counterintelligence, and the IC Strategic Leaders Program.

NISE Concentrations:

### *Advanced Intelligence Analysis Concentration*

The Advanced Intelligence Analysis (AIA) concentration provides a space for students to experiment with qualitative and quantitative analytical tools and methods to ascertain how well they perform in intelligence research and analysis, project their application to address current and future intelligence questions and provide a critical assessment of their use and resourcing by the intelligence community. Courses address historical and current challenges for intelligence analysis with an emphasis on the methods, models, and techniques for intelligence professionals. This includes historical influences that still shape analysis; major current issues, trends, and research in comprehension, critical and creative thinking; examination of analysis from both academic and intelligence agencies; and practical application of knowledge and perspectives within real-world intelligence scenarios.

In addition to the other degree requirements, the AIA concentration includes the following program courses (8 credit hours). Note: NIC-6607 is a prerequisite course for the concentration.

- *NIC-6801 Advanced Methods of Intelligence Analysis*
- NIC-6898 *Historical and Comparative Reasoning*
- *NIC-6802 Forecasting and Foresight for Intelligence*
- *NIC-6861 Social Analysis*

### *Counterintelligence Concentration*

The Counterintelligence (CI) concentration prepares students to critically evaluate the efforts of US CI agencies to mitigate the foreign intelligence service threat to the United States. The courses examine the US CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and US national security strategy. The courses also address the structure and mission of the US CI organizations, as well as the legal, civil liberties, and policy considerations that shape and constrain the CI effort in a democratic society. Students gain an understanding of various aspects of the foreign intelligence threat, including espionage, influence operations, economic espionage, and cyber intrusions. The courses also explore criticism of the US CI effort, alternative theoretical approaches to CI, and the future of CI in a globalized information

environment. Students choose a CI topic for their graduate thesis or SRP and collaborate with faculty to select specific elective courses that optimally prepare them to produce a relevant body of research related to CI.

In addition to the other degree requirements, the CI concentration includes the following program courses (8 credit hours). Note: NIC-6520 is a prerequisite course for the concentration.

- *NIC-6520 Counterintelligence*
- NIC-6521 Comparative Intelligence
- *NIC-6313 Chinese Intelligence and Information Warfare*
- *NIC-6336 Russian Intelligence*

### *Intelligence Community Leadership and Management Concentration*

The IC Leadership and Management (L&M) concentration seeks to educate intelligence professionals on the skills and competencies necessary to lead an effective, adaptive, and agile IC. The concentration provides students with an opportunity to explore and apply leadership and management principles to current and future IC challenges through theoretical and real-world examples. Students are exposed to national security law, budget and resource management, intelligence and leadership ethics, lenses for leadership decision-making, and specific leadership roles and methods to effectively support senior policymakers. Students choose a leadership and management topic for their graduate thesis or SRP and collaborate with faculty to select elective courses that prepare them to produce research that contributes to the growing body of work focused on the IC.

In addition to the other degree requirements, the IC L&M concentration includes the following courses (8 credit hours):

- *NIC-6203 Intelligence Resource Management: Process, Politics, and Money*
- *NIC-6204 Professional Ethics*
- *NIC-6205 Intelligence and National Security Law*
- *NIC-6298 Leadership Decision Making*

## Strategic Studies Department (SSD)

The Strategic Studies Department applies innovative and diverse academic approaches to help students master critical strategic, country, regional, and transnational intelligence issues that impact global security. Faculty challenge students not only to understand, but also to evaluate and strategically leverage the instruments of national power and related tools of statecraft. The department uses a variety of multidisciplinary academic and analytical methods to build understanding about intelligence priorities, while synthesizing comprehensive international issues and perspectives to demonstrate their interconnectedness. The curriculum includes instruction in political and economic theory, regional studies, application of public policy, civil-military relations, military and defense studies, and strategy. This intelligence studies curriculum prepares students, as future

leaders and consumers of intelligence, to contextualize and best use that intelligence within their assigned areas of responsibility at home and abroad. The department provides oversight and management of four concentrations: Strategic Intelligence in Special Operations (SISO); China; Middle East; and Russia, Europe, and Eurasia (REE). The department provides administrative support to a fifth concentration – JPME I. Additionally, the Strategic Studies Department oversees five certificate topics (Homeland Intelligence, SISO, China, REE, and Latin America).

### *SSD Concentrations:*

#### *Military Affairs Concentration (Joint Professional Military Education I)*

Select NIC students may enroll in the Military Affairs concentration to earn their JPME I certification as described above in the JPME I selection and admissions sections of this Catalog. The JPME I program is designed for mid-career military officers who have mastered their tactical knowledge, skills, and abilities, and are now ready to develop an understanding of the operational level of war, national strategy, and joint force matters.

**Military Affairs Concentration and JPME I Program Learning Outcomes:**

- Evaluate the application of the instruments of national power to strategic competition.
- Create intelligence products to support joint operations.
- Develop planning products to enable joint operations.

Military Affairs concentration students will take the following courses, in sequence in a single academic year within a cohort.

- *NIC-6101 National Strategy - Theory and Intelligence Considerations (2 credits)*
- *NIC-6102 Joint Campaign Planning and Intelligence (2 credits)*
- *NIC-6103 Joint Campaign Planning and Operations (3 credits)*
- *NIC-6104 Staff Ride (1 credit)*

#### *Strategic Intelligence in Special Operations (SISO) Concentration*

Special operations forces (SOF) play an important role in US national security strategy, interagency activities, and military operations. Moreover, a strong, mutually supporting, symbiotic, and unique relationship exists between SOF and the IC. The SISO concentration prepares students to critically examine and evaluate SOF operations and intelligence activities that support those operations with the aim of providing national security decisionmakers more effective strategic options across a wide spectrum of conflict within today's complex global environment. Students who select the SISO concentration will choose SOF/intelligence-related topics for their graduate theses or SRPs. Research focuses on intelligence at the national-strategic level, with faculty collaboration to select elective courses that optimally prepare students to produce a relevant body of research on strategic intelligence and special operations.

In addition to the other degree requirements, the SISO concentration includes the following courses

(8 credit hours overall):

- *NIC-6206 Covert Action*
- *NIC-6407 Transnational Threats*
- *NIC-6123 Intelligence and Special Operations*

One additional course (student's choice):

- *NIC-6121 Irregular and Asymmetric Warfare*
- *NIC-6861 Social Analysis*
- *NIC-6402 Introduction to Terrorism*
- *NIC-6404 Countering Terrorism*
- *NIC-6405 Case Studies in Terrorism*
- *NIC-6412 Engaging International Partnerships*

### *China Concentration*

The China concentration emphasizes strategic-level knowledge of this diverse and dynamic country, preparing students to critically identify, analyze, and forecast current and emerging intelligence and security concerns facing the IC in the Indo-Pacific region and globally. The program provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with China's political, social, economic, security, military, and informational behavior. Particular focus is on assessing the opportunities and constraints of China's comprehensive modernization and the effects and trajectories of its reemergence as a great power, both regionally and globally. Students choose a topic and collaborate with faculty to research and produce future-oriented intelligence and national security studies.

In addition to the degree requirements, the China concentration includes the following courses (8 credit hours):

- *NIC-6310 Introduction to China's Politics*
- *NIC-6311 China's National Strategies and Foreign Policy*
- *NIC-6312 China's Military Capabilities and Strategy*

One additional course (student's choice):

- *NIC-6313 Chinese Intelligence and Information Warfare*
- *NIC-6314 China in the Future*
- *NIC-6315 The Chinese Economy: National Security and Intelligence Concerns*
- *NIC-6316 Taiwan: Crucible of US-China Relations*

- *NIC-6321 Northeast Asia: Intelligence Issues*
- *NIC-6322 South Asia Intelligence Issues*
- *NIC-6323 North Korea: Intelligence Issues*
- *NIC-6324 Southeast Asia: Intelligence Issues*
- *NIC-6125 Intelligence and US-China Great Power Competitive Strategies*

### *Middle East Concentration*

The Middle East Concentration emphasizes advanced, strategic-level knowledge of the diverse and complex Middle East, preparing students to critically analyze, assess, and identify current and emerging geopolitical intelligence issues in the region.

In addition to the degree requirements, the Middle East Concentration requires four courses (8 credit hours overall):

- *NIC-6351 Introduction to Middle East Politics and Security Issues (Required)*

Three additional courses (student's choice):

- *NIC-6352 Iran: Geopolitical Intelligence Issues*
- *NIC-6353 Egypt, Turkey, and the Levant: Geopolitical Intelligence Issues*
- *NIC-6354 Iraq and the Arabian Peninsula: Geopolitical Intelligence Issues*
- *NIC-6355 Islamism: Geopolitical Intelligence Issues*

### *Russia, Europe, and Eurasia Concentration*

The Russia, Europe, and Eurasia concentration emphasizes strategic-level knowledge of this dynamic, geographically broad, and politically and culturally diverse region and prepares students to identify, analyze, and forecast the IC's current and emerging intelligence and security concerns and policies toward both regional allies and potential adversaries. The concentration provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with Eurasian questions. It addresses political, sociocultural, economic, demographic, security, military, conflict, and informational issues for this region. The program also focuses on assessing the drivers and outcomes of Russia's authoritarian assertiveness in an era of great power politics; the challenges and advantages of European Union integration; economic and energy production and interdependence; radicalization and terrorism issues; and external security and economic policies and engagement. Students choose thesis and SRP topics and collaborate with faculty to formulate a specific academic sequence of selective and elective courses that prepare them to produce future-oriented, relevant intelligence assessments.

In addition to the other degree requirements, the Russia, Europe, and Eurasia concentration includes the following courses (8 credit hours overall):

- *NIC-6332 Russian Politics*

- *NIC-6336 Russian Intelligence*
- *NIC-6337 Russian Foreign Policy*

One additional course (student's choice):

- *NIC-6330 Analysis of the Russian Military*
- *NIC-6335 Central/Eastern Europe and the Caucasus*

### *Homeland Intelligence Concentration*

Homeland Intelligence for Transnational Issues provides an in-depth examination and evaluation of intelligence gathered and used domestically by the intelligence, law enforcement, and private sectors to address the significant national security threats that face the United States. Intelligence areas covered within this program could span foreign malign activity, border security, terrorism, counterterrorism, domestic violent extremists, cyber threats, transnational threats, infrastructure protection, WMD, homeland warning, or other homeland-related threats. During weeks 7-9 mandatory site visits will take the place of regularly scheduled classes. These site visits will be full-day affairs, generally occurring from 0800-1700.

Required:

- *NIC-6409 Intelligence to Protect the Homeland*
- *NIC-6414 Homeland Intelligence Warning Field Engagement*

Student's choice of two:

- *NIC-6520 Counterintelligence*
- *NIC-6954 Infrastructure Vulnerability Assessment*
- *NIC-6971 The Biological Threat*
- *NIC-6973 The Explosive Threat*
- *NIC-6974 The Chemical Threat*
- *NIC-6920 Cyber Intelligence Foundations*
- *NIC-6963 Foreign Information and Cyber Strategies*
- *NIC-6921 Cyber Threat*
- *NIC-6965 Social Networks and Intelligence*
- *NIC-6402 Introduction to Terrorism*
- *NIC-6404 Countering Terrorism*
- *NIC-6405 Case Studies in Terrorism*
- *NIC-6407 Transnational Threats*

- *NIC-6408 The Role of Intelligence in Counternarcotics*
- *NIC-6313 Chinese Intelligence and Information Warfare*
- *NIC-6336 Russian Intelligence*

# Master of Science and Technology Intelligence

The Master of Science and Technology Intelligence (MSTI) degree curriculum integrates science and technology intelligence (S&TI) competencies, knowledge, skills, and abilities for S&TI officers with the academic mission of the College. Students in the degree program take core courses designed to introduce them to the strategic nature of the intelligence environment. Then, students can choose a concentration to focus their education on issues directly related to their interests. Students can also take a more generalist approach and take a variety of elective courses from MSTI concentrations. Students in the MSTI program must write and present their ideas effectively; learn independently; use appropriate and advanced analytic tools; retrieve information and evaluate sources; and develop critical and independent thinking skills, tolerating complexities and ambiguities.

## MSTI Degree Learning Outcomes

Graduates of the degree program will advance the nation's intelligence enterprise through accomplishment of the following learning outcomes:

- Understand how world issues and the US national security community are influenced by science and technology.
- Analyze specific science and technology areas to evaluate either associated threats or the potential to enhance US intelligence capabilities.
- Conduct rigorous analytic research on science and technology topics of interest to the IC and provide outputs to appropriate customers and stakeholders.
- Inform decisions on science and technology topics within the US national security and intelligence communities.

## MSTI Degree Requirements

The MSTI degree program consists of 30 credit hours, including:

Required Core Courses (10 credit hours):

- *NIC-6607 Intelligence Reasoning and Analysis*
- *NIC-6608 Leadership and Management in the Intelligence Community*
- *NIC-6609 Intelligence Collection*

- *NIC-6611 Intelligence and National Security Policy*
- *NIC-6701 Research Design*

MSTI Program Requirement (2 credit hours):

- *NIC-6913 Science and Technology Intelligence*

Research Options for Degree Completion:

- Option 1: Thesis
  - 6 Electives (12 credits)
    - 4 must be MST electives.
    - 2 free electives. Full-time JPME students can apply JPME electives but will need 2 additional courses to earn the MSTI degree with a thesis for a total of 34 credits.
  - 1 Master's Thesis Course (6 credits)
- Option 2: Applied Research Project (ARP)
  - 7 Electives (14 credits)
    - 4 must be MST electives.
    - 3 free electives. Full-time JPME students can apply JPME electives but will need 1 additional course to earn the MSTI degree with a thesis for a total of 32 credits.
    - 1 ARP course (4 credits)

## MSTI Research Options for Degree Completion

NIC offers two research options for completing the Master of Science and Technology Intelligence degree: a thesis or an applied research project.

## The Master's Thesis (Option 1)

The Master's Thesis is a written presentation of original research that examines a strategic intelligence or intelligence-related topic and contributes to the overall body of knowledge of the Intelligence Community. The thesis option is selective. Students must submit a research description and be approved by a faculty member who agrees to serve as the student's thesis advisor before proceeding with the thesis option. Students who are not approved for the thesis option will complete the approved non-thesis research option for their degree program.

Thesis students conduct research and write their theses under the close guidance of a faculty committee, normally consisting of a thesis advisor and a reader. Students are strongly encouraged to leverage classified information in their research as nearly any thesis research question will be

enhanced with classified data. Ultimately, the classification of the thesis is determined by the research question, nature of the data, sensitivity of the judgments and findings, and applicable security requirements. Based on their concentrations or programs of study, students choose thesis topics and collaborate with faculty to identify coursework, research methods, and sources that will best prepare them to produce a relevant and rigorous body of research.

The thesis is completed through NIC-6704 Master's Thesis, taken in the final term of the student's enrollment at NIC. Enrollment in NIC-6704 is managed by the student's thesis advisor. The course carries 6 thesis credits and represents the culminating credit-bearing phase of the student's thesis research, writing, revision, and completion.

The thesis requires a substantial written research product of approximately 20,000 words, excluding front and back matter, and a 2–3-page executive summary to support accessibility for Intelligence Community stakeholders. In general, MSTI theses are expected to meet the same standards and approximate length expectations as MSSI theses. However, because some MSTI students conduct experimental or technical research that may not fit a traditional 80-page written format, Thesis Chairs supervising such projects will coordinate with the Associate Dean for Research to ensure the proposed work is sufficiently robust and meets degree requirements. Thesis students must also complete an oral presentation of their thesis work in a Research Symposium or other approved forum, as determined by the thesis advisor, program leadership, and applicable College guidance.

An acceptable thesis must:

- Be based on sound, valid, and clear argumentation.
- Provide documentation sufficient for the research to be assessed and, where appropriate, replicated.
- Contribute to intelligence literature, intelligence practice, or understanding of an intelligence-related problem.
- Meet a minimum length of approximately 20,000 words of text, excluding front and back matter.
- Include a 2–3-page executive summary.
- Include an oral thesis presentation in an approved forum.

Required thesis course:

- **NIC-6704 Master's Thesis** — 6 credit hours

## The Applied Research Project (ARP) (Option 2)

The Applied Research Project (ARP) is a work of individual scholarship or analysis on a science, technology, intelligence, or intelligence-related topic connected to the student's degree program, concentration, or primary area of academic interest. ARPs are intended to be applied and/or experimental in nature and should address Intelligence Community problems, missions,

stakeholders, operational challenges, or decision needs involving science and technology. Regardless of topic or approach, the ARP requires substantial research, rigorous analysis, sound methodology, and high-quality written and/or applied presentation.

Students work with faculty to refine their research questions, identify relevant sources and stakeholders, strengthen analytic or experimental methods, and develop a coherent approach to addressing a real-world problem. ARPs should demonstrate a student's ability to engage an applied research problem, secure partner agency or organizational support, answer questions through experimentation, analysis, or other applied research methods, and communicate findings effectively. Depending on the nature of the project, ARPs may emphasize technical products, code, experimentation, or other applied outputs in addition to written analysis. Students are strongly encouraged to leverage classified information in their research as nearly any research question will be enhanced with classified data. Ultimately, the classification of the work is determined by the research question, nature of the data, sensitivity of the judgments and findings, and applicable security requirements.

The ARP is completed through NIC-6705 Applied Research Project, normally taken during the final term of the student's research effort. The course carries 4 credit hours and represents the culminating credit-bearing phase of the student's ARP research, analysis, experimentation (as applicable), writing, presentation, and completion. An acceptable ARP must:

- Be based on sound, valid, and clear research design, analysis, or experimentation
- Address a clearly defined research question or applied problem
- Be applied and/or experimental in nature with relevance to Intelligence Community problems, missions, stakeholders, or decision needs involving science and technology
- Include a final written product of approximately 5,000 words (20 pages), excluding front and back matter, unless the nature of the project warrants a different format or length
- Include a 1–2-page executive summary.
- Include an oral presentation in an approved forum.

Required ARP course:

- **NIC-6705 Applied Research Project** — 4 credit hours

## General Electives and Concentration Courses

The NIC offers its concentrations to students at ICC-B who attend class in person, or via secure VTC. Students who want a more in-depth S&TI education in a particular area of study may pursue a concentration. Students wanting a specific concentration should examine that concentration's requirements. In some cases, contingent upon the concentration requirements, students can also pursue dual concentrations. NIC does not place students into concentrations unless their home agency specifically mandates it. Students simply earn a concentration by taking four courses in the

desired concentration area.

Due to faculty resources, not all concentrations will be achievable in all degree formats (day, evening, and weekend). Furthermore, not all courses will be offered in a degree format, nor will all courses that comprise a concentration be offered in a given academic year due to faculty resources.

MSTI students also enrolled in the JPME Program may pursue dual concentrations (Military Affairs/JPME and the MSTI concentration of their choice). Doing so will require MSTI students pursuing the JPME certification to complete two additional courses beyond the baseline MSTI requirements. MSTI JPME students will require 34 total credit hours, rather than 32.

Concentrations include:

- Counterproliferation (CP)
- Cyber Intelligence (CYI)
- Data Science in Intelligence (DSI)
- Emerging Technologies (ET)
- Information and Influence Intelligence (I3)

## Counterproliferation (CP) Concentration

Weapons of mass destruction (WMD) are among the highest priority concerns for the IC. WMD issues include chemical, biological, radiological, nuclear, and high-yield explosive (CBRN-E) threats from state and nonstate actors, as well as nonstate armed groups involving all forms of WMD. The IC uses a wide range of techniques to identify and counter the various adversarial WMD programs. To address these critically important issues in an ever-changing global environment, the Counterproliferation (CP) Concentration at NIC provides a graduate education designed to introduce students to the technology used in threat WMD programs. The CP Concentration explores intelligence issues and challenges surrounding the full spectrum of WMD actors and their evolving capabilities.

In addition to the other degree requirements, to earn the Counterproliferation Concentration students must take four of the following courses (8 credit hours):

- *NIC-6951 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *NIC-6954 Infrastructure Vulnerability Assessment (dual-listed)*
- *NIC-6970 WMD: Counterproliferation*
- *NIC-6971 The Biological Threat (dual-listed)*
- *NIC-6972 The Nuclear Threat*
- *NIC-6973 The Explosive Threat*
- *NIC-6974 The Chemical Threat*
- *NIC-6975 S&TI Space and Missile Systems*

- *NIC-6998 Special Topics in Intelligence* [must be aligned to concentration]
- *NIC-6999 Directed Readings* [must be aligned to concentration]

## Cyber Intelligence (CYI) Concentration

Cyber intelligence is information in the digital world: how it is used, manipulated, and understood. The Cyber Intelligence (CYI) Concentration educates students on the foundations and rapidly changing dynamics of the global information environment. Successful completion of four courses in the following concentration area prepares students to provide strategic intelligence support within cyber intelligence.

Students must take four courses from the following:

- *NIC-6922 Cyber Law, Policy, and Strategy*
- *NIC-6923 Intelligence Community Role in Offensive Cyber Operations (OCO)*
- *NIC-6920 Cyber Intelligence Foundations*
- *NIC-6963 Foreign Information and Cyber Strategies (dual-listed)*

*NIC-6921 Cyber Threat* [NIC-6920 is a prerequisite. See the Course Director if lacking the prerequisite.]

- *NIC-6965 Social Networks and Intelligence (dual-listed)*

*NIC-6924 Cyber Operations Environment—Engagement* [NIC-6921 is a prerequisite. See the Course Director if lacking the prerequisite.]

- *NIC-6995 Algorithmic Warfare (dual-listed)*
- *NIC-6998 Special Topics in Intelligence* [must be aligned to concentration]
- *NIC-6999 Directed Readings* [must be aligned to concentration]

## Data Science in Intelligence (DSI) Concentration

The Data Science in Intelligence (DSI) Concentration educates students on the rapidly expanding applications of data science within the context of intelligence collection and analysis. Successful completion of the four courses in the concentration prepares students to provide technically competent critical insight into how data science can be applied to strategic intelligence problems. Data science involves the development of methods to engage large data sets in order to infer useful information and convey insights. Information in large databases, complex structures, and massive data flows provides intelligence analysts and operators with opportunities to inform strategic decisions.

Students must take four courses from the following:

- *NIC-6990 Data Science Applications*
- *NIC-6991 Data Science Mathematics*

- *NIC-6992* Data Science Tools and Techniques *[NIC-6990 is a prerequisite. See the Course Director if lacking the prerequisite]*
- *NIC-6993* Data Science Visualization and Communication *[NIC-6990 is a prerequisite. See the Course Director if lacking the prerequisite]*
- *NIC-6994* Geospatial Data Science *[NIC-6990 is a prerequisite. See the Course Director if lacking the prerequisite]*
- *NIC-6995 Algorithmic Warfare (dual-listed)*
- *NIC-6998 Special Topics in Intelligence [must be aligned to concentration]*
- *NIC-6999 Directed Readings* [must be aligned to concentration]

*Note: Some DSI curriculum is taught at the iRES facility at NDU (Fort McNair) which is accessible through unclassified means by all distance learning students, including those overseas. Distance learning students must also have secure VTC access for some class sessions hosted at the ICC-B during course iterations. The iRES facility is co-located with other CIC labs with the focus on AI, SCADA, and Robotics curriculum and research.*

## Emerging Technologies (ET) Concentration

The coupled intelligence problems of evolving technology and resources must be grappled with to forestall strategic surprise. One of the most daunting challenges in strategic intelligence is to anticipate the progress of science and technology, compounded by the strategic importance of various resources and environmental forces. Estimating the potential of specific resources, theoretical sciences, emerging disciplines, and hypothetical capabilities to shape the future requires new approaches and broad awareness. Successful completion of four courses in the Emerging Technologies (ET) Concentration prepares students to provide strategic intelligence support within other S&TI disciplines, including cyber and WMD. Students should discuss their elective choices with their concentration Department Chair or Academic Advisor.

Students must take four courses from among the following:

- *NIC-6950 Advanced Science and Technology* [NIC-6913 is a prerequisite]
- *NIC-6951 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *NIC-6952 The Economics of Technology*
- *NIC-6953 Case Studies in Technology Transfer*
- *NIC-6954 Infrastructure Vulnerability Assessment (dual-listed)*
- *NIC-6955 Research, Development, Test, and Evaluation (RDT&E) Intelligence*
- *NIC-6971 The Biological Threat (dual-listed)*
- *NIC-6966 Identity Intelligence (dual-listed)*

- *NIC-6957 Fundamentals of Space Operations*
- *NIC-6958 Foreign Space Capabilities*
- *NIC-6998 Special Topics in Intelligence* [must be aligned to concentration]
- *NIC-6999 Directed Readings* [must be aligned to concentration]

### Information and Influence Intelligence (I3) Concentration

The Information and Influence Intelligence (I3) Concentration educates students on the principles, foundations, threats, and dynamics of using information in the cognitive dimension of the information environment to shape the opinions, choices, and behaviors of others to gain an intelligence advantage. The denial and deception (D&D) component of the concentration addresses foreign programs designed to counter US technological superiority or significantly affect US national security interests. The information power component addresses intelligence-related issues and equities in the use of information to affect the understanding, will, and behavior of selected target audiences. The I3 Concentration is designed to enable students to analyze, evaluate, and solve the IC's current and emerging concerns regarding the use of information in the cognitive dimension of the information environment.

Students who pursue an I3 Concentration must complete at least four I3 elective courses:

- *NIC-6960 Introduction to Denial and Deception*
- *NIC-6964 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures [NIC-6960 is required as a prerequisite]*
- *NIC-6966 Identity Intelligence (dual-listed)*
- *NIC-6962 Information Power*
- *NIC-6961 Propaganda [NIC-6962 a prerequisite. See the Course Director if lacking the prerequisite.]*
- *NIC-6963 Foreign Information and Cyber Strategies (dual-listed)*
- *NIC-6965 Social Networks and Intelligence (dual-listed)*
- *NIC-6967 Advanced Information Power Seminar [Must take at least one I3 course as a prerequisite; NIC-6962, NIC-6961, and NIC-6963 especially recommended]*
- *NIC-6998 Special Topics in Intelligence [must be aligned to concentration]*
- *NIC-6999 Directed Readings [must be aligned to concentration]*

## Science and Technology Intelligence Department

The Science and Technology Intelligence Department serves a management and oversight function for S&T-related concentrations, certificates, and elective offerings within NIC. The department offers

elective courses available to the broader student body, subject to program requirements, course availability, prerequisites, and registration priorities.

The Department Chair, concentration leads, certificate leads, course directors, and teaching faculty are responsible for the quality, development, and execution of assigned concentrations, certificate topics, and elective courses. Students with questions regarding an S&T concentration, certificate, or elective pathway are encouraged to speak with the Department Chair, the appropriate concentration or certificate lead, or the Associate Dean of Academic Programs

The department oversees S&T-related concentrations and certificates, including:

- Emerging Technologies
- Counterproliferation
- Cyber Intelligence
- Information and Influence Intelligence
- Data Science in Intelligence

The department also supports elective offerings across the S&T curriculum and coordinates faculty expertise in emerging technology, geostrategic resources, counterproliferation, artificial intelligence, cyber, influence, data science, and related intelligence mission areas.

# Certificate in Intelligence Studies

The Certificate in Intelligence Studies (CIS) program allows non-degree-seeking students the opportunity for in-depth, graduate-level study of intelligence topics. CIS programs are conducted at the ICC-B NIC Main Campus and at designated instructional locations. Certificate topics may not be offered every year, and availability is subject to enrollment, space availability, faculty availability, and other NIC commitments and priorities.

Students interested in applying for a CIS program must possess an undergraduate degree from an institution accredited by an institutional accreditor recognized by the U.S. Department of Education. Students already enrolled in an NIC graduate degree program may take CIS courses as individual electives but may not earn the graduate certificate. CIS students who do not earn a certificate but subsequently matriculate to an NIC graduate program can apply to transfer credit toward their NIC master's degree.

## Strategic Intelligence Certificate Topics

Students seeking a Certificate in Intelligence Studies may complete four electives, totaling 8 credit hours, within one approved certificate topic. Some certificate topics may align with degree concentration areas. Certificate electives are drawn from the existing course catalog and are offered on a space-available basis.

Students have up to two years from the start of their first certificate course to complete the certificate and may request an extension through the appropriate academic approval process. Because

certificate electives are offered on a space-available basis, courses may be taken during the day, in the evening, or on the weekend when available. Students should discuss elective choices with the appropriate certificate lead or academic advisor.

Master's students may apply up to three certificate courses, totaling 6 credit hours, from an earned certificate toward free elective requirements in the degree program, subject to program approval. Likewise, up to three elective courses, totaling 6 credit hours, may be applied toward the Certificate in Intelligence Studies when those courses satisfy the requirements of an approved certificate topic.

## China

The Certificate in Intelligence Studies–China emphasizes strategic-level knowledge of this diverse and dynamic country, preparing students to critically identify, analyze, and forecast current and emerging intelligence and security concerns facing the IC in the Indo-Pacific region and globally. The program provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with China's political, social, economic, security, military, and informational behavior. Particular focus is on assessing the opportunities and constraints of China's comprehensive modernization and the effects and trajectories of its reemergence as a great power, both regionally and globally.

The China topic is available to students at ICC-B and NIC's instructional location at USPACOM.

### Certificate in Intelligence Studies–China Learning Outcomes:

- Apply the lenses of China's modern history, institutional structure, and elite politics as explanations for its contemporary policies and regime behavior in crisis or conflict.
- Outline the Communist Party of China's national strategy and foreign policy, the processes by which it formulates, articulates, and implements them, and the relationship between the Party's overall strategic ends and its efforts in specific functional and regional areas; critique the scholarly debates about the implications for the United States and the international order.
- Integrate examinations of China's military modernization program, doctrine, capabilities, and strategies for regional conflicts into the construction of potential Chinese military campaigns in the Indo-Pacific.
- Appraise China's domestic and international activities in the information domain to include intelligence, counterintelligence, cyber and information warfare, and strategic influence operations; evaluate the implications for US policy.
- Evaluate the strengths and weaknesses of China studies scholarship and its implications for the US strategic intelligence enterprise.

The certificate course requirements include:

- *NIC-6310 Introduction to China's Politics*
- *NIC-6311 China's National Strategies and Foreign Policy*

- *NIC-6312 China's Military Capabilities and Strategy*
- *NIC-6313 Chinese Intelligence and Information Warfare*

## Latin America

The Certificate in Intelligence Studies–Latin America examines the current and future threats, challenges, and opportunities for the United States in Latin America and the Caribbean and provides a greater understanding of recent developments within their historical, political, and cultural contexts. The program focuses on the vital role of intelligence in understanding and handling critical security issues, including political and economic instability, governmental corruption, mass migration, transnational organized crime, insurgency, terrorism, and foreign influence in the region.

The Latin America topic is available to students via ICC-B.

### Certificate in Intelligence Studies – Latin America Learning Outcomes:

- Evaluate major historical influences as explanations for contemporary Latin American regional decision making and the implications for US policy.
- Assess the current impact of major internal/regional trends and transnational crime on economic and democratic stability.
- Assess the current impact of regional and strategic competition, especially from China and Russia, on US national security and the US intelligence community.
- Hypothesize the future impact of major current issues and trends within real-world intelligence scenarios, for the purpose of developing intelligence professionalism in indications and warning collection and analysis.

The certificate course requirements include:

- *NIC-6341 Latin America: Geostrategic Intelligence Issues*
- *NIC-6342 Mexico and Central America Intelligence Issues*
- *NIC-6343 The Caribbean Basin: Intelligence Issues*
- *NIC-6344 South America Intelligence Issues*

## Russia, Europe, and Eurasia

The Certificate in Intelligence Studies–Russia, Europe, and Eurasia emphasizes strategic-level knowledge of this dynamic, geographically broad, and politically and culturally diverse region and prepares students to identify, analyze, and forecast the IC's current and emerging intelligence and security concerns and policies toward both regional allies and potential adversaries. The concentration provides students with a multidisciplinary approach for researching and evaluating the drivers, objectives, strategies, and activities associated with Eurasian questions. It addresses political, sociocultural, economic, demographic, security, military, conflict, and informational issues

for this region. The program also focuses on assessing the drivers and outcomes of Russia's authoritarian assertiveness in an era of great power politics; the challenges and advantages of European Union integration; economic and energy production and interdependence; radicalization and terrorism issues; and external security and economic policies and engagement.

The Russia, Europe, and Eurasia topic is available to students at ICC-B or by VTC.

**Certificate in Intelligence Studies–Russia, Europe, and Eurasia Learning Outcomes:**

- Evaluate the expert theoretical and applied research literature examining the dynamics of Eurasia's evolving internal socioeconomic development, national and supranational governance, financial and economic performance and challenges, and domestic stability and internal security.
- Evaluate Russia's military, intelligence, and information strategy, modernization, and operations.
- Analyze Russia's evolving regional and global aspirations, behaviors, and assertiveness, including in foreign policy, trade and finance, regional and other multilateral organizations, transnational security issues, and confronting or causing regional disputes.
- Assess threats and opportunities for the United States vis-à-vis the actions and intentions of Russia and the former Soviet republics in the key issues of governance, economic and infrastructure development, foreign and security policy, domestic political and security conditions, and resource management.

The Russia, Europe, and Eurasia Certificate includes the following courses (8 credit hours overall):

- *NIC-6332 Russian Politics*
- *NIC-6336 Russian Intelligence*
- *NIC-6337 Russian Foreign Policy*

One additional course (student's choice):

- *NIC-6330 Analysis of the Russian Military*
- *NIC-6335 Central/Eastern Europe and the Caucasus*

## Counterintelligence

The Certificate in Intelligence Studies–Counterintelligence prepares students to critically evaluate the efforts of US counterintelligence (CI) agencies to mitigate the foreign intelligence service threat to the United States. The courses examine the US CI effort from a strategic perspective, including the role of CI in relation to the larger IC, law enforcement, and US national security strategy. The courses also address the structure and mission of US CI organizations, as well as the legal, civil liberties, and policy considerations that shape and constrain the CI effort in a democratic society. Students gain an understanding of various aspects of the foreign intelligence threat, including espionage, influence operations, economic espionage, and cyber intrusions. The courses also

explore criticism of the US CI effort, alternative theoretical approaches to CI, and the future of CI in a globalized information environment.

The Counterintelligence topic is available to students at ICC-B and NIC's Quantico Academic Center.

**Certificate in Intelligence Studies–Counterintelligence Learning Outcomes:**

- Consider the political, legal, social, and economic factors that have shaped the evolution of the US approach to CI.
- Evaluate US CI policy, strategies, organizations, functions, and missions.
- Appraise the foreign intelligence threat to the United States.
- Consider the political, legal, social, and economic factors that have shaped selected foreign intelligence communities.

The course requirements include:

- *NIC-6520 Counterintelligence* [This course is a prerequisite for the CI certificate.]
- *NIC-6521 Comparative Intelligence*
- *NIC-6313 Chinese Intelligence and Information Warfare*
- *NIC-6336 Russian Intelligence*

## The IC Strategic Leaders Program

This CIS program provides IC professionals with an educational experience in a collaborative interagency environment that furthers knowledge and use of leadership theory and practice, organizational management skills, national security law and ethics, and the role of intelligence in national security policy formulation. Participation requires a nomination from the applicant's home agency, a two-page résumé, a 500-word statement of interest, and official transcripts from degrees completed.

This program is designed for GS-14s and 15s (and military rank equivalent) intelligence professionals of all job series and backgrounds with at least 10 years' experience in national security. The program integrates education and information sharing, while participants in this four-course program explore and analyze real-world intelligence challenges and use tools immediately applicable to their daily environment. Seating is limited.

The IC Strategic Leaders Program is available to students at ICC-B. Designed as an in-person residency for a 20-person cohort, each program cohort meets four weeks per year (Monday to Friday, 8 am to 4 pm). The one-week cohort sessions are held in September, January, March, and May.

**Certificate in Intelligence Studies–IC Strategic Leaders Program Learning Outcomes:**

- Apply leadership and management theories and strategies to decision making in the IC.
- Evaluate the current and future challenges facing the intelligence enterprise in national

security policy formulation and execution.

- Apply the role of professional ethics and the foundational constitutional, statutory, and legal authorities to issues impacting intelligence practitioners.
- Employ a structured analytical framework for strategic planning that assesses current and future operating environments, utilizes organizational change theories, and applies risk and performance management theories and practice.
- Develop realistic solutions against an IC enterprise challenge that applies the tools and strategies presented in this program.

The certificate course requirements include:

- *NIC-6251 Leadership and Intelligence*
- *NIC-6252 Leadership, Intelligence, and National Security Decision Making*
- *NIC-6253 National Security Law and Ethics*
- *NIC-6254 Organizational Management and Change*

## Homeland Intelligence for Transnational Issues

The Certificate in Intelligence Studies–Homeland Intelligence for Transnational Issues provides an in-depth examination and evaluation of intelligence gathered and used domestically by the intelligence, law enforcement, and private sectors to address the significant national security threats that face the United States. Intelligence areas covered within this program could span foreign malign activity, border security, terrorism, counterterrorism, domestic violent extremists, cyber threats, transnational threats, infrastructure protection, WMD, homeland warning, or other homeland-related threats. For NIC-6414, there will be a one-week period where students must report to NIC during working hours to participate in site visits and a tabletop exercise. Please ensure your supervisor is aware and approves prior to submitting your application.

### Certificate in Intelligence Studies–Homeland Intelligence for Transnational Issues Learning Outcomes:

- Assess the intelligence requirements and capabilities available to counter foreign and domestic sponsored or inspired threats to the homeland.
- Evaluate intelligence on key homeland topics—which can include border security, terrorism, transnational threats, cyber threats, foreign malign activity, WMD, and critical infrastructure protection—for the utility each has to support homeland preparedness.
- Assess the balance between the laws that protect the homeland and the desire to protect civil liberties, civil rights, and privacy.
- Analyze the efficacy of homeland warning systems, including the National Terrorism Advisory System.

Students in the CIS–Homeland Intelligence for Transnational Issues must take two required courses:

- *NIC-6409 Intelligence to Protect the Homeland*
- *NIC-6414 Homeland Intelligence Warning Field Engagement*

In addition to the two required courses, students are to complete two of the following CIS-Homeland Intelligence for Transnational Issues electives. Students may also choose other threat or area studies courses that are related to the homeland from the catalog. Please note that not all electives will be offered or spots guaranteed in each class every year.

- *NIC-6520 Counterintelligence*
- *NIC-6954 Infrastructure Vulnerability Assessment (dual-listed)*
- *NIC-6971 The Biological Threat*
- *NIC-6973 The Explosive Threat*
- *NIC-6974 The Chemical Threat*
- *NIC-6920 Cyber Intelligence Foundations*
- *NIC-6963 Foreign Information and Cyber Strategies (dual-listed)*
- NIC-6921 Cyber Threat [NIC-6920 is a prerequisite. See the Course Director if lacking the prerequisite.]
- *NIC-6965 Social Networks and Intelligence*
- *NIC-6402 Introduction to Terrorism*
- *NIC-6404 Countering Terrorism*
- *NIC-6405 Case Studies in Terrorism*
- *NIC-6407 Transnational Threats*
- *NIC-6408 The Role of Intelligence in Counternarcotics*
- *NIC-6313 Chinese Intelligence & Information Warfare*
- *NIC-6336 Russian Intelligence*

## Strategic Intelligence in Special Operations

Special operations forces (SOF) play an important role in US national security strategy, interagency activities, and military operations. Moreover, a strong mutually supporting, symbiotic, and unique relationship exists between SOF and the IC. This certificate topic prepares students to critically examine and evaluate SOF operations and intelligence activities that support those operations and intelligence activities with the aim of providing national security decisionmakers more effective strategic options across a wide spectrum of conflict within today's complex global environment.

The Strategic Intelligence in Special Operations topic is available to students at ICC-B and at the Southern Academic Center (SAC).

**Certificate in Intelligence Studies–Strategic Intelligence in Special Operations Learning Outcomes:**

- Apply analytical frameworks by which to evaluate emerging transnational and conventional threat capabilities and strategies within the environment of special operations.
- Evaluate the unique capabilities of SOF intelligence and sensitive operational activities and how they network within the wider IC.
- Analyze and evaluate how covert action tools and techniques can be incorporated within broader national security strategies and evaluate measures to assess their effectiveness.
- Synthesize key aspects of special operations-unique capabilities with national intelligence means to propose complex problem solutions to senior-level decisionmakers.

There are three required certificate courses:

- *NIC-6206 Covert Action*
- *NIC-6407 Transnational Threats*
- *NIC-6123 Intelligence and Special Operations*

Additionally, students choose one elective course from the following list (2 credit hours):

- *NIC-6121 Irregular and Asymmetric Warfare*
- *NIC-6861 Social Analysis*
- *NIC-6402 Introduction to Terrorism*
- *NIC-6404 Countering Terrorism*
- *NIC-6405 Case Studies in Terrorism*
- *NIC-6412 Engaging International Partnerships*

## Science and Technology Intelligence (STI) Certificate Topics

Students seeking a Certificate in Intelligence Studies (CIS) in an S&TI area of study may select four electives (8 credits) all from within one of the certificate topics listed, each of which is aligned to degree concentration areas. The electives are offered on a space-available basis from the existing course catalog. Students have up to two years from the start of their first course to complete all 8 credits and may request an extension from the Dean of Faculty and Academic Programs. Because electives are offered on a space-available basis, courses can be taken during the day, in the evening, or on the weekend if available. Students should discuss their elective choices with their appropriate academic advisor.

### Counterproliferation (CP)

WMD issues are among the highest priority concerns for the IC. They include chemical, biological, radiological, nuclear, and high-yield explosive (CBRN-E) threats from state and nonstate actors, as well

as nonstate armed groups involving all forms of WMD. The IC uses a wide range of techniques to identify and counter the various adversarial WMD programs. To address these critically important issues in an ever-changing global environment, the certificate provides material designed to introduce students to the technology used in threat WMD programs. The certificate explores intelligence issues and challenges surrounding the full spectrum of WMD actors and their evolving capabilities.

The Counterproliferation topic is available to students at ICC-B.

### Certificate in Intelligence Studies–Counterproliferation (CP) Learning Outcomes:

- Identify different types of WMD and their methods of development and employment.
- Examine WMD technologies, intelligence indicators, and collection challenges.
- Analyze the different factors that affect adversarial WMD capabilities, intent, doctrine, and use, as well as the competing global or regional efforts that enable or counter these activities.
- Evaluate the nature of the WMD threat to the United States and its allies, and the role of the IC in countering WMD.

To earn the Certificate in Intelligence Studies–Counterproliferation (CP) students must take four of the following courses (8 credit hours):

- *NIC-6951 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *NIC-6954 Infrastructure Vulnerability Assessment (dual-listed)*
- *NIC-6970 WMD: Counterproliferation*
- *NIC-6971 The Biological Threat (dual-listed)*
- *NIC-6972 The Nuclear Threat*
- *NIC-6973 The Explosive Threat*
- *NIC-6974 The Chemical Threat*
- *NIC-6975 S&TI Space and Missile Systems*
- *NIC-6998 Special Topics in Intelligence* [must be aligned to certificate]
- *NIC-6999 Directed Readings* [must be aligned to certificate]

## Cyber Intelligence (CYI)

Cyber intelligence is information in the digital world: how it is used, manipulated, and understood. The certificate educates students on the foundations and rapidly changing dynamics of the global information environment. Successful completion of four courses in the area prepares students to provide strategic intelligence support within cyber intelligence.

The cyber intelligence topic is available to students at ICC-B.

### Certificate in Intelligence Studies–Cyber Intelligence (CYI) Learning Outcomes:

- Assess the cyber threat environment in relation to strategic intelligence.
- Analyze cyber-related science and technology and the impact on strategic intelligence.
- Examine IC roles and responsibilities related to current and future cyber network operations environments.

Students must take four courses from the following:

- *NIC-6922* *Cyber Law, Policy, and Strategy*
- *NIC-6923* *Intelligence Community Role in Offensive Cyber Operations (OCO)*
- *NIC-6920* *Cyber Intelligence Foundations*
- *NIC-6963* *Foreign Information and Cyber Strategies (dual-listed)*
- *NIC-6921* *Cyber Threat* [NIC-6920 is a prerequisite. See the Course Director if lacking the prerequisite]
- *NIC-6965* *Social Networks and Intelligence (dual-listed)*
- *NIC-6924* *Cyber Operations Environment—Engagement* [NIC-6921 is a prerequisite. See the Course Director if lacking the prerequisite]
- *NIC-6995* *Algorithmic Warfare (dual-listed)*
- *NIC-6998* *Special Topics in Intelligence* [must be aligned to certificate]
- *NIC-6999* *Directed Readings* [must be aligned to certificate]

## Data Science in Intelligence (DSI)

The Certificate in Intelligence Studies–Data Science in Intelligence (DSI) educates students on the rapidly expanding applications of data science within the context of intelligence collection and analysis. Successful completion of four courses prepares students to provide technically competent critical insight into how data science can be applied to strategic intelligence problems. Data science involves the development of methods to engage large data sets in order to infer useful information and convey insights. Information in large databases, complex structures, and massive data flows provides intelligence analysts and operators with opportunities to inform strategic decisions.

The Data Science in Intelligence topic is available to students at ICC-B.

### Certificate in Intelligence Studies–Data Science in Intelligence (DSI) Learning Outcomes:

- Explain the evolving role of data science within the IC.
- Assess the applications and limitations of data science within the context of strategic intelligence.
- Calculate statistics and algorithmic output from intelligence data sets.
- Interpret and communicate the meaning of information inferred from data.

Students must take four courses from the following:

- *NIC-6990 Data Science Applications*
- *NIC-6991 Data Science Mathematics*

*NIC-6992 Data Science Tools and Techniques* [NIC-6990 is a prerequisite. See the Course Director if lacking the prerequisite]

*NIC-6993 Data Science Visualization and Communication* [NIC-6990 is a prerequisite. See the Course Director if lacking the prerequisite]

*NIC-6994 Geospatial Data Science* [NIC-6990 is a prerequisite. See the Course Director if lacking the prerequisite]

- *NIC-6995 Algorithmic Warfare (dual-listed)*
- *NIC-6998 Special Topics in Intelligence* [must be aligned to certificate]
- *NIC-6999 Directed Readings* [must be aligned to certificate]

## Emerging Technologies (ET)

The coupled intelligence problems of evolving technology and resources must be grappled with to forestall strategic surprise. One of the most daunting challenges in strategic intelligence is to anticipate the progress of science and technology, compounded by the strategic importance of various resources and environmental forces. Estimating the potential of specific resources, theoretical sciences, emerging disciplines, and hypothetical capabilities to shape the future requires new approaches and broad awareness. Successful completion of the certificate topic prepares students to provide strategic intelligence support within other S&TI disciplines, including cyber and WMD.

The Emerging Technologies topic is available to students at ICC-B.

### Certificate in Intelligence Studies–Emerging Technologies (ET) Learning Outcomes:

- Analyze emerging technological trends and disruptive events and their implications, including global or regional conditions and environments.
- Analyze market- and economic-based drivers for technological development and supply chain challenges.
- Evaluate the process for and execution of state and nonstate research, development, and acquisition life cycles and the resources required to support, complement, or counter them.
- Evaluate how environmental changes, geostrategic resources, power systems, access routes, supply chain, critical and rare materials, manufacturing, technology transfer, and other critical drivers may influence disruptive and emerging technologies.

Students must take four courses from the following:

- *NIC-6950 Advanced Science and Technology* [NIC-6913 is a prerequisite]

- *NIC-6951 Advanced Conventional and Non-Conventional Weapons (dual-listed)*
- *NIC-6952 The Economics of Technology*
- *NIC-6953 Case Studies in Technology Transfer*
- *NIC-6954 Infrastructure Vulnerability Assessment*
- *NIC-6955 Research, Development, Test, and Evaluation (RDT&E) Intelligence*
- *NIC-6971 The Biological Threat (dual-listed)*
- *NIC-6966 Identity Intelligence (dual-listed)*
- *NIC-6957 Fundamentals of Space Operations*
- *NIC-6958 Foreign Space Capabilities*
- *NIC-6998 Special Topics in Intelligence* [must be aligned to certificate]
- *NIC-6999 Directed Readings* [must be aligned to certificate]

## Information and Influence Intelligence (I3)

The Certificate in Intelligence Studies–Information and Influence Intelligence (I3) educates students on the principles, foundations, threats, and dynamics of using information in the cognitive dimension of the information environment to shape the opinions, choices, and behaviors of others to gain an intelligence advantage. The denial and deception (D&D) component addresses foreign programs designed to counter US technological superiority or significantly affect US national security interests. The information power component addresses intelligence-related issues and equities in the use of information to affect the understanding, will, and behavior of selected target audiences. The overarching goal of the certificate is to enable students to analyze, evaluate, and solve the IC's current and emerging concerns regarding the use of information in the cognitive dimension of the information environment.

The Information and Influence Intelligence topic is available to students at ICC-B.

### Certificate in Intelligence Studies–Information and Influence Intelligence (I3) Learning Outcomes:

- Understand the role of I3 in strategic intelligence.
- Understand foreign I3-related capabilities, methods, and intentions.
- Analyze adversarial I3 activities.
- Evaluate foreign I3 strategies, capabilities, methods, and activities.

Students must take four courses from the following:

- *NIC-6960 Introduction to Denial and Deception*
- NIC-6964 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures [NIC-6960 is a prerequisite]

- *NIC-6966 Identity Intelligence (dual-listed)*
- *NIC-6962 Information Power*
- NIC-6961 Propaganda [NIC-6962 is a prerequisite. See the Course Director if lacking the prerequisite]
- *NIC-6963 Foreign Information and Cyber Strategies (dual-listed)*
- *NIC-6965 Social Networks and Intelligence (dual-listed)*
- NIC-6967 Advanced Information Power Seminar [must take at least one I3 course as a prerequisite]
- *NIC-6998 Special Topics in Intelligence* [must be aligned to certificate]
- *NIC-6999 Directed Readings* [must be aligned to certificate]

# COURSE DESCRIPTIONS

The following is a list of all NIC courses. Not all courses are offered every year, or in every location. Please check the course schedule for course offerings each academic year. Unless otherwise noted, secure VTC attendance *may* be available, except for courses offered at USPACOM. Please verify secure VTC options with the instructor in advance of the course.

## Graduate Core Courses

All master's degree students are required to take the following courses.

***NIC-6701 Research Design***

Develop advanced research design skills for strategic and technological intelligence studies. Learn to formulate research questions, review scholarly literature, and select appropriate methodologies. Prepare to conduct rigorous, graduate-level research aligned with national security intelligence priorities.

*Legacy course number: MCR 701*

***NIC-6607 Intelligence Reasoning and Analysis***

Explores the art and science of intelligence analysis through the lens of logic, critical thinking, and argumentation. Strengthens skills in evaluating intelligence analysis. Examines methods for identifying and mitigating common analytical pitfalls and challenges. Gains insight into the evolving demands of intelligence in a rapidly shifting global environment. Builds analytical agility to navigate complexity, uncertainty, and ambiguity in today's dynamic environment.

*Legacy course number: MCR 607*

***NIC-6608 Leadership and Management in the Intelligence Community***

Explore leadership theory and organizational management within the unique structure of the

intelligence community. Analyze how leaders motivate, shape culture, and drive strategic change. Assess best practices for vision development, risk management, and interagency collaboration in a rapidly evolving global environment.

*Legacy course number: MCR 608*

***NIC-6609 Intelligence Collection***

Examine core intelligence collection disciplines—HUMINT, SIGINT, GEOINT, MASINT, and OSINT—and their role in supporting all-source analysis. Analyze structures, technologies, and limitations of each method. Apply case studies to assess how collection informs analytic outcomes and meets national intelligence requirements.

*Legacy course number: MCR 609*

***NIC-6611 Intelligence and National Security Policy***

Analyze the institutional framework guiding the US Intelligence Community and its role in national security policymaking. Examine interagency coordination, oversight mechanisms, and the evolution of IC authorities. Assess strategies for enhancing agility, innovation, and resilience in a complex global environment.

*Legacy course number: MCR 611*

## Research Options for Degree Completion Courses

The course requirement for the master's degree thesis are described in the subsection that follows.

***NIC-6704 Master's Thesis***

Develop and complete an original, faculty-supervised research project that demonstrates mastery of graduate-level inquiry, evidence-based analysis, and scholarly writing. Formulate a research question, apply an appropriate methodology, analyze findings, and produce a final thesis that contributes to intelligence, national security, or the student's approved field of study.

***NIC-6710 Substantial Research Paper***

Develop an advanced, faculty-advised research paper that answers a well-crafted research question and demonstrates graduate-level learning in an approved topic area. Conduct independent research, evaluate relevant evidence, apply appropriate scholarly or analytic methods, and produce a rigorous written product that meets graduate standards for argumentation, accuracy, and presentation. (MSSI Students Only)

***NIC-6705 Applied Research Project***

Apply graduate-level research methods to examine an intelligence, national security, or approved professional problem. Develop an applied or experimental project tied to an identified stakeholder, mission need, or organizational challenge; secure partner agency or organizational buy-in; evaluate evidence through appropriate methods; and produce findings, conclusions, or recommendations that demonstrate scholarly rigor and practical relevance. (MSTI Students Only)

## Program Requirement Courses

All MSSI students must successfully complete the MSSI program requirement, NIC-6601. All MSTI students must successfully complete the MSTI program requirement, NIC-6913.

***NIC-6601 Analyzing the Global Strategic Environment***

Examine global intelligence challenges through both systemic and state-centric lenses. Analyze major theoretical debates shaping national security strategy and intelligence priorities. Assess the role of international organizations, regional dynamics, and emerging issues that influence strategic decision-making in a connected global environment.

*Legacy course number: MSI 601*

***NIC-6913 Science and Technology Intelligence***

Examine core concepts and analytic approaches used in scientific and technical intelligence. Build a shared foundation for understanding current and emerging S&T-driven threats from a global perspective. Analyze how adversaries employ or may employ advanced technologies, evaluate the science behind key weapons and intelligence systems, and assess the capabilities of major U.S. and international S&T organizations. Strengthens the ability to anticipate technological developments and their implications for national security.

*Legacy course number: MST 613*

## Strategic Intelligence Graduate Electives

The MSSI electives within the MSSI degree program are described below.

### Strategic Studies Department

***NIC-6101 National Strategy: Theory and Intelligence Considerations***

Analyze the application of the instruments of national power in an environment of strategic competition to achieve national priorities. Assess domain-specific military strategy foundations and their integration with DIME-FIL tools. Analyze and apply insights from classical theorists such as Clausewitz and Sun Tzu in the context of joint, all-domain conflict. Apply strategic concepts such as the theory of victory and operational art in the formulation and analysis of national military strategy. Evaluate the intelligence community's role in shaping strategic objectives.

*This course is mandatory for students seeking JPME I credit.

*Legacy course number: DEF 601*

***NIC-6102 Joint Campaign Planning and Intelligence***

Apply joint intelligence doctrine to develop military intelligence products for national, theater, and operational level use. Develop planning and wargaming skills for strategic competition environments. Participate in a scenario-driven exercise to prepare for real-world roles supporting joint task force operations in crisis environments.

*This course is mandatory for students seeking JPME I credit.

*Legacy course number: DEF 602*

***NIC-6103 Joint Campaign Planning and Operations***

Apply joint planning doctrine to develop military plans for national, theater, and operational level use. Develop planning and wargaming skills for strategic competition environments. Participate in a scenario-driven exercise to prepare for real-world roles supporting joint task force operations in crisis environments.

* This course is mandatory for students seeking JPME I credit.

*Legacy course number: DEF 603*

### *NIC-6104 Staff Ride*

Synthesize strategic thought and operational concepts through guided study and field experience. Integrate historical lessons with contemporary military doctrine to illustrate universal principles of operational art. Includes a two-hour lecture and one-day site visit supporting NIC-6101–603. 1 credit.

* This course is mandatory for students seeking JPME I credit

*Legacy course number: DEF 604*

### *NIC-6121 Irregular and Asymmetric Warfare*

Analyze the strategic evolution of warfare beyond conventional state actors. Examine fourth- and fifth-generation threats, transnational adversaries, and the role of ideology in shaping conflict. Assess identity intelligence (I2) challenges and develop counter strategies to support combatant commanders in complex, culturally diverse environments.

*Legacy course number: DEF 621*

### *NIC-6122 Intelligence Support to Stability Operations*

Analyze the role of intelligence in multinational peacekeeping and stability missions. Examine concepts of nation-building, reconstruction, and transition across conflict zones. Assess how NGOs, intergovernmental, and governmental organizations interact to support stabilization and resolve regional conflicts.

*Legacy course number: DEF 622*

### *NIC-6123 Intelligence and Special Operations*

Examine the strategic relationship between intelligence and special operations in support of national objectives. Analyze mission environments, human terrain, and operational frameworks to assess intelligence requirements. Evaluate the effects, risks, and benefits of integrating intelligence into special operations planning and execution.

*Legacy course number: DEF 623*

### *NIC-6125 Intelligence and US-China Great Power Competitive Strategies*

Analyze the role of intelligence in countering China’s strategic actions short of armed conflict. Apply competitive frameworks aligned with US national security and defense strategies. Assess Beijing’s influence operations, regional ambitions, and emerging threats to US and allied interests, while exploring options to advance American objectives in a contested global environment.

*Legacy course number: DEF 625*

### *NIC-6201 The History of US Intelligence*

Traces history of US intelligence organizations and missions in the context of evolving threats. Focuses on the history of US intelligence collection, analysis, operational support, and the intelligence-policy nexus. Connects legacy intelligence capabilities, limitations, achievements, and failures to enduring challenges of today and tomorrow. Readings and assignments focus on primary and secondary source treatments of American intelligence history. Students dive deeply into case studies on topics of military

intelligence, political analysis, advanced technology threats, economic/industrial intelligence, espionage/counterintelligence, and intelligence ethics/oversight.

*Legacy course number: INT 601*

### *NIC-6206 Covert Action*

Examine the strategic role of covert activities in advancing national security objectives. Analyze operations ranging from propaganda and influence campaigns to subversion and paramilitary programs. Assess development procedures, oversight mechanisms, and distinctions between covert action, special operations, and information operations.

*Legacy course number: INT 606*

### *NIC-6310 Introduction to China's Politics*

Examines the People's Republic of China (PRC)'s contemporary politics under Xi Jinping through the lenses of China's traditional views of political order, modern history since the mid-19th century, and political institutions. Explores alternative social science approaches to studying the elite politics of the Chinese Communist Party (CCP), as well as the party's challenges in the areas of the economy, domestic stability, and the Taiwan issue. Students also present on historical cases of the PRC's behavior in crisis or conflict.

*Legacy course number: RSI 610*

### *NIC-6311 China's National Strategies and Foreign Policy*

Analyzes the People's Republic of China's national goals and domestic and international strategies. Examines the Chinese Communist Party (CCP)'s strategy and policy processes. Explores the CCP's views of the international order and its alternative vision for the world and evaluates the debates in Beijing and Washington about the future of US-PRC relations. Assesses the PRC's strategies for political economic, and technological great power competition, its global initiatives, and its approaches to crisis decision making, coercion, strategic signaling, and negotiating behavior.

*Legacy course number: RSI 611*

### *NIC-6312 China's Military Capabilities and Strategy*

Analyze China's military strategy, force modernization, and global security activities. Assess the development of People's Liberation Army capabilities across land, maritime, air, space, cyber, electronic, and information warfare domains. Examine China's military roles beyond its borders, including options to coerce rivals, deter Taiwan independence, and counter US intervention. Develop future-oriented intelligence assessments addressing key questions about China's evolving military posture and potential regional and global impact.

*Legacy course number: RSI 612*

### *NIC-6315 The Chinese Economy: National Security and Intelligence Concerns*

Analyze China's political economy and its strategic implications for national security. Examine the party-state's role in directing development, sector-level dynamics in finance, industry, and technology, and the global reach of initiatives like Belt and Road. Assess military-civil fusion, economic influence, and the evolving US-China economic relationship.

*Legacy course number: RSI 615*

### *NIC-6316 Taiwan: Crucible of US-China Relations*

Examine Taiwan's strategic role in US-China relations and Indo-Pacific power dynamics. Analyze trilateral security interactions, historical legacies, and national strategies shaping cross-Strait developments.

Explore prospects for resolution, US involvement, and contemporary debates on the potential for conflict over Taiwan.

*Legacy course number: RSI 616*

### *NIC-6322 South Asia Intelligence Issues*

Examine the political cultures and conflict dynamics of India, Pakistan, and Afghanistan. Analyze regional extremism, ethnic and sectarian tensions, and strategic flashpoints such as Kashmir. Assess China's growing influence, Afghanistan's evolving prospects, and India-Pakistan competition. Explore enduring US strategic interests and future regional trajectories.

*Legacy course number: RSI 622*

### *NIC-6323 North Korea: Intelligence Issues*

Examine how North Korea's modern history, geography, and culture shape contemporary and future intelligence issues. Assess the impact of Japanese imperialism, national division, and leadership consolidation on North Korea's strategic behavior. Analyze nuclear crises, cycles of provocation, and the regime's survival strategies through integrated historical, political, and intelligence perspectives.

*Legacy course number: RSI 623*

### *NIC-6324 Southeast Asia: Intelligence Issues*

Examine Southeast Asia's strategic environment and its interactions with Australia, China, India, Japan, the United States, ASEAN, and other actors. Assess historical foundations, regional power dynamics, and the region's role in sustaining a Free and Open Indo Pacific. Analyze evolving political, security, economic, institutional, and transnational issues through diverse intelligence, policy, and scholarly sources.

*Legacy course number: RSI 624P*

### *NIC-6330 Analysis of the Russian Military*

Explores the scope and complexity of analyzing Russian military capability. Emphasizes factors such as military structure, training, geography, force employment, sustainment, personnel, equipment, and intangibles. Strengthens analytic skills through the application of military analytic techniques.

*Legacy course number: RSI 630*

### *NIC-6331 Europe: Intelligence Partner and Analytic Subject*

Evaluate Europe's role as a strategic partner in advancing US national security objectives. Analyze NATO and EU cooperation, intra-European disputes, and the continent's capacity to support multilateral efforts. Assess Europe's influence on US leadership in political, cultural, and military domains in the 21st century.

*Legacy course number: RSI 631*

### *NIC-6332 Russian Politics*

Analyze and assess Russia's historic and current domestic institutions and developments and how they impact its internal politics. This course examines traditional and current political culture, leading political personalities and institutions, economic and demographic challenges, regional and local government, civil society, media and cultural issues, nationalism and ethnicity, and how these issues affect Russia's internal stability and U.S. interests. The course develops critical thinking and an understanding of Russia's perspective in the context of great power competition.

*Legacy course number: RSI 632*

### *NIC-6333 Central Asia: Geostrategic Intelligence Issues*

Analyze the strategic significance of Central Asia in the context of regional and global power dynamics. Examine the political, economic, and security environments of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Assess intelligence challenges and opportunities in a region shaped by its proximity to Iran, Russia, China, and Afghanistan, and its role as a corridor between Europe and Asia.

*Legacy course number: RSI 633*

### *NIC-6334 The Caucasus*

Analyze the strategic landscape of the Caucasus region, bordered by Iran, Russia, and Turkey. Examine the political dynamics of Armenia, Azerbaijan, Georgia, and Russia, along with contested territories including Abkhazia, Nagorno-Karabakh, and South Ossetia. Assess regional challenges, post-Soviet transitions, and US intelligence priorities in a complex and evolving environment.

*Legacy course number: RSI 634*

### *NIC-6335 Central/Eastern Europe and the Caucasus*

Explore the strategic landscape from the Baltic to the Black Sea, including the Baltic, Central, Eastern European, and Caucasus states. Examine historical legacies, ideological conflicts, and post-Soviet transitions. Analyze contemporary regional challenges and their impact on US policy, fostering critical insight into evolving geostrategic dynamics. (No prerequisite required; complements NIC-6332.)

*Legacy course number: RSI 635*

### *NIC-6337 Russian Foreign Policy*

Analyze the evolution of Russian foreign policy through historical transitions and contemporary strategic objectives. Examine instruments of hard and soft power and Russia's relations with the Near Abroad, the Middle East, Asia, the EU, and the United States. Evaluate the influence of leadership versus tradition in shaping policy and develop intelligence-focused assessments of Russia's global posture.

*Legacy course number: RSI 637*

### *NIC-6339 Polar Security*

Examine the strategic importance of the Arctic and Antarctica in global security and intelligence contexts. Analyze shifting geopolitical dynamics, climate-driven change, and rising stakeholder activity in science, resource extraction, and commerce. Assess emerging threats, great power competition, and the need for enhanced US intelligence capabilities and engagement in the polar regions.

*Legacy course number: RSI 639*

### *NIC-6341 Latin America: Geostrategic Intelligence Issues*

Assess current and emerging threats, challenges, and opportunities in Latin America and the Caribbean. Examine political, economic, and cultural contexts shaping regional instability, corruption, migration, and transnational crime. Evaluate the role of intelligence in addressing insurgency, terrorism, and foreign influence across the Western Hemisphere.

*Legacy course number: RSI 641*

### *NIC-6342 Mexico and Central America Intelligence Issues*

Analyze the impact of globalization on national security and intelligence strategies in Mexico and Central America. Examine domestic and international political, cultural, and institutional challenges. Assess national, operational, and tactical intelligence requirements to address evolving threats and opportunities in the region.

*Legacy course number: RSI 642*

### *NIC-6343 The Caribbean Basin: Intelligence Issues*

Analyze current and emerging threats, challenges, and opportunities in the Caribbean Basin. Examine political, economic, and cultural contexts shaping instability, corruption, migration, and transnational crime. Assess the role of intelligence in addressing insurgency, terrorism, and foreign influence. Builds on NIC-6341 by deepening understanding of regional dynamics and their impact on US strategic interests.

*Legacy course number: RSI 643*

### *NIC-6344 South America Intelligence Issues*

Examine the diverse political, economic, and cultural landscapes of South American nations and their implications for US intelligence planning. Analyze regional histories, modernization paths, and ideological movements, including fascism, populism, communism, and militarism. Assess the impact of demographic diversity and geographic access on national development. Complements NIC-6341 by deepening understanding of South American dynamics, excluding Colombia and Venezuela, which are covered in NIC-6343.

*Legacy course number: RSI 644*

### *NIC-6351 Introduction to Middle East Politics and Security Issues*

Survey the cultural, political, economic, and ideological dynamics shaping Middle Eastern domestic stability and regional conflict. Examine historical legacies, foreign policy preferences, and socioeconomic strategies across key states. Analyze the impact of Islamic ideologies and opposition movements on regime stability, civil society development, and strategic competition.

*Legacy course number: RSI 651*

### *NIC-6352 Iran: Geopolitical Intelligence Issues*

Analyze Iran’s strategic ambitions and its evolving role in regional and global politics. Examine historical legacies, domestic governance, socioeconomic dynamics, and internal security challenges. Assess Iran’s foreign policy, proxy networks, and influence operations, and evaluate implications for US and allied intelligence priorities.

*Legacy course number: RSI 652*

### *NIC-6353 Egypt, Turkey, and the Levant: Geopolitical Intelligence Issues*

Examine strategic security and intelligence issues across Syria, Lebanon, Jordan, Israel, and the Palestinian Authority, along with Egypt and Turkey. Analyze regional trajectories, threat structures, and strategic interactions. Develop intelligence assessments to forecast developments and identify challenges and opportunities for US policy in the broader Levant region.

*Legacy course number: RSI 653*

### *NIC-6354 Iraq and the Arabian Peninsula: Geopolitical Intelligence Issues*

Analyze the evolving political, economic, and security dynamics of Iraq and the Arabian Peninsula. Examine leadership transitions, socioeconomic reforms, proxy influence, and the impact of technology on public expectations. Assess how defense policies, cultural expression, and religious ideologies shape regional stability and influence great power competition.

*Legacy course number: RSI 654*

### *NIC-6355 Islamism: Geopolitical Intelligence Issues*

Examine Sunni and Shia Islamist ideologies and their institutional distinctions. Analyze the historical development of Islamism and its influence on contemporary regional and global politics. Assess domestic

and foreign policy preferences, socioeconomic impacts, and patterns of interaction between Islamic movements and Western societies.

*Legacy course number: RSI 655*

### *NIC-6356 Iranian Foreign Policy*

Survey Iran's international relations by analyzing key drivers, decision-making institutions, and threat perceptions. Examine the actors advancing Iran's Islamic Revolution and assess Tehran's foreign policy trajectory and expansionist strategies. Develop strategic-level intelligence products to inform US policy, military planning, and intelligence operations.

*Legacy course number: RSI 656*

### *NIC-6402 Introduction to Terrorism*

Explore the key drivers of terrorism and counterterrorism within the broader context of social movement theory. Analyze transnational threats, ideological foundations, and psychological dynamics at individual, organizational, and societal levels. Assess terrorist messaging, social media strategies, and financing methods. Establish a foundation for advanced study in terrorism analysis and counterterrorism strategy. (Recommended prerequisite for NIC-6404 and NIC-6405.)

*Legacy course number: TRN 602*

### *NIC-6404 Countering Terrorism*

Examine the structure, missions, and policies of the US counterterrorism community in historical and political context. Analyze the role of perception, rhetoric, media, and strategic indicators in shaping counterterrorism responses. Assess American and allied political, military, and cultural reactions to terrorist threats and attacks. Explore interagency collaboration to understand counterterrorism capabilities and limitations in a globalized environment.

*Legacy course number: TRN 604*

### *NIC-6405 Case Studies in Terrorism*

Apply analytical frameworks to assess the origins, strategies, and operational dynamics of contemporary terrorist threats. Examine terrorism as both logic and method, shaped by structural constraints, individual agency, and contingency. Through progressive case study engagement—"See One," "Do One," "Teach One"—develop critical judgments to inform counterterrorism strategy and intelligence analysis.

*Legacy course number: TRN 605*

### *NIC-6406 Economics and National Security*

Analyze how international relations and economic theories jointly shape national security policymaking to better assess a nation's capabilities and intentions. This course equips students with tools to evaluate economic indicators, global interconnections, and political systems—enhancing their ability to deliver informed intelligence assessments that support US national security and foreign policy goals.

*Legacy course number: TRN 606*

### *NIC-6407 Transnational Threats*

Assess the evolving landscape of transnational threats shaped by globalization, including terrorism, WMD proliferation, environmental degradation, pandemics, resource conflict, migration, and financial instability. Examine how these challenges impact global power dynamics and regional stability. Develop intelligence-driven analytic and collection strategies to inform effective policy responses.

*Legacy course number: TRN 607*

### *NIC-6408 The Role of Intelligence in Counternarcotics*

Examine the global impact of drug trafficking and its intersection with terrorism, illicit finance, human trafficking, and contraband smuggling. Analyze the evolution of trafficking networks and their influence on regional security. Assess US interagency responses and the intelligence community's role in supporting practitioners, policymakers, and implementers in countering narcotics threats.

*Legacy course number: TRN 608*

### *NIC-6409 Intelligence to Protect the Homeland*

Examines the integration of law enforcement and intelligence, and the collaboration among federal, state, local, tribal, territorial, and private sector entities in homeland security. Explores strategic and operational threats to the U.S. Homeland. Analyzes the complexity of the relationships, laws, regulations, policies and strategies that exist in the Homeland that align with democratic values.

*Legacy course number: TRN 609*

### *NIC-6412 Engaging International Partnerships*

Examine the strategic role of intelligence partnerships in addressing transnational threats and global security challenges. Analyze coalition operations, intelligence sharing, and collaborative efforts to build warning systems, monitor compliance, and support intervention forces. Assess how globalization and hard-target access shape US engagement with trusted partners to enhance national, regional, and global security.

*Legacy course number: TRN 612*

### *NIC-6414 Homeland Intelligence Warning Field Engagement*

Examines intelligence's role in guiding strategic and operational direction through warning in the Homeland. Analyzes the nature of warning, past failures, and evaluates the current warning framework. Explores complex relationships between federal, state, local, tribal, territorial, and private sector partners to enhance homeland security, prevent adversary success, and maximize protection against current threats and capabilities. During weeks 7-9 mandatory site visits will take the place of regularly scheduled classes. These site visits will be full-day affairs, generally occurring from 0800-1700. There is also a mandatory tabletop exercise during week 10, which will take place during normal class hours.

*Legacy course number: TRN 614*

The following courses have been offered by the Strategic Studies Department as permanent courses in the past but are not scheduled to be offered in AY 2026-27.

### *NIC-6124 Operational Capabilities Analysis*

Explore methods, frameworks, and theories for assessing the capabilities of armed forces at the operational level of military activity. Discuss key analytic factors such as force structure, logistics, the operating environment, manpower, equipment, operational art, training and exercises, and intangibles. Demonstrate an ability to apply concepts via discussions, formal and informal presentations, and essays.

*Legacy course number: DEF 624*

### *NIC-6314 China in the Future*

Examine China's modernization and strategic rise as a global power. Analyze the use of hard and soft power, internal stability drivers, and the influence of history, culture, and geography. Assess China's foreign policy, military diplomacy, intelligence operations, economic strategies, and participation in global institutions within the evolving security environment.

*Legacy course number: RSI 614*

### *NIC-6321 Northeast Asia: Intelligence Issues*

Examine how Northeast Asia's history, geography, and culture shape current and future intelligence issues. Assess historical trends that frame emerging security challenges, priority intelligence concerns, and securing opportunities in the region. Analyze priority intelligence issues such as North Korea's provocations and nuclear programs, South Korea's and Japan's democratization and alliance evolution, Russia's role in the region, and the region's responses to China's rise as a major regional and global actor.

*Legacy course number: RSI 621*

### *NIC-6357 Iran: Military Capabilities and Doctrine*

Survey Iran's military structure, evolving warfighting strategies, and shifting defense doctrine. Assess the nature and trajectory of Iran's military threat to regional and global actors, including the United States. Analyze the impact of technological modernization and foreign assistance from China and Russia. Develop strategic intelligence products that provide timely warning and insight into Iran's future military posture.

*Legacy course number: RSI 657P*

### *NIC-6413 Essentials of Conflict Analysis*

Examine the global spectrum of conflict—from protest movements to terrorism, insurgency, and conventional war—through diverse theoretical and analytical frameworks. Assess how globalization strains identity and legitimacy, shaping threats to state and international stability. Develop intelligence skills in conflict anticipation, collection, and strategic warning to support effective analysis and decision-making.

*Legacy course number: TRN 613*

## National Intelligence and Security Enterprise (NISE) Department

### *NIC-6801 Advanced Methods of Intelligence Analysis*

Examine advanced models, methods, and structured techniques for complex thinking in intelligence analysis. Explore critical and creative thinking aligned with ICD 203 and assess analytic methodologies across stages of development. Integrate models to generate knowledge, deliver strategic warning, identify opportunities, and support decision advantage for defense and national security stakeholders.

*Legacy course number: AIA 601*

### *NIC-6802 Forecasting and Foresight for Intelligence*

Explore forecasting and foresight methodologies to address complex, multivariant challenges across intelligence missions. Examine modeling techniques and structured analytic approaches. Integrate public and private sector practices to enhance insight generation, identify strategic opportunities, and deliver timely warning in support of national security decision-making.

*Legacy course number: AIA 602P*

### *NIC-6898 Historical and Comparative Reasoning*

Explores how intelligence analysts can use historical and comparative reasoning to inform judgments about contemporary issues. Surveys the primary modes of historical reasoning available to analysts. Examines more structured approaches in the social sciences that compare historical cases to make causal inferences. Identifies the opportunities and pitfalls associated with looking to the past for insights into current analytic challenges. Develops students' ability to identify intelligence implications in scholarly works.

*Legacy course number: AIA 698P*

### *NIC-6861 Social Analysis*

Apply sociological and empathetic frameworks to understand the emergence and evolution of contemporary threats. Examine historical, structural, and agent-driven factors using peer-reviewed social science concepts. Analyze diverse social phenomena—including conflict, political movements, and radicalization—to support strategic intelligence estimates and grand strategy development.

*Legacy course number: AIA 661*

### *NIC-6503 Open-Source Intelligence (OSINT)*

Examines the strategic collection and analysis of publicly available information (PAI) and its uses in addressing intelligence requirements. Provides the theory, principles, and concepts that current and future IC leaders will need to manage, lead, and provide effective oversight over Open Source (OSINT) exploitation activities. Introduces the key functions and principles of OSINT, and the significance they have for the use and management of OSINT in the IC.

*Legacy course number: CAC 603*

### *NIC-6511 Signals Intelligence Resources, Methods, and Operations*

Explore SIGINT operations and their alignment with the National Intelligence Priorities Framework (NIPF). Analyze NSA's evolving mission integration within a global network architecture to maintain persistent intelligence presence. Assess how enterprise-wide SIGINT capabilities provide strategic advantage across the intelligence community. (Prerequisite: NIC-6609)

*Legacy course number: CAC 611*

### *NIC-6512 Geospatial Intelligence: A Strategic Introduction*

Explore the strategic utility of GEOINT through imagery, geospatial data, and spatial analysis. Assess historical foundations in military geography and aerial reconnaissance, current collection capabilities, and analytic methods. Evaluate how GEOINT enhances situational awareness and provides decision advantage to policymakers and defense leaders. Examine emerging challenges in discipline. (Prerequisite: NIC-6609)

*Legacy course number: CAC 612*

### *NIC-6513 HUMINT*

Examine HUMINT as a core intelligence discipline that provides unique insight into adversary intent and strategic context. Analyze HUMINT operations across overseas, domestic, and war zone environments. Assess its role in supporting all-source analysis, covert action, and counterintelligence, along with perspectives from policymakers and congressional oversight.

*Legacy course number: CAC 613*

### *NIC-6520 Counterintelligence*

Examine the strategic role of counterintelligence in protecting US national security and economic interests. Assess CI's integration with the intelligence community, law enforcement, and national security strategy. Analyze CI organizations, legal frameworks, and operational strategies, along with foreign threats including espionage, influence operations, economic espionage, and cyber intrusions.

*Legacy course number: CAC 620*

### *NIC-6521 Comparative Intelligence*

Analyze foreign intelligence systems and services through academic models and US analytic frameworks. Examine the resources, operations, and strategic intent of adversaries and allies. Apply comparative methodologies to case studies that assess global intelligence capabilities and inform counterintelligence and national security decision-making.

*Legacy course number: CAC 621*

### *NIC-6251 Leadership and Intelligence*

Explore leadership principles within the context of the intelligence community. Examine leadership theories, organizational culture, motivation, trust-building, and influence. Assess challenges facing IC leaders and apply leadership philosophy through seminar instruction, experiential activities, case studies, and reflective exercises. Applies to the Leadership and Management in the Intelligence Community certificate.

*Legacy course number: INT 751*

### *NIC-6252 Leadership, Intelligence, and National Security Decision Making*

Examine the formulation of US national security policy and the role of intelligence in shaping decisions. Analyze key actors, interagency processes, resource management, and oversight mechanisms. Apply theoretical models and real-world examples to understand how leadership and intelligence intersect in the development and execution of national security strategy. Applies to the Leadership and Management in the Intelligence Community certificate.

*Legacy course number: INT 752*

### *NIC-6253 National Security Law and Ethics*

Examines a range of complex legal and ethical issues that senior intelligence officers, responsible for leading mission-oriented organizations, should understand. Senior officers should have a grasp of intelligence law and an appreciation for the roles and responsibilities of attorneys in government. Ethics, the science of morals in human conduct, often helps to inform judgment in areas in which obligations might not be clear. NIC-6253 is the third of four courses for NIC's IC Strategic Leaders Program.

*Legacy course number: INT 753*

### *NIC-6254 Organizational Management and Change*

Apply business management principles to the intelligence community by examining group dynamics, organizational change, decision-making, strategic communications, and marketing. Integrate prior learning to analyze IC-specific challenges through case studies. Assess leadership and change management theories in support of effective organizational transformation. Applies to the Leadership and Management in the Intelligence Community certificate.

*Legacy course number: INT 754*

### *NIC-6298 Leadership Decision Making*

Examine multidisciplinary approaches to decision-making drawn from economics, psychology, business, political science, and organizational behavior. Evaluate diverse studies—including experiments, statistical analyses, and interviews—and assess their relevance to leadership decisions in the intelligence community and US national security organizations.

*Legacy course number: INT 698*

### *NIC-6203 Intelligence Resource Management: Process, Politics, and Money*

Examine the strategic allocation of fiscal resources within the intelligence community. Analyze the legal, political, bureaucratic, and interpersonal dynamics that shape the National and Military Intelligence Programs. Assess how resource management influences policy implementation and strategic outcomes and explore leadership challenges in navigating competing priorities across the IC and DoD.

*Legacy course number: INT 603*

### *NIC-6204 Professional Ethics*

Examines ethics — the branch of knowledge dealing with human values — to the IC mission, which is often seen as operating without ethics, or at best, operating in a "gray" area. Introduces ethical analysis that can help answer the question: based on what we value, what should we do as intelligence professionals? Sound ethical reasoning will help students use their moral compasses in contentious and complex mission and operational environments they might encounter.

*Legacy course number: INT 604*

### *NIC-6205 Intelligence and National Security Law*

Examines constitutional issues such as the separation of powers, the preservation of civil liberties in light of rapidly evolving collection and surveillance technologies, and our international legal obligations, providing the critical authorities, prohibitions, and oversight processes for intelligence professionals. Post-9/11 legislation, subsequent court challenges, and legal commentary will form the basis for examining how national security law is developing, and how intelligence professionals can—or should—attempt to predict, if not influence, its path.

*Legacy course number: INT 605*

### *NIC-6313 Chinese Intelligence and Information Warfare*

Analyze the structure, missions, and operations of China’s intelligence, influence, cyber, and internal security organizations. Assess the threat posed to US national security and economic interests by PRC information warfare capabilities. Examine the role of intelligence in China’s national security strategy and evaluate US efforts to counter PRC operations using diverse sources and perspectives.

*Legacy course number: RSI 613*

### *NIC-6336 Russian Intelligence*

Examine the structure, missions, and operations of Russia’s intelligence organizations. Assess the threat posed to US interests by Russian intelligence and information operations and analyze their role in Russian governance and society. Evaluate US counterintelligence efforts and draw insights from diverse sources including IC products, government publications, academic research, and Russian documents.

*Legacy course number: RSI 636*

The following courses have been offered by the NISE Department as permanent courses in the past but are not scheduled to be offered in AY 2025-26.

### *NIC-6510 Advancing Intelligence Collection*

Examine advanced collection strategies to address complex intelligence challenges, with emphasis on hard targets. Build on foundational concepts from Intelligence Collection (NIC-6609) to assess the contributions of individual systems and explore future collection architectures. Analyze how integrated approaches enhance capability across missions and operational environments. (Prerequisite: NIC-6609)

*Legacy course number: CAC 610*

### *NIC-6514 Time and Narrative in Intelligence Analysis*

Explore how concepts of time and narrative shape policy decisions, political rhetoric, and societal expectations. Analyze the historical contexts and lived experiences that influence decision-making across cultures. Assess how foreign leaders and institutions construct meaning through narrative and examine how intelligence analysts incorporate these frameworks into strategic assessments.

*Legacy course number: CAC 614P*

### *NIC-6515 Private Sector Intelligence Practices*

Examine the evolving role of private intelligence companies (PICs) in global intelligence operations. Analyze how PICs apply SIGINT, HUMINT, GEOINT, OSINT, and MASINT techniques, and assess their contributions, constraints, and workforce challenges. Explore their partnerships with governments and their growing influence in addressing intelligence gaps. This course does not involve collection from the private sector.

*Legacy course number: CAC 615P*

### *NIC-6502 Applied Collection and Analysis for Strategic Warning*

Apply advanced analytic methodologies to real-world strategic warning problems. Evaluate collection priorities, foreign intelligence concepts, and adversary denial and deception (D&D) tactics. Assess the challenges of delivering timely, actionable warning that enables strategic decision-makers to respond proactively to emerging threats.

*Legacy course number: CAC 602*

### *NIC-6530 History of Warning Intelligence*

Examine historical successes and failures in strategic warning across the United States and other nations. Analyze the origins, development, and organizational challenges of warning intelligence, with emphasis on methodological lessons and cognitive obstacles. Engage in case-study presentations and discussions to assess the psychology of analysis and improve future warning practices.

*Legacy course number: CAC 630*

### *NIC-6531 Challenges in Strategic Warning*

Analyze the evolving complexity of strategic warning in the post–Cold War era. Examine globalization's impact on threat dynamics, including cyber, terrorism, and WMD proliferation. Assess the integration of collection and analysis functions and explore the role of international and interagency collaboration in enhancing strategic intelligence outcomes.

*Legacy course number: CAC 631*

### *NIC-6532 Warning Theory and Methodologies*

Survey post-9/11 analytical techniques designed to improve strategic warning. Examine Cold War methodologies, indicator-based scenarios, and their continued relevance. Explore structured techniques that enhance imagination and challenge assumptions, including horizon scanning, strategic surveillance, and futures analysis. Assess deception risks and decision-making theory to understand adversary behavior and improve anticipatory intelligence.

*Legacy course number: CAC 632*

## Special Interest Courses

***NIC-6698 Special Topics***

Explore emerging or specialized topics in strategic intelligence through this flexible course designation. Engage with timely subject matter or unique faculty expertise. Topics may address evolving threats, novel methodologies, or interdisciplinary approaches, and may serve as candidates for future permanent course offerings.

*Legacy course number: MSI 698*

***NIC-6699 Directed Readings***

Pursue focused study on a specialized or emerging topic in strategic intelligence not covered by existing courses. Develop a proposal, reading list, and assignments in collaboration with a sponsoring faculty member and the Associate Dean of Academic Programs. May be used to fulfill an elective requirement.

*Legacy course number: MSI 699*

# Science and Technology Intelligence Graduate Electives

The MSTI electives within the MSTI degree program are described below:

***NIC-6922 Cyber Law, Policy, and Strategy***

Explores the legal, policy, and national strategy aspects of the cyber domain. It aims to provide students with a thorough understanding of US national cyber policy, domestic and international cyber law, and national strategies, and how they regulate the use of cyber capabilities for intelligence and national security.

*Legacy course number: MST 640P*

***NIC-6923 Intelligence Community Role in Offensive Cyber Operations (OCO)***

Examines how the Intelligence Community (IC) supports U.S. offensive cyber operations (OCO) from planning through execution. Topics may include cyber collection and analysis methods, policies, enabling activities, operational phases, intelligence gain/loss considerations, campaign planning, cyber-effects campaign plans, and emergency cyber action declarations. Equips students with insight into the strategic and tactical integration of intelligence in cyber operations.

*Legacy course number: MST 641P*

***NIC-6950 Advanced Science and Technology***

Examine advanced science and technology issues shaping national security, with emphasis on rapidly evolving or high-priority topics. Assess emerging and disruptive technologies such as, but not limited to, Artificial Intelligence, Quantum Computing, WMD-related developments, missile and space systems, cyber capabilities, proliferation trends, and environmental and health drivers. Evaluate technological advances alongside S&T that enables U.S. intelligence collection and analysis. Strengthens the ability to interpret complex technical developments and anticipate their implications for intelligence and policy. (Prerequisite is NIC-6913)

*Legacy course number: MST 653*

***NIC-6951 Advanced Conventional and Non-Conventional Weapons***

Explore the scientific foundations that enable modern military capabilities, emphasizing how advances in basic and applied research translate into powerful and often novel weapon systems. Assess delivery systems associated with WMD while focusing on the broader technologies that drive power projection

and technological superiority. Analyze the intersection of interdisciplinary innovation and practical systems integration and evaluate why these critical S&T areas attract persistent foreign intelligence and espionage efforts aimed at gaining military or economic advantage.

*Legacy course number: MST 655*

### *NIC-6952 The Economics of Technology*

Employ economic tools to assess emergence, dissemination, and application of technologies. Develop skills to assess how market forces and governments' policies impact the state of technology.

*Legacy course number: MST 656*

### *NIC-6953 Case Studies in Technology Transfer*

Examine the varied meanings and implications of technology transfer, from routine exchanges to strategically significant movements of knowledge and systems. Analyze its tactical, strategic, and intelligence dimensions, with attention to organizational, analytical, political, legal, and economic factors. Explore how technology transfer shapes national competitiveness, influences global power dynamics, and affects the security of critical science and technology. Clarifies the real-world consequences of technological advantages, loss, and exploitation.

*Legacy course number: MST 657*

### *NIC-6954 Infrastructure Vulnerability Assessment*

Examine the highly interdependent nature of critical infrastructures within modern societies and the traditional and evolving physical threats to degrade or destroy. Analyze infrastructure risk as a function of physical threats, vulnerabilities, and criticalities. Assess single point vulnerabilities in the context of protecting and exploiting physical infrastructure in diverse operational contexts to ensure U.S. national security. Examine human fragility and behaviors to better protect critical infrastructure (defensive) and exploit critical infrastructure (offensive) to achieve decision maker intent.

*Legacy course number: MST 658*

### *NIC-6955 Research, Development, Test, and Evaluation (RDT&E) Intelligence*

Examine the security, intelligence, and counterintelligence dimensions of global scientific research, development, testing, evaluation, and system acquisition. Analyze the economic forces shaping technological innovation, with emphasis on disruptive technologies that generate rapid social, military, or economic impact. Assess academic, commercial, and government research across the physical and biomedical sciences and engineering, along with acquisition processes that produce and validate new systems. Highlights how these activities create opportunities for intelligence exploitation, protection, and disruption.

*Legacy course number: MST 659P*

### *NIC-6960 Introduction to Denial and Deception*

Examine the historical, thematic, and contemporary foundations of denial and deception, building the perspective needed to identify and counter foreign D&D activities. Analyze core principles, notable cases, and trends. Consider how denial and deception impacts national security priorities and shapes the work of analysts. Highlights the influence of denial and deception on U.S. strategic warning and national security objectives.

*Legacy course number: MST 660*

### *NIC-6964 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures*

Examine how adversarial organizations design and execute denial and deception activities. Analyze the influence of collection technologies on both the success and exposure of D&D efforts. Investigate contemporary adversary D&D capabilities and methods for countering foreign manipulation and strengthening analytic resilience against deceptive practices. (Prerequisite is NIC-6960)

*Legacy course number: MST 664*

### *NIC-6970 WMD: Counterproliferation*

Examine the structure and role of U.S. counterproliferation efforts across the intelligence community, with emphasis on the enabling functions outlined in national strategy. Analyze key elements of counterproliferation policy and the collaborative responsibilities of collectors and analysts in identifying and mitigating WMD-related threats. Clarifies chemical, biological, and nuclear threat categories and explores emerging developments that shape future counterproliferation challenges and intelligence requirements.

*Legacy course number: MST 663*

### *NIC-6971 The Biological Threat*

Examine the pathological, biological, biochemical, molecular, and laboratory characteristics of living agents and organic products with potential use in warfare, terrorism, or crime. Assess how biological agents may target humans, animals, or plants, along with key considerations in prophylaxis and therapeutics. Analyze environmental factors that heighten regional biological threats and review principles of laboratory diagnosis and forensic investigation. Distinguish agents suited for strategic or tactical employment from those more aligned with bioterrorism or criminal misuse.

*Legacy course number: MST 665*

### *NIC-6972 The Nuclear Threat*

Examine the science, technology, and intelligence behind nuclear weapons and their impact on national security. Gain insight into special nuclear material production, weapons development, and proliferation threats from state and non-state actors. Analyze technical indicators, collection methods, and policy challenges. Assess future technologies shaping global nuclear programs and build foundational knowledge for evaluating nuclear threats within the intelligence community. Designed as an information foundation elective in the CP concentration for the Master of Science and Technology Intelligence degree. This course cannot be offered via secure VTC as it requires special access.

*Legacy course number: MST 667*

### *NIC-6973 The Explosive Threat*

Examine explosives, their precursors, and indicators of nefarious acquisition or use across domestic and overseas environments. Analyze military, commercial, and improvised explosive materials, their properties, and associated employment considerations. Assess threats to personnel and facilities, along with methods for identifying, warning, and mitigating hostile activity. Explore adversarial planning through a red-team lens to illuminate vulnerabilities and protective strategies. Reviews chemical and explosive WMD categories, their effects, emergent trends, and the intelligence indicators tied to weapon development and deployment.

*Legacy course number: MST 669*

### *NIC-6974 The Chemical Threat*

Examine the scientific, technical, and policy dimensions of chemical weapons used in warfare, terrorism, or criminal activity. Analyze chemical agents alongside the strategic, operational, and tactical intelligence actions required in chemical threat environments. Evaluate counterproliferation, counterterrorism, and counterintelligence information to assess chemical programs, networks, and emerging developments. Highlights the intelligence tradecraft, indications and warning, and decision-support principles essential for navigating fast-moving chemical crises and understanding evolving threats from state and nonstate actors.

*Legacy course number: MST 670P*

### *NIC-6975 S&TI Space and Missile Systems*

Examine the core principles, components, and technologies that define modern space and missile systems. Compare space-based applications, including orbital and interplanetary propulsion and sensing architectures. Build a foundational understanding of propulsion and the thermodynamic laws that enable advanced vehicles. Analyze guidance, navigation, control, warhead design, delivery methods, and penetration aids to clarify system performance. Evaluates U.S. and foreign capabilities with emphasis on the intelligence challenges posed by rapidly evolving space and missile technologies.

*Legacy course number: MST 671*

### *NIC-6966 Identity Intelligence*

Examine identity intelligence at the operational, strategic, and national levels, focusing on core terms, concepts, doctrine, and mission applications. Analyze identity modalities and the enabling activities of biometrics, forensics, and DOMEX, along with biologic, biographic, and behavioral attributes. Assess key organizations, missions, technologies, databases, and analytic tradecraft, including policy and legal considerations. Highlights the dual I2 functions of discovering or revealing identity to deny threat anonymity and protecting or concealing identity when required.

*Legacy course number: MST 674*

### *NIC-6957 Fundamentals of Space Operations*

Explore the space environment and the technologies that shape its commercial, military, and intelligence uses. Examine orbital fundamentals, space system characteristics, and delivery methods, along with applications such as remote sensing, GEOINT, SIGINT, communications, missile warning, navigation, scientific research, and commercial exploitation. Analyze ground infrastructure, command and control, satellite components, and payload functions, as well as acquisition and operational considerations. Reviews the international laws and treaties that govern space activities.

*Legacy course number: MST 676*

### *NIC-6958 Foreign Space Capabilities*

Examine foreign space systems and architectures across adversary, competitor, commercial, and allied actors. Analyze how military, scientific, and economic policies shape foreign activity in the space domain. Compare adversary space operations and doctrine with those of the United States, assessing implications for capability and intent. Evaluate mission sharing across commercial and allied architectures and the risks such arrangements introduce. Reviews global technology trends—including quantum and artificial intelligence—and their influence on future capability development, policy, and doctrine.

*Legacy course number: MST 677P*

### *NIC-6962 Information Power*

Examine the information component of national power through a strategic intelligence lens. Analyze military information advantage, critical information infrastructure, cyberspace dynamics, strategic communication, public diplomacy, and media effects across a contested global information environment. Evaluate adversary information-related capabilities and activities to identify vulnerabilities and support the development of strategic intelligence requirements essential to information conflict.

*Legacy course number: MST 680*

### *NIC-6961 Propaganda*

Examine the techniques, methodologies, and strategies of influence. Analyze communication theory, social influence and persuasion, attitude formation, the evolution of propaganda, target audience dynamics, media conflict, and approaches for evaluating adversary messaging. Strengthens the ability to identify, interpret, and assess adversary influence activities and tactics in support of developing strategic intelligence requirements.

*Legacy course number: MST 681*

### *NIC-6920 Cyber Intelligence Foundations*

Explores core concepts, functions, and mechanisms of the cyber domain to build a foundation in cyber intelligence. Topics covered include how networks operate, cyber-physical effects, and supply chain vulnerabilities. Highlights relevance to the Intelligence Community and national security decision-making.

*Legacy course number: MST 682*

### *NIC-6963 Foreign Information and Cyber Strategies*

Examine the information and cyber strategies employed by key foreign threat actors in the global information environment. Analyze adversary information warfare concepts, the use of cyber capabilities, and the integration of these tools to advance national objectives. Assess how information technology enables adversaries to pursue strategic goals and evaluate the resulting implications for U.S. national interests and security.

*Legacy course number: MST 683*

### *NIC-6921 Cyber Threat*

Evaluates cyber threat actors, methodologies, and resources by assessing real-world scenarios. Compares global cyber capabilities and strategies of foreign state and nonstate actors. Investigates cyber-attack processes, vectors, exploitation techniques, espionage, and denial and deception tactics. [Prerequisite is NIC-6920. See the Course Director if lacking the prerequisite.]

*Legacy course number: MST 684*

### *NIC-6965 Social Networks and Intelligence*

Explores foundations and dynamics of social networks and their role in intelligence. Understand recent developments in social networks and introduces Social Network Analysis to highlight relationships. Builds analytical skills to support strategic intelligence as it relates to social networks.

*Legacy course number: MST 685*

### *NIC-6924 Cyber Operations Environment—Engagement*

Explore network operations, exploitation techniques, and cyber activities within a controlled, standalone network environment. Enhances understanding of how adversaries operate and how networks can be analyzed for vulnerabilities and threats. This course cannot be offered via secure VTC. [Prerequisite is NIC-6921. See the Course Director if lacking the prerequisite.]

*Legacy course number: MST 686*

### *NIC-6967 Advanced Information Power Seminar*

Analyze strategic challenges in information power that affect U.S. national interests and assess adversary information strategies, tactics, and intent. Evaluate asymmetric information advantages, generate intelligence support requirements, and synthesize solutions to the complexities of strategic information conflict. Strengthen the ability to interpret dynamic, scenario-driven problems, anticipate adversary actions, and develop strategic intelligence that addresses both expected and unforeseen information-based threats.

*Legacy course number: MST 687*

### *NIC-6990 Data Science Applications*

Explores the history, philosophy, and modern applications of data science. Focuses on algorithms, data structures, visualization, and network analysis to extract knowledge and reveal patterns. Considers ethical responsibilities and emerging trends while building practical insight and critical thinking skills. Prepares students to apply data science effectively in addressing complex challenges across diverse real-world domains.

*Legacy course number: MST 688*

### *NIC-6991 Data Science Mathematics*

Examine the mathematical foundations essential to data science and intelligence analysis. Review and assess the roles of linear algebra, statistical methods, differential calculus, and graph theory in extracting insight from complex data. Apply these tools to intelligence-relevant problem sets to strengthen quantitative reasoning and analytic rigor. Builds a common understanding of the mathematical concepts that support data-driven intelligence collection, interpretation, and assessment.

*Legacy course number: MST 690*

### *NIC-6992 Data Science Tools and Techniques*

Explores foundational concepts and mathematical principles underpinning modern artificial intelligence and machine learning, including probability, regression, and Bayesian approaches. Develops skills in designing, implementing, and evaluating machine learning models such as recurrent and convolutional neural networks, and natural language processing (NLP). Emphasizes model selection, training, and performance evaluation. Equips students to apply data science tools to intelligence research through hands-on projects, enhancing analytical and technical proficiency in predictive modeling and AI applications. (Prerequisite is NIC-6990)

*Legacy course number: MST 691*

### *NIC-6993 Data Science Visualization and Communication*

Examine the evolving foundations of data science technology, visualization, analytic tools, and communication. Analyze how effective visual design supports intelligence priorities, clarifies trends, and strengthens forecasting. Apply graphical techniques to match data with the most appropriate representation and present analytic findings to varied audiences with clarity and precision. Develop the ability to explore, gather, manipulate, analyze, and communicate data sets in ways that highlight key intelligence attributes and enhance decision-making. (Prerequisite is NIC-6990. See the Course Director if lacking the prerequisite)

*Legacy course number: MST 692*

### *NIC-6994 Geospatial Data Science*

Examine the theory and applied practice of spatial data science in intelligence analysis. Assess the role of spatial methods in strategic intelligence, including GEOINT capabilities across the IC and joint forces. Explore geostatistical fundamentals for modeling spatial and spatiotemporal phenomena in operational contexts. Review network analysis, spatial interpolation, geostatistical techniques, and emerging data science approaches that reveal patterns in human and environmental geography. Builds working knowledge of spatial statistics and geostatistics relevant to real-world intelligence challenges.

*Legacy course number: MST 693*

### *NIC-6995 Algorithmic Warfare*

Examine the role of artificial intelligence in intelligence collection, analysis, and modern warfare. Assess how AI and data science shape strategic intelligence, current capability delivery across the IC and joint forces, and efforts to field AI at operational speed and scale. Analyze emerging warfighting and intelligence constructs, key operational challenges, and the ethical implications of AI and potential AGI. Gain practical experience with machine-learning algorithms and evaluate their utility for real-world intelligence and operational needs.

*Legacy course number: MST 694*

## Special Interest Courses

### *NIC-6998 Special Topics in Intelligence*

Explores emerging or niche S&TI subjects that draw on specialized faculty expertise or address timely intelligence challenges. Supports flexible curriculum development and may inform future permanent course offerings. Ensures each offering aligns with a designated concentration or certificate, maintaining program coherence; for example, an ET-focused section cannot fulfill I3 requirements. Faculty must secure curricular approval before scheduling a Special Topics course.

*Legacy course number: MST 698*

### *NIC-6999 Directed Readings*

Pursues an individualized investigation into an emerging or highly specialized S&TI topic. Enables focused engagement with a faculty expert while advancing targeted research or analytic skills. Develops subject-matter depth beyond existing coursework and supports intellectual exploration tailored to professional or academic goals. Requires an approved plan of study outlining objectives, methods, and expected outcomes.

*Legacy course number: MST 699*