

**STATE BOARD OF COMMUNITY COLLEGES**

**CURRICULUM PROGRAM APPLICATION  
(New to the System)**

The State Board of Community Colleges is asked to approve the curriculum program at the listed college on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of the programs without any special allocation of funds.

Fayetteville Technical Community College  
Intelligence Studies (A25xxx)

**Contact Person:**

Jennifer Frazelle  
Director

**PROGRAM APPLICATION  
SUMMARY EVALUATION REPORT  
Fayetteville Technical Community College  
Intelligence Studies (A25xxx)**

**Program Planning**

Fayetteville Technical Community College is seeking approval for the Intelligence Studies (A25xxx) program to begin Fall 2016. The planning area is defined as the college's service area of Cumberland County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Fayetteville Technical Community College on October 19, 2015. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Fayetteville Technical Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.
- The college will complete a program accountability report including student success measures, enrollment trends, completion rates, and employment data three years after implementation of the program.

**Program Rationale**

Fayetteville Technical Community College (FTCC) indicates the following:

- Topics covered in the intelligence degree emphasize the historical and political context of the intelligence field and provide students with a deeper social and cultural understanding of world regions critical to U.S. national and international intelligence communities. This degree provides instruction in the multidisciplinary field of intelligence studies and is designed for students who are currently employed or wish to pursue positions as military, civilian, or corporate intelligence specialists.
- FTCC has been teaching the contents of the proposed courses under continuing education. Instructors with experience in the Intelligence Community and at least a Master's Degree related to the intelligence field such as Cyber Security, Computer Forensic, Computer Science, Military Science, Law, Emergency Management, Political Science, and Criminal Justice are available to teach the courses required for the proposed program. The demand for intelligence studies has been exceptional.

- FTCC has collaborated with Fayetteville State University to ensure that the FTCC Intelligence Degree fits seamlessly into the FSU Intelligence Studies Bachelor's Degree. If approved for the program, FTCC would like pursue a "bilateral" agreement with FSU. In addition, FTCC will work closely with the U.S. Army's Intelligence and Security Command (INSCOM) and their Foundry program managers to provide training not only to interested individuals but also through Unit Level Courses that meet the training and education demands for entire intelligence units.
- There are more than 1,271 government organizations and 1,931 private companies that work on programs related to intelligence, security, counterterrorism, homeland security and intelligence in about 10,000 locations across the United States. Fort Bragg, North Carolina is home to the largest military population in the United States. The United States Army Forces Command (FORSCOM) is the largest United States Army command and provider of expeditionary, regionally engaged, campaign-capable land forces to combatant commanders. Headquartered at Fort Bragg, North Carolina, FORSCOM consists of more than 750,000 Active Army, U.S. Army Reserve, and Army National Guard soldiers. There are more than twenty specialized intelligence organizations supporting the mission of force command of Fort Bragg. The proposed program will provide the necessary training in the fields of intelligences operations and studies for those agencies.
- The focus for employment for FTCC graduates is predominantly the Department of Defense positions which are located across the military bases in North Carolina; especially, in the service area of Fayetteville Technical Community College. According to Indeed.com and Monstor.com employment based sites, there are more than 2,000 current unduplicated intelligence related jobs available in North Carolina. There are more than 1,400 open Intelligence Operations Analyst, Geospatial Analyst, SIGINT Analyst, All Source Intelligence Analyst and Intelligence Research Analyst positions on Fort Bragg, North Carolina. The United States Marine Corps, The United States Army, the North Carolina National Guard and dozens of Department of Defense Contractors advertise for Intelligence related employment with salaries ranging from \$60K to \$137K. There are currently 270 open Cyber and Geospatial Intelligence positions that need to be filled in the next year. (Dr. Brian Kent, Executive Director, Center for Defense and Homeland Security, Office of the Chancellor, FSU, Fayetteville, NC)
- FTCC received eighteen letters of support from government intelligence agencies for the proposed program. Some of those agencies include, the Intelligence Agency for the 82<sup>nd</sup> Airborne Division, the 3<sup>rd</sup> Special Forces Group, the Special Operations Aviation Command, the 7<sup>th</sup> Special Forces Group, the 18<sup>th</sup> Airborne Corps, the United States Army Special Operations Command (USASOC), the United States Army Forces Command (FORSCOM), the North Carolina National Guard, and several Intelligence and Security Command contractors and employees.

**Impact of the Proposed Program on Other Programs**

This program would be new to the community college system. This program is not considered similar to any existing programs, therefore, an **impact assessment was not required.**

**Implementation of Collaborative Plan**

Not Applicable

**Curriculum Design**

The proposed program of study is in compliance with the State Board approved curriculum standard. Students enrolled in the proposed program do not have to obtain any permissions, clearance, or criminal check in order to enroll in the program or take courses. Employment in the intelligence or cyber security professions may require certain background checks or SECRET clearance.

**Contact:**

Dr. Hilmi Lahoud  
Program Coordinator

# Proposed CURRICULUM STANDARD

Effective Term  
Fall 2016  
[2016\*03]

Curriculum Program Title	<b>Intelligence Studies</b>	Program Code	<b>A25xxx</b>
Concentration	<b>(not applicable)</b>	CIP Code	<b>29.0201</b>

## Curriculum Description

The Intelligence Studies curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the intelligence profession.

Course work includes various subject areas related to intelligence studies involving information systems, military and criminal intelligence, intelligence operations, intelligence collection methods, intelligence research, cybercrime intelligence, geospatial intelligence, and counterintelligence.

Graduates may qualify for entry-level intelligence positions in the public and private sectors. Occupations may include positions specific to the military, intelligence agencies, cybersecurity, counterterrorism and homeland security.

## Curriculum Requirements\*

[for associate degree, diploma, and certificate programs in accordance with ID SBCCC 400.97 (3)]

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	<b>AAS</b>	<b>Diploma</b>	<b>Certificate</b>
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
<b>Total Semester Hours Credit in Program</b>	<b>64-76</b>	<b>36-48</b>	<b>12-18</b>

\*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

## **Major Hours**

*[ref. ID SBCCC 400.97(3)]*

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours of credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

### **Intelligence Studies/A25xxx**

	<b>AAS</b>	<b>Diploma</b>	<b>Certificate</b>
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b> <i>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core..</i>  <b>Required Courses:</b> ITL 110 Intro to US Intel Community 3 SHC ITL 115 Intro to Global Threats 3 SHC ITL 210 Intelligence Research Methods 3 SHC ITL 220 Intelligence Operations 3 SHC  <i>Select 3 SHC from the following courses:</i> DBA 110 Database Concepts 3 SHC GEO 110 Introduction to Geography 3 SHC SEC 110 Security Concepts 3 SHC  <i>Select one of the following courses:</i> CIS 110 Introduction to Computers 3 SHC CIS 111 Basic PC Literacy 2 SHC  <b>Required Subject Areas:</b> <i>Select one of the following three subject areas:</i>  <b>Intelligence Operations</b> ITL 120 Threat Analysis & Pres. 3 SHC ITL 225 SIGINT Operations 3 SHC ITL 235 Human Intelligence 3 SHC ITL 240 CI Operations 3 SHC  <b>Geospatial Intelligence</b> CSC 134 C++ Programming 3 SHC GEO 130 General Physical Geography 3 SHC GIS 111 Introduction to GIS 3 SHC ITL 245 Geospatial Intelligence 3 SHC  <b>Criminal Intelligence</b> CCT 110 Intro to Cyber Crime 3 SHC GIS 111 Introduction to GIS 3 SHC ITL 130 Illicit Financing 3 SHC ITL 215 Site Exploitation 3 SHC	<b>29-30 SHC</b>	<b>12 SHC</b>	

<b>B. CONCENTRATION</b> <i>(list concentration courses if applicable)</i>			
<b>C. OTHER MAJOR HOURS</b> <i>To be selected from the following prefixes:</i>  BAS, BUS, CCT, CTI, DBA, CIS, CJC, CSC, CTS, DBA, EPT, GEO, GIS, ITL, LOG, MSI, NET, NOS, OMT, PAD, POL, SEC, WBL, and WEB.  Up to two semester hour credits may be selected from ACA.  Up to nine semester hour credits may be selected from the following prefixes: ARA, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.			

## Intelligence Studies Courses

### **ITL 110      Intro to US Intel Community**

Class: 3      Lab: 0      Clinical: 0      Credit: 3

Prerequisites:      None

Corequisites:      None

This course introduces the history and evolution of Intelligence and focuses on the framework, agencies, roles and responsibilities of the U.S. Intelligence Community and how the Intelligence Community addresses national security requirements. Emphasis is placed on intelligence support for the production of public policy, intelligence support for military operations and law enforcement implementation, and how intelligence can affect the private corporate space. Upon completion, students should be able to identify what type of intelligence jobs exist along with the requisite skills required for the myriad intelligence activities at the state, national, military, and corporate spaces.

### **ITL 115      Intro to Global Threats**

Class: 3      Lab: 0      Clinical: 0      Credit: 3

Prerequisites:      None

Corequisites:      None

This course introduces the concept, framework and applications of U.S. Intelligence and its role in the creation and implementation of national security policies. Topics include state and non-state threats to include; global migration, rapid spread of information, environmental impacts, resource scarcities, pandemics, financial crisis, terrorism, organized crime, cybercrime, anti-money laundering (AML), counter threat finance (CTF) fundamentals, and efforts to counter violent extremism. Upon completion, students should be able to develop a framework for analysis of conflict at the strategic and operational levels, and examine the role of intelligence in formulating strategy.

### **ITL 120      Threat Analysis & Pres.**

Class: 3      Lab: 0      Clinical: 0      Credit: 3

Prerequisites:      None

Corequisites:      None

This course provides an introduction to the craft of intelligence analysis, and focuses on the analytical production of intelligence for various types of consumers and decision makers. Emphasis is placed on the analytical process, analytical standards to include an overview of assessments, collection, evaluation, and warning, as well as the intelligence analysis needs of policymakers, military commanders, and for strategy designers and tactics planners. Upon completion, students should be able to demonstrate an understanding of the role of the intelligence community in national security and foreign policy decision-making.

### **ITL 130      Illicit Financing**

Class: 3      Lab: 0      Clinical: 0      Credit: 3

Prerequisites:      None

Corequisites:      None

This course provides an overview of the role illicit financing plays in terrorism and criminal activity. Emphasis is placed on tracking the financial structure and backing of international terrorist organizations. Upon completion, students should be able to demonstrate an understanding of the role that illicit financing plays in international terrorism and criminal endeavors.



**ITL 210 Intel Research Methods**

Class: 2 Lab: 2 Clinical: 0 Credit: 3

Prerequisites: None

Corequisites: None

This course prepares students to employ basic research methods and writing skills to produce sound research papers and analytical products. Topics include basic research methods and writing skills specific to the intelligence community. Upon completion, students should be able to develop the elements of a research strategy, critically read and evaluate data, and communicate their findings in coherent, well-organized written work.

**ITL 215 Site Exploitation**

Class: 2 Lab: 2 Clinical: 0 Credit: 3

Prerequisites: None

Corequisites: None

This course covers the methodologies involved in efficiently and effectively processing a target location for the purpose of identifying and extracting information of intelligence value. Emphasis is placed on the fundamental processes of site exploitation and provides a foundation for various mission sets including sensitive and tactical Site Exploitation missions. Upon completion, students should be able to apply the basics processes of Site Exploitation.

**ITL 220 Intelligence Operations**

Class: 3 Lab: 0 Clinical: 0 Credit: 3

Prerequisites: None

Corequisites: None

This course introduces the principles of Intelligence Collection and the five intelligence collection disciplines: Human Intelligence (HUMINT), Geospatial Intelligence (GEOINT), Signals Intelligence (SIGINT), Measurement and Signature Intelligence (MASINT), and counterintelligence (CI). Topics include the organizations, missions, and functions of international intelligence and security services. Upon completion, students should be able to demonstrate an understanding of the most current knowledge, skills and resources available in the intelligence community.

**ITL 225 SIGINT Operations**

Class: 2 Lab: 2 Clinical: 0 Credit: 3

Prerequisites: ITL 220

Corequisites: None

This course examines Signals Intelligence (SIGINT). Emphasis is placed on the various methods and modes of intelligence collection by electronic means for the use of strategic and operational level communications. Upon completion, students should be able to integrate current and emerging national capabilities into the tactical decision-making process.

**ITL 235 Human Intelligence**

Class: 3 Lab: 0 Clinical: 0 Credit: 3

Prerequisites: ITL 220

Corequisites: None

This course provides an overview of Human Intelligence (HUMINT). Topics include the various tactics, techniques and procedures for HUMINT collection and how it can be integrated with the other intelligence disciplines. Upon completion, students should be able to demonstrate a familiarity with the functions of controlled HUMINT collection.

**ITL 240            CI Operations**

Class: 3            Lab: 0            Clinical: 0            Credit: 3

Prerequisites:    ITL 220

Corequisites:    None

This course introduces students to counterintelligence operations and techniques. Topics include passive and active counterintelligence measures, as well as principles and processes of counterintelligence operations. Upon completion, students should be able to demonstrate an understanding of the application of counterintelligence.

**ITL 245            Geospatial Intelligence**

Class: 2            Lab: 2            Clinical: 0            Credit: 3

Prerequisites:    ITL 220

Corequisites:    None

This course introduces the geographic foundations of geospatial intelligence and its applications in national security. Topics include the various aspects of imagery and geospatial information and services (GI&S). Upon completion, students should be able to understand the role that GEOINT plays in the intelligence community and how it supports intelligence and national security operations.

**STATE BOARD OF COMMUNITY COLLEGES**  
**NEW CURRICULUM PREFIX -**  
**TIERED FUNDING FORMULA RECOMMENDATIONS**

**Request:** The State Board of Community Colleges is asked to assign the following new curriculum prefix to the North Carolina Community College System Tiered Funding Formula:

**Tier 2 - ITL – Intelligence Studies**

Rationale: The ITL curriculum prefix aligns with other content areas (Cyber Crime Technology, Database Management Technology, Information Systems, Military Science, Geography, and Criminal Justice) which are currently classified as Tier 2 funding. The prefix does not currently align with a priority occupation or high cost area.

**Background:** On August 15, 2014, the State Board of Community Colleges adopted the 2014-2015 State Aid Allocations and Budget Policies, which included the implementation of a four-tiered funding model. To implement the Tiered Funding Forming Model, all existing curriculum and continuing education course prefixes were assigned to one of four funding levels as defined below:

**Tier 1A:** Includes curriculum budget FTE in health care and technical education courses that train North Carolinians for immediate employment in priority occupations that have documented skills gaps and pay higher wages. This tier also includes FTE in a limited number of continuing education courses that train students for the exact same third-party certification as curriculum courses in Tier 1A.

**Tier 1B:** Includes curriculum budget FTE in other high cost areas of health care, technical education, lab-based science, and college-level math courses. With the implementation of Closing the Skills Gap, Tier 1B also includes FTE in short-term, workforce continuing education courses that help prepare students for jobs in priority occupations and lead to competency-based industry credentials.

**Tier 2:** Includes

- a) all other curriculum budget FTE,
- b) all Basic Skills budget FTE, and
- c) budget FTE associated with other continuing education courses that are scheduled for 96 hours or more and are mapped to a third-party credential, certification, or industry-designed curriculum.

**Tier 3:** Includes all other continuing education budget FTE. This weighted allocation model is designed to provide a funding differential between each tier. Tier 1A is funded at a level equal to 30% higher than Tier 2, while Tier 1B is funded at a level that is 15% higher than Tier 2. Tier 3 is funded at a rate that is 15% less than Tier 2.

**Contact Person:**

Hilmi Lahoud, Program Coordinator