New Program Proposal

Bachelor of Science in Cyber Policy and Ethics

University of South Carolina - Columbia

Summary

The University of South Carolina – Columbia (USC) proposes a Bachelor of Science in Cyber Policy and Ethics. The proposed program is a curricular redesign of the existing Cyber Intelligence program and intends to allow students to understand and shape modern society's interlinked human and technological components. The proposed program is rooted in interdisciplinary disciplines and will require students to take coursework from three different colleges at USC. The redesigned program will differ from the existing program by bolstering the interdisciplinary nature of the program through changes to curricular requirements and increased coursework to contribute to a global outlook of students. The existing Cyber Intelligence program will be phased out and terminated once existing students graduate or matriculate into the proposed program. The proposed program will be delivered in person and begin in the Fall of 2023.

CHE staff evaluated the program to ensure the program met Commission requirements before transmitting the proposal to the Advisory Committee on Academic Programs (ACAP) for review and recommendation. ACAP voted unanimously to recommend approval of the proposal on March 23, 2023. The full program proposal and support documents are attached.

University of South Carolina – Columbia Undergraduate Student and Program Data, Fall 2022

| Undergraduate In-State/Out-of-State Enrollment, Fall 2022 | 16,636 (63.19%) / 10,644 (36.81%) |
|---|---|

## Similar Programs in South Carolina – Public and Private Institutions

| Program Name and Designation | Institution | Similarities | Differences |
|---|---|---|---|
| B.S., Computer Science, with concentration in Cybersecurity | South Carolina State University | Focus on cyber technologies | Cybersecurity is a concentration within the larger major of Computer Science, and the degree has a much heavier focus on technology and computer programming. |
| B.S., Applied Computer Science, with concentration in Cyber Security | USC Aiken | Focus on cyber technologies | Cybersecurity is a concentration within the larger major of Applied Computer Science, and the degree has a much heavier focus on technology and computer programming. |
| B.S., Cybersecurity | USC Upstate | Focus on cyber technologies | degree has a much heavier focus on technology and computer programming. |
| B.S., Cybersecurity | Lander University | Focus on cyber technologies | degree has a much heavier focus on technology and computer programming. |
| Bachelor of Arts in Intelligence and Security Studies | The Citadel | Emphasizes interdisciplinary approach to intelligence, national security and cyber security | The Citadel degree is offered through both traditional and 100% online degree completion delivery. Proposed USC degree is a Bachelor of Science requiring advanced skills in statistics and geographic information systems and will be offered through traditional and blended delivery initially. |
| Bachelor of Arts in Intelligence and National Security Studies | Coastal Carolina University | Emphasizes interdisciplinary approach to intelligence and national security | Proposed USC degree is a Bachelor of Science requiring advanced skills in statistics and geographic information systems |
| Bachelor of Science in Computer and Information Systems Security with a specialization in Cybersecurity | Limestone College | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |
| Bachelor of Science in Cybersecurity | Anderson University | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |

| | | | |
|---|---|---|---|
| Bachelor of Science in Cybersecurity | Charleston Southern University | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |
| Bachelor of Science in Cybersecurity | Benedict College | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |

## Enrollment Projections

| Year | Fall Headcount | Spring Headcount | Summer Headcount |
|---|---|---|---|
| 2023-24 | 30 | 30 | 0 |
| 2024-25 | 30 | 30 | 0 |
| 2025-26 | 40 | 40 | 0 |
| 2026-27 | 50 | 50 | 0 |
| 2027-28 | 50 | 50 | 0 |

Industry-related Occupational Wages and Projections in South Carolina, 2020-2030

| Occupation | State | | National | | Data Type and Source |
|---|---|---|---|---|---|
| | Expected Number of Jobs | Employment Projection | Expected Number of Jobs | Employment Projection | |
| Information Security Analyst | 1,591 | 72% | 19,500 | 35% | SCWorks and BLS Occupational Outlook Handbook |
| Intelligence Analyst | 13,118 | 15% | 655,900 | 9% | US Bureau of Labor Statistics and SC DEW |
| Senior Security Consultant | 2,000 | 34% | 100,000 | 28% | US Bureau of Labor Statistics and SC DEW |
| Cyber Support Specialist | 17,262 | 15% | 863,100 | 10% | US Bureau of Labor Statistics and SC DEW |
| Cyber Legal Professional | 2,000 | 33% | 100,000 | 28% | US Bureau of Labor Statistics and SC DEW |

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

College of Arts and Sciences: 10/14/2022

Dean of Undergraduate Studies: 10/19/2022

Faculty Senate Committee on Curricula and Courses: 11/19/2022

Faculty Senate: 12/7/2022

Provost: 2/15/2023

President: 2/16/2023

Board of Trustees Academic Excellence and Student Experience Committee: 2/24/2023

Board of Trustees: 2/24/2023

**NEW PROGRAM PROPOSAL FORM**

Name of Institution: University of South Carolina Columbia

Name of Program (include degree designation and all concentrations, options, or tracks): Bachelor of Science in Cyber Policy and Ethics

Program Designation:

☐ Associate's Degree            ☐ Master's Degree

☒ Bachelor's Degree: 4 Year       ☐ Specialist

☐ Bachelor's Degree: 5 Year       ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☒ Yes

☐ No

Note: The existing program, B.S. in Cyber Intelligence, is approved for these supplemental awards.

Proposed Date of Implementation: Fall 2023

CIP Code: 430404

Delivery Site(s): 51102 (USC Columbia Main Campus)

Delivery Mode:

☒ Traditional/face-to-face               ☐ Distance Education
*select if less than 25% online            ☐ 100% online

                                          ☐ Blended/hybrid (50% or more online)

                                          ☐ Blended/hybrid (25-49% online)

                                          ☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
Christeen Stephens, Academic Resource Manager, (803) 777-4517, HEBRC@mailbox.sc.edu
Trena Houp, Director of Academic Programs and eLearning, 803-777-0460 or thoup@sc.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):
College of Arts and Sciences: 10/14/2022
Dean of Undergraduate Studies: 10/19/2022
Faculty Senate Committee on Curricula and Courses: 11/19/2022
Faculty Senate: 12/7/2022
Provost: 2/15/2023

President: 2/16/2023
Board of Trustees Academic Excellence and Student Experience Committee: 2/24/2023
Board of Trustees: 2/24/2023

**Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The proposed program is a redesign of and will ultimately replace the existing B.S. in Cyber Intelligence. We plan to offer this program in parallel with the existing B.S. in Cyber Intelligence until the current students graduate or transfer to the new program, at which time we will terminate the B.S. in Cyber Intelligence. Because we wanted to offer both in versions in parallel for a short time, CHE staff requested we submit a new program proposal for the new version. By proposing the new version as a new program, we can allow the option for current students to remain in and complete the original program, the B.S. in Cyber Intelligence, or transfer to this new proposed program.

The B.S. in Cyber Intelligence (CYBR) degree started in the Fall of 2021. It is housed in the Walker Institute of International and Area Studies. Celebrating its 61st year, the Walker Institute is the university's hub for all things international and seeks to become a leader in interdisciplinary academic programming. In addition to the Cyber Intelligence degree, it houses a Global Studies degree, six minors from major world regions (Africa, Asia, Europe, the Islamic World, Latin America, and Russia and Eurasia) and area studies programs in African Studies, Asian Studies, European Studies, Islamic World Studies, Latin American Studies, and Russian and Eurasian Studies. The institute has begun to build out co-curricular activities around the CYBR degree as well.

Both the existing and proposed program prepare students to understand and shape the interlinked human and technological components of networked information technologies (such as the Internet) with an emphasis on the way such technological systems impact social, political, and economic life around the world. Whether economic development, domestic and international politics, or social/cultural expression, digital spaces and technologies have emerged as one of the most important facets of life on a wide-ranging set of issues that include: data privacy and rights, misinformation and free speech, cyber security and warfare, leisure and consumption, social welfare and security (such as health care and banking) or the relationship between information technologies and political systems (such as recent expressions for digital democracy or concerns about digital dictatorship). Yet, few degrees around the nation prepare students to consider the enmeshed social and technological aspects of contemporary information worlds.

USC's degree is leading the way to fill this void. The existing and proposed programs are interdisciplinary degrees in which students can take courses from several departments across the College of Arts and Sciences (including Anthropology, Geography, History, Political Science, Psychology, and Sociology). The programs also partner with the College of Engineering and Computing and the College of Information and Communications to create a unique program in which students can apply courses from three different colleges to their major requirements. In addition to the technological training found in many cybersecurity degrees (located in the requirement titled, Cyber Tools and Digital Skills), the proposed degree uniquely prepares students to understand and address the ways in which computer-based systems increasingly shape contemporary life around the world. The degree thus combines courses in computer and information sciences, social sciences, and the humanities. Finally, recognizing the inherently global nature of cyber technologies, the degree requires extra training in foreign language.

The proposed degree differs from the original program as follows:

- Combine "Digital Data Analysis" and "Tools for Information Security" into a single pathway titled, "Cyber Tools and Digital Skills". This program builds on feedback from prospective employers while also giving students more options and more clarity for moving through degree requirements.

- Law and Public Policy becomes Governance and Policy; existing degree requirement of 6 credit hours becomes 9 credit hours. This program also builds on feedback from prospective employers to amplify courses in ethics, policy, and governance. It also better reflects available courses (which students can regularly take) while also connecting more directly with research and publishing in interdisciplinary Technology Studies as it relates to cyber/critical internet studies. Students will find both more choice for regularly offered courses as well as more options for specializing within the requirement (i.e., a student could focus on law and the constitution; they could choose geopolitics and international/global studies; or they could mix).

- The requirements in Ethics and Psychology in the current program become Society and Ethics in the proposed program and the requirement of 3 credit hours becomes 9 credit hours. This change for the new program builds on feedback from prospective employers to amplify ethics in the degree. It pairs Society and Ethics following scholarly work in interdisciplinary Technology Studies. In this academic field, questions about building and living in cyber or information societies (societies which rely heavily on information infrastructures) are simultaneously ethical and social questions. The pairing thus follows trends in both employment and research. It also offers students more courses to meet major requirements.

- Add Global Cyber Cultures major requirement at 6 credit hours. The requirement in Global Cyber Cultures makes the degree one of only two in the nation to equip majors to think about the intersection of global and international studies (broadly defined) and cyber/cybersecurity issues. As recent world events have shown, cyber issues almost always have a global component. This requirement thus draws upon the existing strengths of affiliated faculty in the Walker Institute (teaching non – U.S. parts of the world) while also providing the substance/content necessary for majors to think about cyber issues in an interconnected world.

- Rename Domestic and Global Cyber Challenges as Challenges and Development to clarify the content of the requirements.

- Add courses to each element of the major requirement. The rationale for each component of the major – and thus the relationship between proposed courses and the requirements – follows below.

  - Governance and Policy: Examines the political challenges and opportunities created by attaching political, social, and economic systems to networked information technologies. In particular, students will have the opportunity to explore how new technologies create new problems or provide solutions for long-standing governance issues. This includes examining the policies and processes needed to address such challenges and opportunities in a complex world. Though students and citizens may be adept at identifying various problems of living in technology-based

societies, this requirement prepares students to understand the ideas, institutions, and traditions through which such problems can be (and have been) addressed.

- Society and Ethics: Centers the ethical dimensions of building social life and entire societies on networked computer systems. These courses will prepare students to navigate present and future questions related to living in computer-based societies with a particular focus on the intersection of information technologies and rights. Students are thus required to take courses that showcase the complexity of social and ethical questions raised across multiple disciplinary traditions. We believe this will prepare students to approach the intersection of social and ethical questions, on the one hand, and technological questions, on the other.

- Global Cybercultures: Given the global nature of contemporary cyber culture, these courses allow students to develop deeper expertise in non-U.S. world regions. Indeed, feedback from employers has show the need for broader competencies in foreign language and a deeper understanding of other cultures.

- Cyber Tools and Digital Skills: The major stays rooted in cyber tools and skills. This will allow students to combine the competencies of the above requirements with technological experience instead of these different fields/topics remaining siloed.

- Language requirement moved to Supporting Courses in the new program and also changes the requirement from 3 credit hours at the 300 level to the equivalent of two additional language courses after the core requirements are completed. Students who do not test out of this requirement will need to take 6 to 8 additional credit hours (depending upon whether a course is 3 or 4 credit hours). Though students may continue to invest their time in a single language, this change in the proposed program gives students the option to begin learning a second language. This, in turn, provides more flexibility for study abroad and for national fellowships such as National Security Education Program and Critical Language Fellowships.

- Minor changes to core requirements in the proposed program bring more clarity to how students can move through their degree. For math, the modifications remove courses that were ultimately not necessary for successful completion of the program. The modifications allow any GSS to count instead of the prescribed courses in the current bulletin.

- Changes to Supporting Courses. In addition to placing foreign language in supporting courses, partnering departments and colleges emphasized the importance of PHIL 114 – and its emphasis on logic – for students to successfully complete subsequent courses. The option for ISCI 201 or ITEC 233 gives students options for which courses they late take in Cyber Tools and Digital Skills.

The summation of these changes for the proposed program is a major with two unique features:

1. Thoroughly interdisciplinary - Modifications create unique combination of computer and information sciences, social sciences, and humanities;

2. Global Outlook - With language requirements and required courses in Global Cybercultures, the program will be one of only two majors in the nation to consider cyber topics in a global context.

This new program enhances the university's mission in three ways. First, the mission emphasizes "the university's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life." The proposed program enhances the circulation of "knowledge" in a new and evolving interdisciplinary field. It does so even as its requirements in Governance and Policy, Society and Ethics, Cyber Tools and Digital Skills, Challenges and Developments, and Global Cybercultures prepare students to explore and promote "an enhanced quality of life" and "cultural enrichment" in the myriad ways cyber technologies now shape life.

Second, the mission calls for "opportunities for personal and career development" for South Carolina citizens. Building on feedback from prospective state and federal employers, the proposed program will provide new ways for majors to pursue "personal and career development" in the state and beyond. Indeed, we believe these changes made for the proposed program will provide a structure for closer conversations about "personal and career development" between prospective employers, the Walker Institute, and CYBR majors in the future.

Third, the mission links higher education to "responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation." The proposed program fulfills this charge by preparing CYBR majors to define what counts as "responsible citizenships" in a world shaped by information technologies. Uniquely, it does so with an international scope that recognizes the need to understand a "complex and changing world." Indeed, a required course in Global Cyber Cultures acts an anchoring point for all majors to consider these issues.

The new program also connects to the university's Strategic Priorities in the following ways:

- Priority 1 includes a goal to "Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders". As an emergent field being defined by programs like USC's CYBR, the program will require students to think about innovation and leadership in their fields as they grapple with questions about ethics, policy, governance, and the relationship between technology and society. The program will also be paired with co-curricular events hosted by the Walker Institute. We aim for the institute to be known as a place of creative interdisciplinary thinking on cyber issues in a global context for students, faculty, and the public.

- Priority 4 includes a goal to "Cultivate a more diverse, equitable and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive." The proposed program is incredibly unique in both its interdisciplinary and regional diversity. This matters because it opens up the degree to a broader range of student interest – a request we have heard from students during this first year of running the existing degree. We thus anticipate the proposed program will become a home to conversations about the intersection of information technologies and equity and diversity. Indeed, courses in Governance and Policy and Society and Ethics, respectively, will ask students to examine the manner in which technology's facilitate or harm equity and diversity. This Strategic Priority is also enhanced by the global components of the program. In addition to language requirements – and a structure which will encourage study abroad – students are required to make connections between cyber cultures and diversity around the world.

- Priority 6 includes a goal to "Spur innovation and economic development through impactful community partnerships." The proposed program encourage students to think about cyber's relationship to both innovation and economic development. Moreover, it trains students to do so beyond the more familiar confines of cybersecurity. We thus anticipate preparing students who are more equipped than ever to speak to the intersections of cyber issues and both innovation and economic development. In addition to its innovative curriculum, the proposed program puts this into practice in two ways: 1. Through internships; 2. Through the institute's leadership in conversations about what constitutes cyber in South Carolina, the United States, and around the world. The institute has already begun to do so. It hosted a Cyber Talent Management Workshop for federal and state employers in the October 2021.

- Priority 8 calls for a "campus culture that teaches and encourages students to strive for excellence," including an "increase in the number of students who win national fellowships and scholarships." The proposed program open up two avenues for winning competitive national fellowships and scholarships. The first is for students to apply for fellowships such as Critical Language Fellowships (CLF) or the National Security Education Program (NSEP). The changes to foreign language requirements (placing them in Supporting Course instead of in Major Requirements) provides a more encouraging structure for students to apply for CLF and NSEP. The second is at the institutional level as the program will be in a fantastic position to apply for institutional support for interdisciplinary science and technology studies as a leader rethinking cyber studies. Though an institutional grant, such ambition will create expectations about preparing both programs and individuals to be competitive nationally.

**Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The proposed program is needed for three main reasons. First, the institute received immediate feedback from prospective employers encouraging a revision to the original degree centered on ethics, policy, and governance. Employers identified this as an area of need given the high number of individuals trained solely in the technological side of cybersecurity and thus a lack of individuals able to answer questions about rights, policy, and ethics. Employers thus suggested a magnification of the interdisciplinary structure of the original degree (as evident in the modifications below) in order to make students work-ready. Second, growth in the number of student majors during 2021-2022 exposed pinch-points in the current program curriculum. In turn, these pinch points made it difficult to ensure majors could enroll in required courses. Despite intra-college and inter-college course offerings, the current bulletin creates challenges for guaranteeing students regular course offerings or seats within offered courses. We addressed this issue in the proposed program and are confident these changes will provide students more options to complete requirements in a timely manner. Such additional courses also provide an opportunity to address the above feedback about ethics, policy, and governance. Third, the program allow the institute to situate itself as a leader among peer and aspirant cyber studies programs. Though only a handful of such programs exist across the nation, the proposed program provides an opportunity for CYBR to become a leading voice among interdisciplinary Technology Studies/ cyber

studies programs nationally. This, in turn, provides opportunities to raise the profile of the program through grants and fellowships.

For potential undergraduate student majors, the program provides more course options to fulfill major requirements as well as clarity about how the degree requirements and learning outcomes connect to approved courses. Moreover, the result is a degree that advertises itself to wider set of students. The major creates options for individuals interested in the intersection of cybersecurity and national security as well as for individuals seeking to shape data privacy or the confluence of digital worlds and human/civil rights – to name just a few of the interests students have.

Currently, in South Carolina, the cybersecurity industry has a $1.42 billion statewide impact annually (0.32% of GDP). Federal government agencies, including the Department of Defense, have been providing financial assistance or grants for cyber training programs for the State. Therefore, a critical task is to create an effective cybersecurity workforce for the State to meet the demand and fight against cybersecurity issues

Cyber security has become a national imperative in our country, and there is a critical need for cyber professionals in our state and beyond. In their 2017 report, the Cybersecurity professional organization (ISC)2 predicted a 1.8 million workforce deficit in the cybersecurity workforce in 2022. (https://www.isc2.org/News-and-Events/Press-Room/Posts/2017/06/07/2017-06-07Workforce-Shortage) This includes not only the tech-heavy programming positions, but also employment of managers, non-technical cyber-related work, and executive roles. According to the Bureau of Labor Statistics, employers will be hiring more cybersecurity professionals between now and 2029, or 31% more jobs than other industries combined. There is a much higher demand for cybersecurity skills than there are available employees with those skills. In fact, a 2020 study showed that by 2024 there would be three million cybersecurity jobs unfilled as opposed to one million in 2014. The Bureau of Labor Statistics states that the industry unemployment rate has stayed close to zero for over a decade, and someone with less than five years of experience in cybersecurity can earn around $100,000 a year.

In addition, a Cybersecurity Workforce Study in 2019 states that "a shortage in the global cybersecurity workforce continues to be a problem for companies in all industries and of all sizes. In fact, this shortage remains the number one job concern for those working in the field."
(https://www.herjavecgroup.com/2019-cybersecurity-jobs-report-cybersecurity-ventures/) The study estimated the total current number of cybersecurity professionals in the U.S. and 10 other major global economies by combining the workforce estimates with gap data, which showed that the global cybersecurity workforce needs to grow by 145% to meet the demand for skilled cybersecurity talent. In the U.S. specifically, it needs to grow 62% (Strategies for Building and Growing Strong Cybersecurity Teams). According to Pete Metzger, recruiter of C- suite cybersecurity professionals with consulting firm DHR International, companies are looking for cybersecurity employees with project management experience; analytics and data science backgrounds; technical writing skills; and expertise in law, policy, and physical security such as law enforcement and military experience. These skills are the focus of this proposed degree program.

**Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Transfer information for students interested in pursuing a bachelor's degree is available at https://sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/for_transfers/ with specific information targeted to the students enrolled in a South Carolina technical College institution available at https://sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/for_transfers/credits_from_sc_technical_colleges/. We are also engaged in discussions with Midlands Technical College, Greenville Technical College and Trident Technical college about direct transfer pathways and plan to develop pathways for this degree program.

**Employment Opportunities**

| Occupation | State | | National | | Data Type and Source |
|---|---|---|---|---|---|
| | Expected Number of Jobs | Employment Projection | Expected Number of Jobs | Employment Projection | |
| Information Security Analyst | 2020 Estimated Employment: 1,591; 195 annual openings | 2030 Projected: 2,197 | 19,500 | 35% from 2021-2031 | SCWorks and BLS Occupational Outlook Handbook |
| Intelligence Analyst* | 13,118 | 15% growth | 655,900 | 9% growth | US Bureau of Labor Statistics and SC DEW |
| Senior Security Consultant* | 2,000 | 34% growth | 100,000 | 28% growth | US Bureau of Labor Statistics and SC DEW |
| Cyber Support Specialist* | 17,262 | 15% growth | 863,100 | 10% growth | US Bureau of Labor Statistics and SC DEW |
| Cyber Legal Professional* | 2,000 | 33% growth | 100,000 | 28% growth | US Bureau of Labor Statistics and SC DEW |

*Data for these positions was provided by Brian Nottingham (BNottingham@dew.sc.gov) on July 13, 2020 during the development of the original Cyber Intelligence program.

**Supporting Evidence of Anticipated Employment Opportunities**
Provide supporting evidence of anticipated employment opportunities for graduates.

According to Cyber Seek, the South Carolina has a total employed cybersecurity workforce consisting of 13,755 people, and there are currently 7,229 unfilled positions and there are 755,743 job opening currently in the U.S. (see interactive supply and demand map at https://www.cyberseek.org/heatmap.html).

**Description of the Program**

| Projected Enrollment | | | |
|---|---|---|---|
| Year | Fall Headcount | Spring Headcount | Summer Headcount |
| 2023-2024 | 30 | 30 | 0 |
| 2024-2025 | 30 | 30 | 0 |
| 2025-2026 | 40 | 40 | 0 |

| | | | |
|---|---|---|---|
| 2026-2027 | 50 | 50 | 0 |
| 2027-2028 | 50 | 50 | 0 |

Explain how the enrollment projections were calculated.

Enrollment projections were calculated based on the number of students currently enrolled in the B.S. in Cyber Intelligence.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐Yes

☒No

**Curriculum**

**New Courses**
List and provide course descriptions for new courses.
See attached curriculum sheet. No new courses are needed for the proposed program.

Total Credit Hours Required: 120

| Curriculum by Year | | | | | |
|---|---|---|---|---|---|
| **Course Name** | **Credit Hours** | **Course Name** | **Credit Hours** | **Course Name** | **Credit Hours** |
| Year 1 | | | | | |
| **Fall** | | **Spring** | | **Summer** | |
| ENGL 101 | 3 | ENGL 102 | 3 | | |
| MATH 141 | 4 | MATH 142 | 4 | | |
| Carolina Core SCI | 4 | Carolina Core SCI | 4 | | |
| Carolina Core GFL | 3 | Carolina Core GFL | 3 | | |
| Carolina Core GHS/REACH Act course | 3 | GEOG 105 | 3 | | |
| | | | | | |
| Total Semester Hours | 17 | Total Semester Hours | 17 | Total Semester Hours | |
| Year 2 | | | | | |
| **Fall** | | **Spring** | | **Summer** | |
| Carolina Core AIU | 3 | CSCE 102 or higher (except CSCE 587) | 3 | | |
| STAT 201 | 3 | Carolina Core VSR | 3 | | |
| ISCI 201 or ITEC 233 | 3 | CYBR 393 | 3 | | |
| PHIL 114 | 3 | Cyber Tools and Digital Skills Course | 3 | | |
| Carolina Core GSS | 3 | Governance and Policy Course | 3 | | |
| | | | | | |
| Total Semester Hours | 15 | Total Semester Hours | 15 | Total Semester Hours | |

MATH 141, MATH 142, and the Carolina Core SCI requirements in the first year meet the 14-hour math and science requirement for the Scholarship Enhancement eligibility. The existing program, B.S. in Cyber Intelligence, is already approved for these supplemental awards.

| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
|---|---|---|---|---|---|
| Year 3 | | | | | |
| **Fall** | | **Spring** | | **Summer** | |
| Global Cyber Cultures Course | 3 | Cyber Tools and Digital Skills Course | 3 | | |
| Cyber Tools and Digital Skills Course | 3 | Governance and Policy Course | 3 | | |
| Governance and Policy Course | 3 | Society and Ethics Course | 3 | | |
| Society and Ethics Course | 3 | Foreign Language | 3 | | |
| Foreign Language | 3 | History | 3 | | |
| | | | | | |
| Total Semester Hours | 15 | Total Semester Hours | 15 | Total Semester Hours | |
| Year 4 | | | | | |
| **Fall** | | **Spring** | | **Summer** | |
| Society and Ethics Course | 3 | CYBR 390, CYBR 498 or CYBR 499 | 3 | | |
| Social Science Course | 3 | Cognate, Additional Foreign Language and/ or Elective Courses | 9 | | |
| Fine Arts/Humanities Course | 3 | | | | |
| Cognate, Additional Foreign Language and/or Elective Courses | 6 | | | | |
| | | | | | |
| Total Semester Hours | 15 | Total Semester Hours | 12 | Total Semester Hours | |

**Similar Programs in South Carolina offered by Public and Independent Institutions**
Identify the similar programs offered and describe the similarities and differences for each program.

| Program Name and Designation | Total Credit Hours | Institution | Similarities | Differences |
|---|---|---|---|---|
| B.S., Computer Science, with concentration in Cybersecurity | 120 | South Carolina State University | Focus on cyber technologies | Cybersecurity is a concentration within the larger major of Computer Science, and the degree has a much heavier focus on technology and computer programming. |
| B.S., Applied Computer Science, with concentration in Cyber Security | 120 | USC Aiken | Focus on cyber technologies | Cybersecurity is a concentration within the larger major of Applied Computer Science, and the degree has a much heavier focus on technology and computer programming. |
| B.S., Cybersecurity | 120 | USC Upstate | Focus on cyber technologies | degree has a much heavier focus on technology and computer programming. |
| B.S., Cybersecurity | 120 | Lander University | Focus on cyber technologies | degree has a much heavier focus on technology and computer programming. |
| Bachelor of Arts in Intelligence and Security Studies | 120 | The Citadel | Emphasizes interdisciplinary approach to intelligence, national security and cyber security | The Citadel degree is offered through both traditional and 100% online degree completion delivery. Proposed USC degree is a Bachelor of Science requiring advanced skills in statistics and geographic information systems and will be offered through traditional and blended delivery initially. |

| | | | Emphasizes interdisciplinary | Proposed USC degree is a Bachelor |
|---|---|---|---|---|
| Bachelor of Arts in Intelligence and National Security Studies | 120 | Coastal Carolina University | Emphasizes interdisciplinary approach to intelligence and national security | Proposed USC degree is a Bachelor of Science requiring advanced skills in statistics and geographic information systems |
| Bachelor of Science in Computer and Information Systems Security with a specialization in Cybersecurity | 120 | Limestone College | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |
| Bachelor of Science in Cybersecurity | 123 | Anderson University | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |
| Bachelor of Science in Cybersecurity | 126 | Charleston Southern University | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |
| Bachelor of Science in Cybersecurity | 128 | Benedict College | Emphasizes interdisciplinary approach to cyber security in the field of computer science | Proposed USC degree requires advanced skills in statistics and geographic information systems |

The existing Cyber Intelligence and proposed Cyber Policy and Ethics programs are unique in the state of South Carolina. Very few undergraduate programs exist that are related to "cyber" and those that do tend focus on "cybersecurity" and are a subset of a larger major/program that focuses on computer science. Cyber Intelligence focuses much more heavily on ethics, the global aspects of the field requiring advanced training in foreign language, and the intersection of cyber technologies, politics, and global affairs.

**Faculty**

| Rank and Full- or Part-time | Courses Taught for the Program | Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major | Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.) |
|---|---|---|---|
| Professor; Full-time | CYBR courses | Ph.D., Geography, University of Kentucky | Full Professor will serve as program director. |
| Professor; Full-time | POLI courses | Ph.D., Political Science, Indiana University | Existing faculty teaching courses currently offered /applicable to degree. |
| Assoc. Professor; Full-time | POLI courses | Ph.D., Political Science, Binghamton University | Existing faculty teaching courses currently offered /applicable to degree. |
| Professor; Full-time | CRJU courses | Ph.D., Criminal Justice, Cincinnati University | Existing faculty teaching courses currently offered /applicable to degree. |
| Assoc. Professor, Full-time | CRJU courses | Ph.D., Criminal Justice, Michigan State Univ. | Existing faculty teaching courses currently offered /applicable to degree. |
| Professor; Full-time | MATH courses | Ph.D. Computational Mathematics, SUNY | Existing faculty teaching courses currently offered /applicable to degree. |
| Assoc. Professor; Full-time | STAT courses | Ph.D., Statistics, University of Florida | Existing faculty teaching courses currently offered /applicable to degree. |
| Research Prof; Full-time | GEOG courses | Ph.D., Geography, UofSC | Existing faculty teaching courses currently offered /applicable to degree. |
| Senior Instructor; Part-time | PHIL courses | Ph.D., Philosophy, UofSC | Existing faculty teaching courses currently offered /applicable to degree. |
| Professor; Full-time | HIST courses | MA, International Public Policy; Johns Hopkins SAIS | Existing faculty teaching courses currently offered /applicable to degree. |

| | | Ph.D., Cyber Psychology; University of Wolverhampton | Existing faculty teaching courses currently offered /applicable to degree. |
|---|---|---|---|
| Instructor; Part-time | PSYC courses | | |

Total FTE needed to support the proposed program:
Faculty: 2.25 FTE (0.25 FTE each for the 9 non-director faculty)
Staff: 1 FTE (full-time advisor / admin)
Administration: 0.5 FTE ($10,000 per year stipend for the faculty director of the program)

**Faculty, Staff, and Administrative Personnel**
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The courses in this degree are currently being taught by faculty in established disciplines.  In most cases, the faculty teaching these courses are tenured or tenure-track faculty.  Occasionally, classes are taught by temporary faculty who meet the requirements to teach undergraduate classes.  They will have a PhD in an appropriate field, or will have a Master's or equivalent advanced degree with appropriate experience in the specific field of cyber intelligence.

<div align="center">

**Resources**

</div>

**Library and Learning Resources**
Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Students will utilize existing online resources provided to all University of South Carolina via Thomas Cooper library. Reference librarians are available during normal operating hours. Reference and literature search requests are accepted in-person, by telephone, or online. Assistance is offered in locating materials, computerized bibliographic searches, identifying authoritative web sites with quality content, using local databases, interlibrary loan requests, class presentations, and advice on library services and policies. The Digital Research Librarians will be particularly useful for this program. Students also have access to additional library collections, databases, and resources provided by PASCAL. Current library resources are adequate to support the proposed program and we will not need any additional library resources.

**Student Support Services**
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Existing faculty and advisor will advise students, which will not require any additional resources.

USC Columbia is committed to providing reasonable accommodations for students with disabilities. Students with disabilities must contact the Student Disability Resource Center prior to beginning or early in their academic program to determine if they are eligible for reasonable accommodations.

USC Columbia provides multiple academic success resources for students, including academic and pre-professional advising, academic coaching and peer tutoring. USC Columbia has a writing center to help students at any stage of the writing process. USC Columbia also has a Student Success Center that facilitates student learning and degree completion by providing a comprehensive array of programs, resources and services that advance academic goal-setting, skill development, personal transition to and within the university setting and effective decision making. In addition, the USC Columbia Career Center is dedicated to supporting students' needs at all stages of the process, whether they are still making decisions about future direction, looking for hands-on experiences, or are ready for the next steps that will prepare them to live out your career goals. From the basics of exploring major and career options and writing a resume, to connecting with employers for internships and interviews, USC students have access to career coaches and a premiere collection of online tools.

**Physical Resources/Facilities**
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Existing classroom and office space is adequate to support the proposed program. No new facilities are needed to support the proposed program.

**Equipment**
Identify new instructional equipment needed for the proposed program.
No new equipment is needed to support the proposed program.

**Impact on Existing Programs**
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒Yes

☐No

The proposed program is a redesign of the existing B.S. in Cyber Intelligence. We plan to offer this program in parallel with the existing B.S. in Cyber Intelligence until the current students graduate or transfer to the new program, at which time we will terminate the B.S. in Cyber Intelligence. Because we wanted to offer both in versions in parallel for a short time, CHE staff requested we submit a new program proposal for the new version.

## Financial Support

| Sources of Financing for the Program by Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1st | | 2nd | | 3rd | | 4th | | 5th | | Grand Total | |
| Category | New | Total | New | Total | New | Total | New | Total | New | Total | New | Total |
| Tuition Funding | $0 | $460,800 | $0 | $460,800 | $0 | $614,400 | $0 | $768,000 | $0 | $768,000 | $0 | $3,072,000 |
| Program-Specific Fees | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Special State Appropriation | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Reallocation of Existing Funds | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| Federal, Grant, or Other Funding | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| **Total** | $0 | $460,800 | $0 | $460,800 | $0 | $614,400 | $0 | $768,000 | $0 | $768,000 | $0 | $3,072,000 |

| Estimated Costs Associated with Implementing the Program by Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1st | | 2nd | | 3rd | | 4th | | 5th | | Grand Total | |
| Category | New | Total | New | Total | New | Total | New | Total | New | Total | New | Total |
| Program Administration and Faculty/Staff Salaries | $0 | $148,920 | $0 | $148,920 | $0 | $148,920 | $0 | $148,920 | $0 | $148,920 | $0 | $744,600 |
| Facilities, Equipment, Supplies, and Materials | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | |
| Library Resources | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | |
| Other - USC Participation Tax (17% of tuition revenue) | $0 | $78,336 | $0 | $78,336 | $0 | $104,448 | $0 | $130,560 | $0 | $130,560 | $0 | $522,240 |
| **Total** | $0 | $227,256 | $0 | $227,256 | $0 | $ 253,368 | $0 | $279,480 | $0 | $279,480 | $0 | $1,266,840 |

| Net Total (Sources of Financing Minus Estimated Costs) | $0 | $233,544 | $0 | $233,544 | $0 | $361,032 | $0 | $488,520 | $0 | $488,520 | $0 | $1,805,160 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Budget Justification**
Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

As this is already an established program and the proposed modifications do not impact the budget, there are no new costs or sources of financing associated with the change. We also do not expect a significant increase in enrollment as a result of the new program design, so we anticipate no new costs or sources of financing. The tuition revenue was calculated using enrollment projections for each year and assuming students will take 15 credit hours a semester. Note that we used the resident tuition of $512.00 per credit hour for the tuition revenue calculation, so this figure may be higher as we will enroll some non-resident students are well.

**Evaluation and Assessment**

| Program Objectives | Student Learning Outcomes Aligned to Program Objectives | Methods of Assessment |
|---|---|---|
| Provide students an understanding of the interlinked nature of governance, policy, and technological systems in the contemporary world | Communicate cyber issues, policies and solutions in writing, orally and/or in digital formats | Faculty affiliates of the Walker Institute will assess a major assignment (exam or research paper) from CYBR 393. |
| Ensure students engage the social, culture, and ethic dimensions of cybernetic worlds – including their various manifestations around the globe | Develop responses sensitive to cultural, organizational, and ethical issues | Faculty affiliates of the Walker Institute will assess a major assignment (exam or research paper) from CYBR 393. |
| Foster student understanding of the cyber technologies increasingly shaping the world | Evaluate and solve problems found in the cyber world through the application of digital tools | Faculty affiliates of the Walker Institute will assess a major assignment in the Cyber Tools and Digital Skills requirement |
| Foster student exploration of the relationship between classroom knowledge and real-world engagements | Analyze cyber challenges in a holistic and interdisciplinary manner | Faculty affiliates of the Walker Institute will assess a major assignment (exam, research paper, or internship report) from approved courses. |

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The new program will provide a compulsory assessment point under the Global Cybercultures Requirement through the course, CYBR 393 – Global Cybercultures. This course will be taught regularly by an instructor in the Walker Institute. This assessment point will assess the first and second rows of the Objectives/Outcomes/Methods from the table above. Institute faculty will assess the third and fourth rows using a major assignment from approved courses. Data from these assessments will be used to improve the program, if needed.

**Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐Yes
☒No


Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐Yes
☒No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐Yes
☒No

**Degree Requirements (120 Hours)**

Program Summary

| Requirements | Credit Hours |
|---|---|
| 1. Carolina Core | 32-46 |
| 2. College Requirements | 15-18 |
| 3. Program Requirements | 20-37 |
| 4. Major Requirements | 36 |

**Carolina Core Requirements**

1. Carolina Core Requirements (32-46 hours)

CMW – Effective, Engaged, and Persuasive Communication: Written (6 hours)

*Must be passed with a grade of C or higher.*

- ENGL 101*
- ENGL 102*

ARP – Analytical Reasoning and Problem Solving (6-8 hours)

*Must be passed with a grade of C or higher.*

- MATH 122* or MATH 141*
- MATH 142*, MATH 170* or MATH 172*

SCI – Scientific Literacy (8 hours)

- two 4-credit hour CC-SCI laboratory science courses

GFL – Global Citizenship and Multicultural Understanding: Foreign Language (0-6 hours)

Demonstration of proficiency in one foreign language equivalent to the minimal passing grade on the exit examination in the 122 course is required. Students can demonstrate this proficiency by successfully completing Phase II of the Proficiency Test or by successfully completing the 122 course, including the exit exam administered as part of that course.

- CC-GFL courses

*It is strongly recommended that students continuing the study of a foreign language begin college-level study of that language in their first semester and continue in that language until their particular foreign language requirement is completed.*

GHS – Global Citizenship and Multicultural Understanding: Historical Thinking (3 hours)

- any CC-GHS course

GSS – Global Citizenship and Multicultural Understanding: Social Sciences (3 hours)

*Must be passed with a grade of C or higher*

- Any CC-GSS Course

AIU – Aesthetic and Interpretive Understanding (3 hours)

- any CC-AIU course

CMS – Effective, Engaged, and Persuasive Communication: Spoken Component[1] (0-3 hours)

- Any CC-CMS Course

INF – Information Literacy[1] (0-3 hours)

- any overlay or stand-alone CC-INF course

VSR – Values, Ethics, and Social Responsibility (3 hours)

- Any CC-VSR Course

[1] Carolina Core Stand Alone or Overlay Eligible Requirements — Overlay-approved courses offer students the option of meeting two Carolina Core components in a single course. A maximum of two overlays is allowed. The total

Carolina Core credit hours must add up to a minimum of 31 hours. Some programs may have a higher number of minimum Carolina Core hours due to specified requirements.

**College Requirements**

 2. College Requirements (15-18 hours)
Foreign Language (0-3 hours)
- only if needed to meet 122-level proficiency

Analytical Reasoning (6 hours)
*Must be passed with a grade of C or higher*
- STAT 201[1] or higher
- CSCE 102 or higher except CSCE 587

History (3 hours)
The College of Arts and Sciences requires one additional GHS course beyond the Carolina Core GHS requirement.
- If the Carolina Core GHS requirement is fulfilled by a ***U.S. history*** course, the College of Arts and Sciences history requirement must be fulfilled by a ***non-U.S. history*** course.
- If the Carolina Core GHS requirement is fulfilled by a ***non-U.S. history*** course, the College of Arts and Sciences history requirement must be fulfilled by a ***U.S. history*** course.

Please select the College of Arts and Sciences history requirement from the approved list of U.S. and non-U.S. history courses.

Social Science and Fine Arts or Humanities (6 hours)
*Must be passed with a grade of C or higher*
- **Social Science (3 hours)**
  - The College of Arts and Science requires one 3- hour Social Science Course.
- **Fine Arts/Humanities (3 Hours)**
  - A Bachelor of Science from the College of Arts and Sciences requires one 3-hour Fine Arts/Humanities Course

Note: Students may not use courses in foreign language toward the Fine Arts or Humanities requirement, as those courses will count toward the Supporting Courses Foreign Language requirement.
[1]These courses require additional prerequisite not included in the program.

**Program Requirements (20-37 hours)**
**Supporting Courses (9-24 hours)**

| Course | Title | Credits |
|---|---|---|
| Foreign Language [1] | | 0-15 |
| ISCI 201 | Data, Information & Society | 3 |
| or ITEC 233 | Introduction to Computer Hardware and Software | |
| PHIL 114 | Introduction to Formal Logic I | 3 |
| GEOG 105 | The Digital Earth | 3 |
| Total Credit Hours | | 9-24 |

**[1]** The Cyber Policy and Ethics program requires students to complete foreign language(s) beyond the 121-level required by the College of Arts and Sciences.  Students may meet this requirement in two ways:
- One language completed through 6 hours at the 300 level, or

- Two languages distributed as follows:
  - Carolina Core GFL language continued through 6 hours at the 200 level, and a
  - Second language completed through the 122 level, which may require from 6 to 9 hours, depending on whether the language begins with 109 or 121.

NOTE: The number of hours that students must take to fulfill this requirement will depend upon their proficiency in the language, e.g. students who test into 300-level of a language would not need to take the 200-level prerequisites and would only need 6 hours to meet this requirement. Additionally, should students choose to add a foreign language minor or foreign language as a second major and successfully complete course requirements, then this will satisfy the foreign language requirement for the Cyber Policy and Ethics major. This requirement may be satisfied through foreign language placement tests.

**Cognate or Minor (0-18 hours) *Optional***
This major does not require a cognate or minor.
An optional minor may be added to a student's program of study. A minor is intended to develop a coherent basic preparation in a second area of study. Courses applied toward general education requirements cannot be counted toward the minor. No course may satisfy both major and minor requirements. All minor courses must be passed with a grade of C or higher. At least half of the courses in the minor must be completed in residence at the University. A list of minor programs of study can be found at Programs A-Z. An optional additional major may also be added to a student's program of study. **Additional majors must include all major courses as well as any prescribed courses noted (\*) in the bulletin.** Prescribed courses noted in the bulletin may be shared with Carolina Core, College requirements, and Program requirements in the primary program.
A list of minor programs of study can be found at Programs A-Z.
Electives (0-28 hours)
120 (or 128) degree applicable credits are required to complete any degree at USC. After the cognate, minor or second major is complete, any additional credits needed to reach 120 (or 128) total credits can be fulfilled by electives. No courses of a remedial, developmental, skill-acquiring, or vocational nature may apply as credit toward degrees in the College of Arts and Sciences. The College of Arts and Sciences allows the use of the Pass-Fail option on elective courses. Further clarification on inapplicable courses can be obtained from the College of Arts and Sciences.

**Major Requirements (36 hours)**
*Must be passed with a grade of C or higher.*
No more than 9 credit hours at the 200-level may be taken for credit towards the major requirements.
Selection of major courses must include at least one Carolina Core Integrative course: CYBR 399, CYBR 498, CYBR 499, POLI 315, POLI 451, PSYC 430 or PSYC 440.

**Major Courses (36 hours)**

| Course | Title | Credits |
|---|---|---|
| Cyber Tools and Digital Skills | | |
| Select 3 of the following: | | 9 |
| CSCE 587 | Big Data Analytics | |
| GEOG 363 | Geographic Information Systems | |
| GEOG 551 | Principles of Remote Sensing | |

| Course | Title | Credits |
|--------|-------|---------|
| GEOG 556 | WebGIS | |
| GEOG 563 | Advanced Geographic Information Systems | |
| ISCI 330 | Introduction to Computer Technology & Applications for Info Env | |
| ISCI 430 | User-Centered Information Architecture | |
| ISCI 440 | Competitive Intelligence | |
| ISCI 480 | Emerging Topics in Information Science | |
| ITEC 293 | Cybersecurity Operations | |
| ITEC 493 | Information Technology Security for Managers | |
| STAT 516 | Statistical Methods II | |
| STAT 587 | Big Data Analytics | |
| Global Cyber Cultures | | |
| CYBR 393 | Special Topics in Global Cyber Cultures | 3 |
| Select one of the following: | | 3 |
| AFAM 202 | Introduction to African-American Studies | |
| AFAM 428A | African-American Literature I: to 1903 | |
| AFAM 428B | African-American Literature II: 1903 – Present | |
| AFAM 438D | African Literature | |
| AFAM 498 | Seminar in African-American Studies | |
| ANTH 211 | Learning Across Cultures | |
| ANTH 234 | Caribbean Cultures | |
| ANTH 237 | Cultures of Islam | |
| ANTH 242 | Chinese Popular Culture | |
| ANTH 301 | Latin American Cultures | |
| ANTH 303 | African-American Cultures | |
| CHIN 240 | Chinese Culture, Tradition, and Modern Societies | |
| CYBR 393 | Special Topics in Global Cyber Cultures | |
| ENGL 428A | African-American Literature I: to 1903 | |
| ENGL 428B | African-American Literature II: 1903 – Present | |

| Course | Title | Credits |
|--------|-------|---------|
| ENGL 438D | African Literature | |
| EURO 300 | Introduction to European Studies | |
| GEOG 223 | Geography of Latin America | |
| GEOG 225 | Geography of Europe | |
| GEOG 226 | Geography of the Middle East | |
| GEOG 228 | Geography of Sub-Saharan Africa | |
| GEOG 311 | Cultural Geography | |
| HIST 335 | The History of Modern Russia and the Soviet Union | |
| HIST 352 | Africa since 1800 | |
| HIST 354 | Modern East Asia | |
| HIST 421 | Modern Latin America | |
| HIST 461 | American Thought since 1865 | |
| LASP 301 | Interdisciplinary Study of Latin America | |
| JAPA 340 | Introduction to Japanese Culture and Literature | |
| PHIL 310 | American Philosophy | |
| POLI 450 | Constitutional Law I: Institutional Powers | |
| POLI 402 | African American Political Thought | |
| POLI 437 | International Relations of Latin America | |
| POLI 481 | Politics and Governments of Europe | |
| POLI 483 | Middle East Politics | |
| POLI 487 | Politics and Governments of Africa | |
| POLI 488 | Politics and Governments of Latin America | |
| RELG 220 | Introduction to Buddhism | |
| RELG 230 | Introduction to Judaism | |
| RELG 240 | Introduction to Christianity | |
| RELG 250 | Introduction to Islam | |
| RELG 343 | Religions of the African Diaspora | |
| RELG 359 | Islamic Theology and Philosophical Thought | |

| Course | Title | Credits |
|---|---|---|
| **Course** | **Title** | **Credits** |
| Governance and Policy | | |
| Select three of the following: | | 9 |
| ANTH 353 | Anthropology of Law and Conflict | |
| ARMY 406 | American Military Experience | |
| CRJU 424 | Criminal Justice Intelligence | |
| CRJU 440 | Homeland Security and Terrorism | |
| CRJU 512 | Information-Based Management in Criminal Justice | |
| CRJU 582 | Computer Applications in Criminal Justice | |
| CYBR 391 | Special Topics in Cyber Policy and Governance | |
| GEOG 312 | Geography and Global Geopolitics | |
| GEOG 380 | Global Geography of Human Rights | |
| HIST 397 | Evolution of Warfare II | |
| HIST 468 | American Military Experience | |
| HIST 469 | Constitutional History of the United States | |
| HIST 470 | Constitutional History of the United States | |
| ISCI 315 | Cyberethics and Information Policy | |
| JOUR 304 | Internet and Social Media Law | |
| POLI 315 | International Relations | |
| POLI 342 | National Security Policies of the United States | |
| POLI 362 | Politics and the Mass Media | |
| POLI 373 | Regulatory Policies | |
| POLI 393 | Race and Science Fiction | |
| POLI 416 | Revolution and Political Violence | |
| POLI 417 | Theories of War in International Relations | |
| POLI 420 | International Law | |
| POLI 421 | Law and Contemporary International Problems | |
| POLI 431 | Science, Technology, and Public Policy | |
| POLI 442 | Globalization and Security | |

| Course | Title | Credits |
|---|---|---|
| POLI 450 | Constitutional Law I: Institutional Powers | |
| POLI 451 | Constitutional Law II: Civil Liberties | |
| POLI 554 | Law and Society | |
| PSYC 360 | Applied Psychology | |
| SOCY 340 | Introduction to Social Problems | |
| SOCY 353 | Sociology of Crime | |
| WGST 352 | Gender and Politics | |

Society and Ethics

| | | |
|---|---|---|
| Select three from the following: | | 9 |
| AFAM 476 | Black Activism | |
| ANTH 371 | Ethnography of Communication | |
| ANTH 359 | Theories of Culture | |
| CYBR 392 | Special Topics in Cyber Society and Ethics | |
| ENGL 393 | Postcolonialism | |
| ENGL 436 | Science Fiction Literature | |
| ENGL 437 | Women Writers | |
| FAMS 240 | Film and Media Analysis | |
| FAMS 300 | Film and Media History | |
| FAMS 308 | Global Media Industries | |
| GLST 308 | Global Media Industries | |
| HIST 314 | Video Games and History | |
| HIST 370 | History of Capitalism 2: From the Industrial Revolution to the Global Economy | |
| HIST 453 | Technology and American Society | |
| HIST 476 | Digital History | |
| HIST 478 | Material Culture in the Digital Age | |
| ISCI 201 | Data, Information & Society | |
| ISCI 415 | Social Issues in Information and Communications Technologies | |
| JOUR 285 | Social Media and Society | |

| Course | Title | Credits |
|---|---|---|
| JOUR 303 | Law and Ethics of Mass Communications | |
| JOUR 345 | Gender, Sexuality, and Sports Media | |
| NAVY 402 | Naval Leadership and Ethics | |
| PHIL 320 | Ethics | |
| PHIL 323 | Ethics of Science and Technology | |
| PHIL 330 | Social and Political Philosophy | |
| POLI 300 | Social and Political Philosophy | |
| POLI 406 | The State of American Politics | |
| POLI 454 | Women and the Law | |
| POLI 465 | Psychology and Politics | |
| PSYC 430 | Survey of Social Psychology | |
| PSYC 440 | Survey of Personality | |
| RELG 205 | Morality, Ethics, and Religion | |
| RELG 336 | Social Justice & Religion | |
| SOCY 307 | Sociology of Religion | |
| SOCY 309 | An Introduction to Social Inequality | |
| SOCY 355 | Race and Ethnic Relations | |
| SOCY 368 | Society through Visual Media | |
| SOCY 393 | Sociological Theory | |
| SOCY 500 | Social Networks | |
| WGST 298 | Issues in Women's and Gender Studies | |
| WGST 334 | Feminist Philosophy | |
| WGST 432 | Men and Masculinities | |
| WGST 454 | Women and the Law | |
| Challenges and Development | | |
| Select one of the following: | | 3 |
| CYBR 390 | Special Topics in Cyber Intelligence | |
| CYBR 498 | Internship: Global Experience in Cyber Policy and Ethics | |

| Course | Title | Credits |
|---|---|---|
| CYBR 499 | Internship: Cyberintelligence | |
| Total Credit Hours | | 36 |

**Founding Documents (REACH Act) Requirement**

All undergraduate students must take a 3-credit course or its equivalent with a passing grade in the subject areas of History, Political Science, or African American Studies that covers the founding documents including the United State Constitution, the Declaration of Independence, the Emancipation Proclamation and one or more documents that are foundational to the African American Freedom struggle, and a minimum of five essays from the Federalist papers. This course may count as a requirement in any part of the program of study including the Carolina Core, the major, minor or cognate, or as a general elective.