

Defense Intelligence  
Analysis Center, home  
of JMIC.



Courtesy Joint Military Intelligence College

# Intelligence Education for Joint Warfighting

By A. DENIS CLIFT

In June 1998 the Joint Military Intelligence College (JMIC) opened a new era by expanding education in this area for the military, intelligence professionals, and other members of the national security community at large with the introduction of an undergraduate degree in intelligence. As the only accredited institution offering a Bachelor of Science in Intelligence and a Master of Science of Strategic Intelligence, JMIC is educating the next generation of intelligence leaders within a joint environment for the roles and responsibilities outlined in *Joint Vision 2010*.

During their year of graduate study at JMIC, officers and senior noncommissioned officers from every service and civilians from across the intelligence and law enforcement communities to consider such issues. They are exposed to senior military leaders and civilian policymakers as part of the study of the dynamics and tensions between intelligence and policy as well as the impact of personalities and group dynamics—beyond the wiring diagrams—on the national security process.

The curriculum, which requires a thesis for the master's degree, consists of core courses in national security policy, national military strategy, the international security environment, strategic

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169th Fighter Wing (Lynda L. Parker)

Pilots and intelligence specialists studying maps, Baltops '98.

warning and threat management, collection, research and analysis, and information technologies.

### Educating Full Partners

JMIC was established in 1962 as the Defense Intelligence School by merging the Army and Navy intelligence schools. It operated under the director of the Defense Intelligence Agency and was attached to that agency for administrative support. In 1980 Congress authorized the award of a master's degree, which was accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools in 1983. The institution was rechartered as the Defense Intelligence College with a twofold mission of education and research. A decade later, in the era of joint doctrine, the college adopted its current name. In 1997 Congress authorized it to award a second degree, the Bachelor of Science in Intelligence. Accreditation was reaffirmed in June 1998 to include the new degree.

The main campus is located in Washington at the Defense Intelligence Analysis Center on Bolling Air Force Base with a satellite campus at the National Security Agency. The student body averages 430–450 annually, including full-time enrollment in both postgraduate and undergraduate programs as well as part-time study in the weekend and evening programs, a master's program for Reserve Components, and a postgraduate program at the NSA campus.

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To meet the requirements of sponsoring services, departments, and agencies, the college is preparing defense, intelligence, and national security leaders of tomorrow to be full partners with their policy, planning, and operations counterparts. Graduates will be focused on the uncertainties of the emerging world and capable of anticipating and tailoring intelligence for the national, theater, and tactical levels.

### Gaming and Simulation

In preparing students to play a role in shaping the real-time comprehensive picture—the lead-player role in providing commanders a high-confidence view of both friend and foe—the college draws on the teaching tools of case methodology, gaming, and simulation. Wargame electives are designed within the settings of major wargames hosted by the military staff and war colleges with whom JMIC maintains a working relationship: the National War College, Industrial College of the Armed Forces, Armed Forces Staff College, U.S. Army War College, Marine Corps Command and Staff College, and Air University,

In March 1998, a group of 16 JMIC graduate students—comprised of Army and Air Force captains and a Navy lieutenant—played the parts of J-2s and deputy J-2s in a capstone exercise at the U.S. Army War College. They prepared by taking the elective joint intelligence exercise course to interact with more senior counterparts at Carlisle Barracks. They joined the exercise in full stride, manning intelligence cells, providing regular briefings, and participating throughout in discussing options with exercise decisionmakers. At the request of the U.S. Army War College, 36 students for the college are scheduled to participate in next year's exercise, Strategic Crisis '99.

JMIC plans to expand the opportunity for its students in future gaming and exercises to participate not only on-scene but from remote locations, replicating the growing information-age, real-world demands on the flow of intelligence. In part to facilitate cyber-era activity in gaming and exercises, the college has fitted out and is operating a technology laboratory and, as a result of the curriculum review completed in 1997, added a core course on information technologies in the cyber era.

Students work in a computer/software setting which mirrors state-of-the-art environments found throughout the intelligence community. Both college and students are exploring interlocking architectures that facilitate worldwide collaboration in the collection, analysis, and dissemination of intelligence. Also, in exploring the emerging world of computer deception, JMIC is encouraging critiques of system strengths and

Intelligence briefing on urban warfare, Panther Prowl.



55th Signal Company (Jon E. Long)

weaknesses. If there is one truth in this fast-moving era, it is that students bring greater cyberspace knowledge and skills to their studies and research each year.

**Research**

Teaching and research are conducted at the highest levels of security classification—one of the college’s great strengths—with students, faculty, and staff holding the appropriate clearances. Academic freedom is central. Research by both students and faculty is produced on the classified and unclassified levels and contributes directly to the area of national security affairs and to theory, doctrine, and methodology in the field of intelligence.

Although graduate students can choose the topic of their master’s theses, there is a growing menu of recommended subjects provided by services, commands, and agencies in the intelligence

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community. When these have been approved and students have been awarded their degrees, summaries of their works are posted on Intelink where they can be accessed by the user community. A thesis on Japan’s capabilities and limitations as a peacekeeping nation, for example, drew a request from the Office of the Secretary of Defense for similar research on 31 other nations.

The faculty not only guides research but collaborates with students on synergistic products. In 1997 JMIC published *Intelligence for Multilateral Decision and Action*, examining intelligence in the era of coalition warfare, U.N. peacekeeping and peacemaking, and international refugee crises. It distilled essays from theses written by graduate students from the Army, Navy, Marine Corps, Air Force, Coast Guard, Defense Intelligence Agency, and Department of State. This volume has been used in the classroom at the Industrial College of the Armed Forces, Harvard University, and the

Patterson School of Diplomacy and International Commerce at the University of Kentucky. In addition, works by both students and faculty have appeared in *Studies in Intelligence*, a quarterly journal issued by the Director of Central Intelligence, and in *Defense Intelligence Journal*, which is published by the JMIC Foundation. Research also is distributed through JMIC discussion papers and occasional papers.

### The Undergraduate Degree

Our noncommissioned officer corps is the envy of militaries around the world. Within the intelligence community, NCOs are increasingly filling positions on the national and theater levels which previously were occupied by commissioned officers. Many noncommissioned officers, along with their civilian intelligence-technician counterparts, may have earned college credit but do not hold baccalaureate degrees. Another JMIC contribution is the program that it affords to talented, highly motivated NCOs, culminating in both undergraduate and graduate degrees in the field of intelligence.

The bachelor's degree program is a senior year, degree-completion program. It is a demanding course of study which requires applicants to have completed three undergraduate years of college for admission: a minimum of 80 semester hours of undergraduate studies with at least 20 credits in upper division classes. At least 30 credits must have been earned in the classrooms of a

regionally accredited college and with satisfaction of sufficient general education requirements in fields such as math and science. A 2.5 cumulative grade point average is required and a writing sample is part of the application process. During the four-quarter academic year leading to the bachelor's degree, students take courses from across the field of intelligence, including a culminating senior seminar in intelligence which requires a major research paper.

A recent report by the Commission on Higher Education made the following observation:

*The Joint Military Intelligence College exhibits the principles and practices that the Middle States Association considers characteristics of excellence in institutions of higher education. Particularly noteworthy is the clear sense of mission and purpose which permeates the college and the dedication of its faculty, administration, and staff. It has been recognized that the "Joint Military Intelligence College is a national asset performing a national service."*

This evaluation is a reminder that excellence in teaching and research must be attained with each incoming class and new academic year. It emphasizes that a basic characteristic of excellence is the way in which institutional research and outcomes assessment is conducted. How graduates view the quality and value of their education and how receiving services, commands, and agencies regard the performance of JMIC graduates is central to its work.

**JFQ**