

Standing Requirements

## **Program Mission Statement**

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The Global Security and Intelligence Studies Bachelor of Science degree program is designed for students whose goal is to serve as a security or intelligence professional in the national civilian intelligence community, the diplomatic service, military intelligence, diplomatic security, law enforcement and investigations, corporate security, global corporate strategy and risk analysis, nongovernmental organizations, multilateral organizations, and international financial institutions. The academic courses are designed, within an integrated liberal arts and technical training framework, to introduce the student to history and politics in the global sense of the words, including world and U.S. history and the role of security and intelligence issues within international affairs. Skills-based courses seek to impart the practical knowledge necessary for professional success in these areas, particularly in the sector of investigations, risk analysis, international relations, and security operations.

Specific competencies include the ability to identify and critically evaluate complex written texts across the many disciplines included in the fields of security and intelligence studies, an ability to imagine and analyze scenarios and present effective and convincing arguments in both oral and written form, a comfort in the language and practice of international geography and affairs, an appreciation and understanding of the world's many cultures, intermediate knowledge of at least one foreign language, and an understanding of the ethical issues within the fields of security and intelligence studies.

The GSIS program prepares students for both direct entry into the professional fields and further education and training in graduate and professional schools. There are several major stakeholders in the overall success of the GSIS Program. First and foremost, the students who graduate will gain the knowledge and skill sets necessary for them to successfully compete to obtain entry-level or higher management jobs in security or intelligence. Secondly, the parents who have supported the students both financially and morally will know that their money and moral support were well invested in providing their children with both a sound college education and many professional employment opportunities. Third, security and intelligence

organizations at the federal, state, and local level, private sector businesses and multinational corporations, security and intelligence firms, nongovernmental organizations, and multilateral political and economic institutions will have a source of well-educated, professionally knowledgeable applicants who are seeking careers in their organizations. Finally, the university administrators and faculty supporting the program will continue their scholarly and professional development in the fields of security and intelligence studies, particularly through curriculum development, pedagogical innovation, and active agendas for publication and presentation of original work. In so doing, they will thus impart to their students newly-created knowledge, both their own work and that of their professional colleagues, and they will be better prepared and credentialed for mentoring original student research in the fields of security and intelligence studies.

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# ERAU University Mission Statement

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Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers<sup>1</sup> and leadership roles in service around the world.<sup>2</sup>

Our technologically enriched, student-centered environment<sup>3</sup> emphasizes learning through collaboration and teamwork,<sup>4</sup> concern for ethical and responsible behavior,<sup>5</sup> cultivation of analytical<sup>6</sup> and management abilities,<sup>7</sup> and a focus on the development of the professional skills needed for participation in a global community.<sup>8</sup> We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement<sup>9</sup> and knowledge discovery,<sup>10</sup> in an interpersonal environment that supports the unique needs of each individual.<sup>11</sup> Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace education. The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.

## Program Alignment to University Mission

Select all that apply.

- <sup>1</sup>Preparing students for productive careers
- <sup>2</sup>Preparing students for leadership roles in service around the world
- <sup>3</sup>Technologically enriched environment
- <sup>4</sup>Emphasize learning through collaboration and teamwork
- <sup>5</sup>Concern for ethical and responsible behavior
- <sup>6</sup>Cultivate analytical abilities
- <sup>7</sup>Cultivate management abilities
- <sup>8</sup>Develop the professional skills needed for participation in a global community
- <sup>9</sup>Facilitating the highest standards of academic achievement
- <sup>10</sup>Facilitating knowledge discovery
- <sup>11</sup>Providing an interpersonal environment that supports the unique needs of each individual

Standing Requirements

## Program Outcomes

### BS Global Security & Intelligence Studies Outcomes (2017)

#### Outcome

Outcome	Mapping
PC_BSGSIS_PO_01 Demonstrate capability of reading and writing critically, so as to attribute different appropriate meanings to information dependent on various relevant contexts - historical, social, cultural, economic, political, and/or religious.	No Mapping
PC_BSGSIS_PO_02 Demonstrate speaking/listening/reading/writing competence in English and at least 1 non-English language when confronted with global security and intelligence issues.	No Mapping
PC_BSGSIS_PO_03 Demonstrate savviness and expertise in navigating group and organizational dynamics (such as simulations, war gaming, and emergency planning) wherein other people have competing interests.	No Mapping
PC_BSGSIS_PO_04 Demonstrate ability to apply history, as the foundational discipline of security and intelligence studies, to case study analyses and operational recommendations in the fields of national security and intelligence	No Mapping
PC_BSGSIS_PO_05 Demonstrate the ability to apply the contemporary concepts of international relations, psychology, and informational sciences to intelligence analysis, operational	No Mapping

planning, and investigations (criminal justice and forensics).

## FL - Embry-Riddle General Education Competency Set (Copy 1)

### General Education Competencies

Competency	Mapping
Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	<b>Embry-Riddle General Education Competency Set:</b> Critical Thinking (DB, PC, WW)
Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.	<b>Embry-Riddle General Education Competency Set:</b> Quantitative Reasoning (DB, PC, WW)
Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.	<b>Embry-Riddle General Education Competency Set:</b> Information Literacy (DB, PC, WW)
Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	<b>Embry-Riddle General Education Competency Set:</b> Communication (DB, PC, WW)
Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.	<b>Embry-Riddle General Education Competency Set:</b> Scientific Literacy (DB, PC, WW)
Cultural Literacy (DB, PC, WW)	<b>Embry-Riddle General Education Competency Set:</b>

The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.

Cultural Literacy (DB, PC, WW)

## Original - BS Global Security & Intelligence Studies Outcomes

### Outcome

Outcome	Mapping
PC_BSGSIS_PO_01 PC_BSGSIS_PO_01 Critical Thinking – Students correlate critical thinking skill sets with structured analytical methods and apply to evaluate written and oral information providing judgments about developments relevant to the consumer whether the intelligence community, military commands, or corporate entities.	No Mapping
PC_BSGSIS_PO_02 PC_BSGSIS_PO_02 Effective Participation in Team-Based Projects – Students demonstrate ability to work within structured team-based environments focused on multi-disciplinary exercises including introductory through capstone courses.	No Mapping
PC_BSGSIS_PO_03 PC_BSGSIS_PO_03 Independent Research – Students develop critical knowledge of independent research methods then identify which skills and abilities to use to support requirements of all GIS courses beginning at the introductory level through senior thesis/senior internship production of a quality research paper.	No Mapping
PC_BSGSIS_PO_04 PC_BSGSIS_PO_04 Professional Level Communication Skills – Students demonstrate the ability to research, create, and deliver professional-level written or oral presentations through products that may	No Mapping

include senior theses, internship or Co-op reports, threat assessments, emergency management plans, intelligence briefs, and intelligence assessments using program-acquired communication skills.

PC\_BSGSIS\_PO\_05

PC\_BSGSIS\_PO\_05 - Understanding World Cultures – Students gain considerable cultural knowledge through GSIS core courses, required 12 semester hours of the same language, or participation in the Chinese track option, gaining 45 credits in Chinese and spending a summer abroad in China. Students participate in a variety of study abroad opportunities offered by professors not only with country expertise but also correlated to the GSIS course of study.

**No Mapping**

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**PC\_BS Global Security & Intelligence Studies**

**BS Global Security & Intelligence Studies Curriculum Map**

Courses and Activities Mapped to BS Global Security & Intelligence Studies Outcomes (2017)

	<b>Outcome</b>				
	PC_BSGSIS_PO_01 Demonstrate capability of reading and writing critically, so as to attribute different appropriate meanings to information dependent on various relevant contexts - historical, social, cultural, economic, political, and/or religious.	PC_BSGSIS_PO_02 Demonstrate speaking/listening/reading/writing competence in English and at least 1 non-English language when confronted with global security and intelligence issues.	PC_BSGSIS_PO_03 Demonstrate savviness and expertise in navigating group and organizational dynamics (such as simulations, war gaming, and emergency planning) wherein other people have competing interests.	PC_BSGSIS_PO_04 Demonstrate ability to apply history, as the foundational discipline of security and intelligence studies, to case study analyses and operational recommendations in the fields of national security and intelligence	PC_BSGSIS_PO_05 Demonstrate the ability to apply the contemporary concepts of international relations, psychology, and informational sciences to intelligence analysis, operational planning, and investigations (criminal justice and forensics).
<b>Courses and Learning Activities</b>					
COM 223 Intelligence Writing		I			
PSY 101 Introduction to Psychology					I
PSY 306 Deceptions					P
PSY 313 Personality and Profiling					P
SS 110 World History	I				
SS 120 U.S. History				I	I
SS 320 Government of the U.S.	P				
SS 327 International Relations					P
SS 340 Modern U.S. Foreign Policy	P			P	
SIS 100 Introduction to Global Security					I
SIS 200 Introduction to the U.S. Legal System	I				
SIS 210 Security Fundamentals			I		
SIS 220 Investigative Methodology and Forensic Science					P
SIS 325 Foundations of Terrorism	P				
SIS 328 Intelligence Analysis, Writing, and Briefing		P			
SIS 400 International Security and Globalization	P				
SIS 415 GSIS Senior Capstone Course	M		M		
SIS 421 History and Philosophy of Law/Jurisprudence	P				
SIS 430 Emergency Management and Contingency Planning			P		
SIS 440 Security Operations Management Practicum			M		M
SIS 470 Senior Cooperative Internship		M			
SIS 475 Senior Thesis	M			M	

<b>Legend :</b>	I	Introduced	P	Practiced	M	Mastered
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**PC\_BS Global Security & Intelligence Studies**

**BS Global Security & Intelligence Studies Assessment Schedule (2017 - 2023)**

Courses and Activities Mapped to BS Global Security & Intelligence Studies Outcomes (2017)

	<b>Outcome</b>				
	PC_BSGSIS_PO_01 Demonstrate capability of reading and writing critically, so as to attribute different appropriate meanings to information dependent on various relevant contexts - historical, social, cultural, economic, political, and/or religious.	PC_BSGSIS_PO_02 Demonstrate speaking/listening/reading/writing competence in English and at least 1 non-English language when confronted with global security and intelligence issues.	PC_BSGSIS_PO_03 Demonstrate savviness and expertise in navigating group and organizational dynamics (such as simulations, war gaming, and emergency planning) wherein other people have competing interests.	PC_BSGSIS_PO_04 Demonstrate ability to apply history, as the foundational discipline of security and intelligence studies, to case study analyses and operational recommendations in the fields of national security and intelligence	PC_BSGSIS_PO_05 Demonstrate the ability to apply the contemporary concepts of international relations, psychology, and informational sciences to intelligence analysis, operational planning, and investigations (criminal justice and forensics).
<b>Courses and Learning Activities</b>					
2017-2018 Assessment Cycle	✔				
2018-2019 Assessment Cycle		✔	✔		
2019-2020 Assessment Cycle				✔	✔
2020-2021 Assessment Cycle	✔	✔			
2021-2022 Assessment Cycle			✔	✔	
2022-2023 Assessment Cycle					✔

**Legend :**    ✔ = Aligned

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2017-2018 Assessment Cycle

## Assessment Plan

### Measures

#### BS Global Security & Intelligence Studies Outcomes (2017)

Outcome

##### Outcome: PC\_BSGSIS\_PO\_01

Demonstrate capability of reading and writing critically, so as to attribute different appropriate meanings to information dependent on various relevant contexts - historical, social, cultural, economic, political, and/or religious.

▼ **Measure:** Introduction: Book Report SS110 (World History)  
*Course level Direct - Student Artifact*

Details/Description:	SS110 (World History)
Criterion for Success:	The average score for all artifacts assessed is 2.25 or higher using the Rubric provided in this year's Assessment Plan.
Timeframe of Data Collection:	Spring 2018
Key/Responsible Personnel:	Program Coordinator: Thomas Field Assessors: Geoff Jensen, Brooke Shannon Professor: Dr. Geoff Jensen

▼ **Measure:** Mastery: Final project report in SIS 415 Capstone  
*Course level Direct - Student Artifact*

Details/Description:	SIS 415 Capstone
Criterion for Success:	The average score for all artifacts assessed is 2.25 or higher using the Rubric provided in this year's Assessment Plan.

Timeframe of Data Collection:	Spring 2018
Key/Responsible Personnel:	Program Coordinator: Thomas Field Assessors: Geoff Jensen, Brooke Shannon Professor: Dr. Furman Daniel

▼ **Measure:** Practice: Final Research Paper in SS320 (US Government)  
*Course level Direct - Student Artifact*

Details/Description:	SS320 U.S. Government
Criterion for Success:	The average score for all artifacts assessed is 2.25 or higher using the Rubric provided in this year's Assessment Plan.
Timeframe of Data Collection:	Spring 2018
Key/Responsible Personnel:	Program Coordinator: Thomas Field Assessors: Geoff Jensen, Brooke Shannon Professor: Dr. Ty Groh

▼ **Measure:** Rubric  
*Course level Direct - Other*

Details/Description:	Rubric to be used by assessors:  Issues presented in the texts are well-defined and/or framed. Uses proper and relevant evidence. Utilizes relevant context and assumptions - historical, social, cultural, economic, political, and/or religious.
Criterion for Success:	Total student sample average is between 2.25 - 3 on the following rubric: 3 - Exceeds Standards: Issues presented in the documents are well-defined and/or framed. Uses proper and relevant evidence. Utilizes relevant context and assumptions - historical, social, cultural, economic, political, and/or religious.

2 - Meets But Needs Improvement: Issues presented in the documents are barely defined or need further interpretation. More often than not, uses proper and relevant evidence. More often than not, utilizes relevant context and assumptions - historical, social, cultural, economic, political, and/or religious.

1 - Does Not Meet Standards: Issues presented in the documents are not defined or framed appropriately. Does not use proper and relevant evidence. Does not utilize relevant context and assumptions - historical, social, cultural, economic, political, and/or religious.

Timeframe of Data  
Collection:  
Key/Responsible  
Personnel:

Spring 2018

Program Coordinator and Assessment Team

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