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# ACADEMIC CATALOG

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2017 – 2018  
Academic Year





# **ACADEMIC CATALOG**

2017 – 2018 ACADEMIC YEAR

## FOREWORD

Students are responsible for reviewing the 2017-2018 Academic Catalog and abiding by the policies and procedures herein. Students are welcome to ask questions of the Dean's office or the Registrar to gain clarification or to raise questions that are not addressed in the Catalog.

DMGS is a rapidly developing graduate school with a focus on program and curriculum development. Many policies and procedures are written and revised annually and some are occasionally written during the school year for implementation. Any substantive revisions to this Catalog will be published as an addendum and posted on the DMGS website. Each student will adhere to the policies in effect the initial year of enrollment at DMGS. All DMGS Academic Catalogs are available in the Library.

All DMGS policies and procedures are made in accordance with institutional expectations, academic integrity, any and all district and federal laws, and accreditation guidelines.

Hard copies of the Academic Catalog may also be found in the DMGS library.

### **Daniel Morgan Graduate School of National Security**

1620 L Street, NW  
Seventh Floor  
Washington, DC 20036

202-759-4988

<https://dmgs.org>

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*Brigadier General Daniel Morgan*

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## SECTION 1: INTRODUCTION

### OUR HISTORY

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Since the tragic events of 9/11, the national security, intelligence, and defense communities have expanded significantly to meet the challenges presented by state and non-state actors. With the end of combat action in Iraq and the drawdown of forces in Afghanistan, there has been a continuing reduction in the number of individuals employed in the ongoing effort to secure the homeland.

Sixteen years later, a significant number of what then were entry-level personnel, have advanced in their agencies and are now serving in administrative positions. Additionally, attrition and retirement require professionally qualified personnel to join the national security community.

There continues to be an unfulfilled requirement for a Washington, DC-based graduate school to accelerate the learning and research competencies of aspiring men and women committed to serving in the national security workforce.

With an experienced faculty and a crafted curriculum, Daniel Morgan Graduate School seeks to become the leading institution to educate and prepare graduates to fulfill the future leadership required to meet the expectations of the national security community in the years to come.

The Daniel Morgan Graduate School is named for Brigadier General Daniel Morgan who served in the Continental Army during the American Revolution. His first foray into the military came when Major General Edward Braddock called upon the local teamsters to aid in transporting provisions by wagon.

After watching a skirmish that ended with Braddock's men in a humiliating defeat, Morgan decided to enlist in the Virginia rangers to help do his part. Through his own courage and determination, he rose to the rank of Captain, then later to general officer, after participating in a number of hard-fought engagements. On January 17, 1781, he distinguished himself as an exceptional tactician at the Battle of Cowpens, South Carolina where he defeated British Lieutenant Colonel Banastre Tarleton.

Daniel Morgan's battlefield successes were largely shaped through his ability to motivate his men and his brilliant use of strategy and intelligence. Daniel Morgan has been described as an excellent tactician, superb leader, and outstanding commander; the Battle of Cowpens, which he is famous for, is considered the tactical masterpiece of the War of Independence. Morgan's lifetime example of service to his country, self-improvement through learning, innovation in the face of adversity, and a determination to forge successful outcomes under the most difficult circumstances exemplify the principles of the Daniel Morgan Graduate School.

### MISSION

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The Daniel Morgan Graduate School educates and prepares future leaders to develop actionable solutions to global and domestic security challenges.

### VISION

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Daniel Morgan Graduate School seeks to be designated by the national security community as a center of excellence in graduate education, instruction and research.

## VALUES

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Core academic values are central to the history and tradition of higher education. As the provider of graduate education and research aimed at addressing the nation's security and intelligence challenges, Daniel Morgan Graduate School (DMGS) is fully committed to the values of *integrity, commitment, service, innovation and professionalism* in teaching and student services.

**Integrity** – Academic integrity is a commitment to the fundamental values of honesty, trust, fairness, respect and responsibility.

**Commitment** – The Graduate School is committed to advancing national security and intelligence knowledge through independent research and analysis of real-world problems.

**Service** – DMGS leads by example. The programs, counseling and mentoring provided each student, serve as a model for their own career development.

**Innovation** – The Graduate School guides students in developing the skills needed to employ innovative and transformational thinking to today's challenges and tomorrow's threats.

**Professionalism** – Collegiality and respect, along with a true collaborative spirit, are essential in today's rapidly evolving security environment.

## GOVERNANCE AND LEADERSHIP

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The legal powers of the Daniel Morgan Graduate School are vested in the Board of Trustees. The Board of Trustees is responsible for oversight of all DMGS operations. The Board is currently comprised of six members.

- Abby S. Moffat, Chair
- Marion 'Spike' Bowman, J.D., LL.M., President Emeritus
- Timothy E. Donner
- Julian E. Kulski, Ph.D.
- Sylvia Naylor, Ph.D.
- Calvin Freas, Student Representative

The President is appointed by the Board of Trustees, and serves on the Board of Trustees as an ex-officio (non-voting) member. The President is supported by the Dean of Graduate Studies, who serves as DMGS's Chief Academic Officer.

## LICENSURE AND ACCREDITATION

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The Daniel Morgan Graduate School (DMGS) was incorporated in the District of Columbia on June 24, 2014 and is licensed by the Office of the Secretary of State for Education (OSSE) Higher Education Licensure Commission (ELC) of the District of Columbia and is authorized to provide educational programs in the District of Columbia. DMGS is a 501(c)(3) non-profit organization.

Effective November 17, 2016, DMGS is a Candidate for Accreditation by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000).

Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, appears to have the resources to implement the plans, and appears to have the potential for reaching its goals within a reasonable time.

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

## **CAMPUS**

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The Daniel Morgan Graduate School is located at 1620 L Street, NW, Suite 700, Washington, DC 20036. The Graduate School is located off Farragut Square and Metro accessible at the Farragut North (Red Line) and Farragut West (Orange and Blue Lines) Metro stations.

Located in our Nation's capital, the Graduate School takes advantage of the opportunities to advance the education of national security professionals with easy access to the Hill, the National Archives, and the surrounding government agencies.

## SECTION 2: ACADEMIC CALENDAR

### POLICY ON ACADEMIC CALENDAR

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Daniel Morgan Graduate School defines a Semester as being 14 weeks of academic instruction and one week of final examinations. The academic calendar, including all required and recommended events for the 2017-2018 academic year, is posted on the Graduate School website.

### 2017-2018 ACADEMIC CALENDAR

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#### 2017 Fall Semester\*

- August 25, 26: New Student Orientation
- August 28: Fall Semester begins
- September 4: Labor Day, DMGS closed
- September 5: Tuesday classes held as scheduled
- September 8: Last day to drop a course without record (Census Date)
- September 18 - 21: Early student evaluation of courses
- September 29: 2018 Spring Semester syllabi proposals due
- October 9: Columbus Day, DMGS Closed (Monday)
- October 10: Tuesday classes cancelled; Monday classes held
- October 27: 2018 Spring Semester Schedule of Classes announced
- November 10: Veteran's Day, DMGS Closed (Friday)
- November 22 - 24: Thanksgiving Break
- November 27 - December 1: Academic Advising and Preregistration for 2018 Spring Semester
- December 4 - 7: Student final evaluation of classes
- December 7: Last day of classes
- December 11 - 14: Final Examinations
- December 18 - 21: Faculty Grading Period & Faculty-Student Meetings
- December 21: Deadline for faculty to submit final grades to Registrar
- December 22: DMGS Closed for the Holidays

#### 2018 Spring Semester\*

- January 12: Orientation for new students
- January 15: Martin Luther King, Jr. Day Holiday
- January 16: Spring Semester Begins - First week of classes
- January 19: Recommended day to make up class from Monday
- January 26: Last Day to drop a course without record (Census Date)
- February 12 -15: Early student evaluation of courses; faculty appraisal of classes
- February 19: President's Day, DMGS Closed (Monday)
- February 23: Recommended day to make up class from Monday
- March 5 - 9: Spring Break
- April 6: Fall Semester 2018 Class Schedule available
- April 16 - 20: Pre-registration for 2018 Fall Semester
- April 23 - 26: Student final evaluation of classes
- April 26: Last day of classes
- April 30 - May 3: Final Examinations

- May 4, 7-8: Faculty Grading Period
- May 9-11: Faculty-Student Meetings; return class papers & final grades
- May 16: Deadline for faculty to submit final grades to Registrar
- May 20: *Sunday*. (Tentative) Commencement and Conferring of Degrees

## Holidays

Offices are closed and classes are not held on holidays. The Daniel Morgan Graduate School (DMGS) observes the following holidays:

- New Year's Eve
- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Spring Break
- Memorial Day
- Independence Day
- Labor day
- Columbus day
- Veterans' Day
- The day before Thanksgiving
- Thanksgiving
- The day after Thanksgiving
- Christmas Eve
- Christmas Day

## **TRADITIONAL RELIGIOUS HOLIDAY ACCOMMODATION**

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While this is not a required accommodation by law, Daniel Morgan Graduate School authorizes and requests that faculty members extend this accommodation to our students. Permission for an absence from class on the student's traditional holidays will be extended on an individual basis, without academic penalty. Students are required to advise the Registrar at registration by annotating intended absences for traditional religious holidays on the registration form. The Registrar will provide faculty with this annotated notice when the Class List is distributed.

## SECTION 3: ADMISSIONS

### APPLYING TO DMGS

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DMGS encourages applications from all who desire to complete a Master of Arts degree in National Security, Intelligence or Information Operations or from one of the graduate school's Certificate programs.

The Graduate School seeks to enroll a diverse and representative student body composed of traditional college student graduates, experienced professionals, and individuals seeking to complete continuing education requirements through a Certificate program.

### APPLICATION PROCESS

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The Application for Admission may be completed online or by downloading the application form from the DMGS website. A printed application should be mailed to the Office of Admissions, Daniel Morgan Graduate School, 1620 L Street NW, Suite 700, Washington DC 20036.

Applications are reviewed on a rolling basis. Applicants are encouraged to complete the application process as early as possible and at least forty-five (45 days) in advance of Orientation preceding the beginning of a semester.

A completed Application for Admission requires the following:

- Application for Admission;
- Current Resume;
- Statement of Purpose - not to exceed one page;
- An original writing sample by the applicant of five to seven pages;
- Three letters of recommendations from individuals who know the applicant through academic or professional affiliation; two academic recommendations are preferred.
- Official transcripts from all undergraduate institutions attended; and
- Graduate Record Examination (GRE) scores are required of applicants who will be graduating from college in the current academic year. (DMGS Institutional Code is 1696.) Applicants with at least two years full-time work experience after graduating from college may request a waiver of the GRE requirement.

#### **International Student Admission**

In addition to submitting the stated documents required for admission cited above, an international applicant must demonstrate English proficiency sufficient for graduate level studies.

#### **English Language Test Requirements**

International applicants must submit test scores from one of the standardized English testing programs listed below. Test scores must not be more than two years old. All scores must be sent directly to the Office of Admissions from the testing agency.

An institutional code is not required to send IELTS or PTE scores to DMGS.

### **Test of English as a Foreign Language (TOEFL)**

The TOEFL test measures the ability of non-native speakers of English to use and understand North American English as it is spoken, written and heard in university and graduate school settings. DMGS requires a minimum total score of 80 with a minimum of 20 points in each of the four sections on the internet-based test or a minimum score of 550 on paper-based test.

### **International English Language Testing System (IELTS)**

The IELTS measures the language proficiency in an English speaking environment. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).

DMGS requires the IELTS Academic test with an overall band score of 6.0 with no individual band score below 5.0

### **The Pearson Test of English (PET - Academic)**

PTE Academic is a computer-based academic English language test designed for non-native English speakers wanting to study abroad. It tests reading, writing, listening and speaking skills.

Questions often test two skills together, such as listening and reading or reading and speaking. The whole test is completed in a single session, lasting 3 hours and is taken in a secure test environment while sitting at a computer. The speaking part of the examination is done at the computer as well. The participant's voice is recorded and evaluated to determine the speaking score. Score results are usually available in about five days.

DMGS requires a minimum score of 59 in the PET Academic.

## **ADMISSION STANDARDS**

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For admissions consideration into the graduate programs at Daniel Morgan Graduate School, an applicant needs to have earned an undergraduate degree with a GPA of at least 3.20 in the last 60 hours of the baccalaureate degree.

Applicants must also demonstrate from either their professional experience, their writing proficiency, and/or personal interview that they are prepared to undertake graduate-level work. An applicant may be requested to participate in a personal interview as part of the admission process.

## **CONFIDENTIALITY NOTICE**

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Information submitted to DMGS's Office of Admissions such as portfolios, resumes, letters of recommendation, essays, and transcripts will be kept confidential and will not be returned to the applicant. The Office of Admissions will not provide information regarding an application with any party other than the applicant without the expressed written consent of the applicant, in accordance FERPA requirements and other privacy laws.

## **APPLICATION INTEGRITY**

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Every applicant is required to certify that all materials submitted in support of an application to DMGS are accurate and truthful, to include personal information, references, and academic and/or professional background. Writing samples must be original works created by the applicant. If DMGS finds that any application information has been falsified or plagiarized, admission will be revoked and the application



cancelled.

## **ADMISSION NOTIFICATION**

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Applicants will be notified by email and by mail of the admission decision.

Admitted students will be sent an Enrollment Confirmation Form with which to respond to the offer. When the applicant accepts the offer of admission, Orientation information will be provided. New students are required to attend orientation which takes place the week before the commencement of the semester.

## **ADMISSION DEFERRAL**

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Under special circumstances, an admitted student may defer enrollment for up to one year by submitting a written request to the Director of Admissions.

## **ADMISSION APPEAL PROCESS**

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An applicant who has been denied admission may appeal directly to the Dean of Graduate Studies who will consider the merits of the appeal. The Dean of Graduate Studies will forward an admission decision to the President who will authorize the Dean of Graduate Studies to inform the applicant of the final admission decision.

This appellate decision shall be considered final and no further internal or external remedy shall be provided.

## **ADVANCED STANDING CREDIT**

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Daniel Morgan Graduate School will grant a maximum of twelve (12) graduate level semester credit hours for DMGS equivalent courses, or applicable graduate level coursework.

Applicants who have earned graduate level credit must submit official transcripts as a part of the admissions process. The Registrar will review official transcripts and assess courses completed at the graduate level. The Registrar will make an initial determination of academic credit, confer with the Dean of Graduate Studies to determine the applicability of the transfer credit who will approve advanced standing credit to be recorded onto the student's DMGS transcript.

In order for DMGS to accept graduate credit, the following requirements must be met:

- The student must have earned at least a grade of "B" in the course;
- Courses submitted for graduate transfer credit must be equivalent to DMGS courses or complimentary to the DMGS Master of Arts curriculum in Intelligence, National Security or Information Operations; courses in regional or area studies may also be considered on an individual basis; and
- Transfer credit will not be considered for students in the certificate curriculum, and cannot be applied toward the completion of the certificate credential.
- Approved transfer credit will be recorded on the student's DMGS transcript as hours earned. No grade point value will be calculated.

### **Military, Government and Corporate Training**

A DMGS student can earn advanced standing credit from military, governmental or corporate training. By submitting a DD Form 214, governmental certificate, or related corporate document, training will be evaluated according to the recommendations of the American Council on Education (ACE). Credit can be awarded only for graduate level learning applicable to the student's course of study.

### **Prior Learning Assessment (PLA) Of Graduate –Level Credit**

A DMGS student who has acquired knowledge, skills and competencies through personal learning and experience may receive advanced standing credit by demonstrating competence of learning outcomes through an assessment process.

Within DMGS's graduate transfer credit limit of a maximum of 12 semester credit hours, a student who has an earned baccalaureate degree and has acquired knowledge, skills and competencies through professional experience and/or training may request an evaluation of competencies for advanced standing credit consideration. The approved methodology for this process is completion of a DMGS *Request for Prior Learning Assessment* (PLA) form, available from the Registrar. The assessment form requires the student to describe the nature of the learning including the method of instruction, duration, and content of the proposed knowledge, skills and abilities purported to be equivalent to graduate level learning requirements.

After reviewing the PLA form with the student, the Registrar will present the form to the Office of the Dean of Graduate Studies who will assess the viability of the request. If the Dean determines that the proposed prior learning has sufficient merit, two faculty will be assigned to review the request with the student and determine the method of assessment and requirements for validation of learning.

At the conclusion of the evaluation process, the Dean will review and approve appropriate course credit and inform the Registrar to place said academic credit on the student's transcript.

### **Daniel Morgan Graduate School Portfolio**

A portfolio is a collection of documents that demonstrate knowledge, skills and competencies acquired through prior learning. The Prior Learning Assessment Portfolio includes a narrative describing equivalent graduate-level learning in the form similar to a research or analysis paper supported by theory or concepts. The portfolio may include evidence, such as certificates, letters of recommendation, and samples of work that support the narrative and verify knowledge, skills and/or competencies that merit graduate credit. The portfolio should address personal learning in the form of learning outcomes achieved at the graduate level.

Under individual circumstances, a student may request an oral interview with DMGS faculty who have expertise in the field of knowledge to validate prior learning appropriate to the DMGS curriculum. The Dean of Graduate Studies will appoint at least two faculty members as subject matter experts to assess the student's prior learning experience and to make recommendations for the content of transfer credit or equivalencies and how each is applied to the student's curriculum and course selection.

### **Record of Advanced Standing Credit**

Upon the successful certification of prior learning by the Dean of Graduate Studies, the Registrar will be authorized to record advanced standing credit to the student's official academic record. A course topic identified with assigned credit hours will be placed on the student's DMGS transcript as authorized by the Dean. Advanced standing credit will be recorded as Hours Completed, with the grade of "P" Pass and will not be calculated into the DMGS cumulative grade point average.

Any exceptions to this policy may be made only with the written approval of the Dean of Graduate Studies.

## DISTRICT OF COLUMBIA: VACCINATION REQUIREMENTS

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Daniel Morgan Graduate School recommends that resident students, and especially those students who have traveled abroad, receive a TB test prior to coming to DMGS, and certainly prior to the beginning of orientation. In addition, any students under age 26 attending school are required by District of Columbia law to present evidence of immunization against the following diseases:

- Two vaccinations against Measles, Mumps, and Rubella (MMR), given after 1 year of age and at least 30 days apart;
- One Diphtheria/Tetanus booster given within the past ten years;
- Two doses of Varicella (Chicken Pox) vaccine 60 days apart or titer results indicating immunity, OR physician documentation of having had the disease (including month and year of illness);
- A series of three Hepatitis B immunizations administered over a 6 month period. The second dose should have been administered a minimum of 4 weeks after dose #1, and the third dose should have been administered a minimum of 16 weeks after dose #1 AND 8 weeks after dose #2. Students who received the Hepatitis B vaccination under a different administration schedule should provide titer results proving immunity

Students under the age of 18 must also show proof of being vaccinated against polio.

An exemption will be obtained when a responsible person objects in good faith and in writing, to the Daniel Morgan Graduate School, that immunization would violate the student's religious beliefs. Medical exemption is allowed if a physician provides a detailed letter indicating that immunizations are medically inadvisable.

Students seeking exemption from the immunization requirement for religious reasons are required to provide a letter from religious clergy stating the reason why an exemption is required.

DC Immunization Form (only complete the required sections as stated above for immunizations) may be found online at:

<http://doh.dc.gov/sites/default/files/dc/sites/doh/publication/attachments/DOHDC%20Universal%20Health%20Certificate.pdf>

## SECTION 4: NEW STUDENTS AND ADVISING

### STUDENT ORIENTATION

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New DMGS students are required to attend a student orientation program during the week prior to the commencement of classes for any given semester. The orientation program is designed to fully prepare students for success in their chosen graduate program. Each student is assigned a faculty advisor at orientation. Registration and the payment of tuition and fees will be accomplished during the orientation session.

### FACULTY ADVISING

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The Graduate School is dedicated to maintaining a positive learning environment. It is DMGS policy to provide every student with the necessary faculty support required to excel in his or her academic work. This objective can best be accomplished when students take the initiative to seek out his or her faculty advisor immediately when they have any concerns regarding his or her ability to meet DMGS academic standards in any course.

A student may request a different faculty advisor by notifying the Dean of Graduate Studies who will assign a new faculty advisor.

The advisory process is focused upon guiding the student. The faculty advisor and student tailor the selection of courses to meet the student's academic objectives. Students are expected to devote the requisite time to reading, analyzing, note-taking and preparing for the classroom experience. Faculty advisors fully understand the rigors of each semester of work and the requirements unique to each course of study.

Similarly, an instructor who at any time during the course of any semester determines that a student is not progressing satisfactorily regarding class attendance, class participation, submission of assignments in a timely manner or as to earning a grade of "B-" or better, shall immediately deliver an Academic Standing Report on that student to the Office of the Dean of Graduate Studies.

### THESIS ADVISING PROGRAM

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The Graduate School conducts an individual Thesis Advising Program for students who have completed the requisite 27 credit hours of course work. The student will be assigned a thesis advisor. Advisors offer writing advice, assist with time management, and help plan or revise thesis chapters. A student will need to schedule a meeting with his or her advisor.

### CAREER PLANNING

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Daniel Morgan Graduate School offers a Professional Development Workshop, which covers career research, self-assessment, writing resumes, CVs and cover letters, and networking. Throughout the year, the Graduate School invites professionals who have pursued successful careers in the private and public sectors to share their experiences with the students. In addition, the Graduate School's faculty have all had successful careers and students are encouraged to reach out to our faculty members who have had experiences of interest to the student.

## **ADVISING AND MENTORING POLICY**

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Academic advising and mentoring are crucial to student success and retention. Faculty advisors and mentors also provide critical intellectual stimulation and development for graduate students. All DMGS students are expected to work closely with program advisors at every stage of their academic careers and are strongly encouraged to adopt the services and benefits of at least one seasoned mentor from their chosen field of study.

Successful advising and mentoring relationships are characterized by clear expectations, open communication, a willingness to work together to lay a foundation for the next step of advising as it is anticipated and identified, from pre-enrollment to graduation to career selection.

## **INSTITUTIONAL RESPONSIBILITY TO GRADUATE STUDENTS**

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In the event that a degree program is discontinued, DMGS will make every effort to assist currently enrolled students to complete their degrees within a reasonable period of time. To facilitate this process, the Dean of Graduate Studies may take the following action:

- Encourage students to complete requirements in a similar or related degree track
- Waive or substitute departmental degree requirements (except the minimum total hours required).
- And/or permit students to take courses or conduct research at another institution when approved by the Dean of Graduate Studies. All financial obligations are the responsibility of the individual student, except as otherwise noted in this document.

## **NATURE OF GRADUATE LEVEL LEARNING AT THE DANIEL MORGAN GRADUATE SCHOOL**

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In keeping with the fundamental elements of best practices in graduate higher education, DMGS will offer graduate-level study, scholarship, research and training opportunities to its students. The difference between a graduate and an undergraduate course is a measure of quality, degree and level of complexity. This distinction is not measured in sheer quantities of material or time spent on bodies of work. Instead, these inherent qualities and fundamental elements include, but are not limited to:

- Seminar style delivery as opposed to lecture style, with discussion comprising at least one third of class time;
- Reading material that complements and supports, not supplies or outlines, the content or context of a seminar or lecture;
- A minimum of three grading points, one of which may be based on the quality and nature of student participation;
- Routine applications of academic knowledge against practical requirements; and
- Development of critical thinking through encouragement and provisions for multiple and varied perspectives.

## SECTION 5: REGISTRATION & ENROLLMENT

### FULL/PART-TIME STATUS

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Full-time status for graduate students is considered as concurrent enrollment in nine credits in the regular fall and spring semesters and six credits in the summer session. Enrollment for fewer credits in a regular semester constitutes part-time status.

Federal financial aid is not currently available. Students must maintain full-time status to be eligible for the various external programs offered by banks or other private sources. Students must be enrolled in a degree or certificate program in a part-time status at minimum to qualify for Private Alternative Educational Loans. (See Truth in Lending Act (TILA) 15 U.S.C. § 1601)

### AUDITING A COURSE

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Any non-student seeking to audit a DMGS course must first complete a Request for Audit Approval form available from the Registrar and approved by the Instructor of the course. Auditors are expected to attend all class sessions. Inconsistent attendance may result in administrative withdrawal from the class.

For matriculated student who audits a course, an “AU” will be recorded on the student’s transcript.

### REGISTRATION

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Students must have faculty advisor approval to register for classes. During orientation, the student will be assigned a faculty advisor who will approve final course selection for the initial semester’s work. New students will register for classes during student orientation.

Continuing students will meet with their faculty advisors prior to registration and select courses for the next semester. The faculty advisor must sign the registration form; the student will be responsible for delivering the form to the Office of the Registrar.

### CLASS SIZE

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It is the policy of DMGS wherever possible to maintain small classes. Limiting class size encourages discourse and enhances the learning experience. The Graduate School will make every effort to maintain small class sizes to facilitate dialog, discussion and individual presentations.

### ACCESS TO TRANSCRIPTS

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A hold may be placed on a student’s academic record for a variety of reasons. Once this occurs the student can neither register nor obtain a copy of his or her transcript. Registration for classes or request for an official academic transcript may be withheld if there is an outstanding financial obligation to DMGS, a failure to comply with requirements in the Student Handbook, or inability to meet a particular enrollment requirement. The student will receive written notification from the Office of the Registrar regarding the nature of the hold on the student’s record. Prior to registration, the student is responsible for reviewing his or her DMGS record to determine if any hold has been placed on specific accounts. The student must resolve the issue prior to meeting with his or her faculty advisor regarding course selection and registration. Failure to resolve the hold by the end of the Add/Drop period may result in the student being denied enrollment for

that semester.

## **DROP/ADD POLICY**

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Faculty advising establishes a methodology to maximize the likelihood that a student will be successful in all courses attempted and will complete degree or certificate requirements in a timely manner. DMGS has established a Drop/Add period at the beginning of each semester. Students are permitted to attend class during the initial three hours of instruction before deciding to drop a course without penalty. Similarly, a student may add a course prior to the second class meeting of the semester. Under this policy, a “week” is three (3) classroom hours of instruction.

## **COURSE WITHDRAWAL**

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After the Drop/Add Period, a student may withdraw from a course by requesting a meeting with the faculty advisor and submitting the form to the academic advisor. The advisor must meet with the student and determine the reason for the request. While a student has an absolute right to withdraw from any course at any time (prior to the submission of grades) during any given semester, the advisor must determine if the cause for withdrawal will adversely impact the student’s academic progress and status at the Graduate School and inform the student accordingly.

A student may drop a course without academic record during the first two weeks of the semester. If the student withdraws from a course during or after the third week of classes, a grade of “WP” (Withdraw Passing), or “WF” (Withdraw Failing) will be recorded. The Grade of “WF” is considered equivalent of an “F” grade when calculating the GPA.

## **WITHDRAWAL FROM THE GRADUATE SCHOOL**

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DMGS students are expected to make consistent progress toward the completion of their program. However, the Graduate School understands that in exceptional circumstances a student may find it necessary to completely withdraw from all classes.

Students may request a withdrawal from all classes at any time between the first and the last day of classes for the semester. Students should submit written notice of withdrawal to the Office of the Registrar no later than the last day of classes. In exceptional cases, a retroactive withdrawal may be granted based on documented requests in which extenuating circumstances significantly impaired the student’s ability to complete the semester and officially withdraw by the established semester deadlines. Such circumstances include, but are not limited to, medical or psychological causes.

In addition to academic consequences, a withdrawal can have serious effects for students receiving financial assistance. It is the student’s responsibility to review these potential implications with the Registrar at the time of withdrawal.

The effective date of the withdrawal for purposes of any refund is the date that the written withdrawal notice is received by the Office of the Registrar.

For more information on academic deadlines and refund schedules, please see the DMGS Student Handbook, *Tuition and Fees*, *Tuition Refund Policy*. Notation of withdrawal and the effective date will be posted on the student’s academic record. Instructors and appropriate DMGS offices will be notified of the names of students who withdraw.



To withdraw from all courses, students must complete the DMGS Withdrawal Form available from the Office of the Registrar. This form should be signed, dated and returned to the Registrar for the withdrawal to be properly recorded.

Students with questions or concerns about readmission to DMGS should contact the Office of the Registrar.

## **LEAVE OF ABSENCE**

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A student who seeks a leave of absence for personal reasons should submit a Leave of Absence Request Form to the Office of the Registrar. Failure to do so will result in an administrative withdrawal. Failure to register for class in any regular semester following attendance in the previous regular semester with no notice given will be considered a withdrawal for the Graduate School.

Students have sixty (60) days to notify the Office of the Registrar of the reason for his or her extended absence. For those students who wish to continue his or her enrollment, the office will advise them to immediately submit a Leave of Absence Request Form. If the request is granted, the administrative withdrawal will be cancelled.

Any student who is a federal employee, including members of the US military (Active, Reserve or National Guard), who receives official notification changing his or her employment or duty status so as to make it impossible for them to continue as a student in any given semester(s) or academic year(s) will need to submit a Leave of Absence Request Form to the Office of the Registrar. Depending on the date of withdrawal in any given semester, the student may apply for the award of a grade for coursework completed. If the Dean of Graduate Studies and the student's professors are in agreement that a passing grade or an incomplete can be awarded, the student will receive no refund in said courses. A full tuition refund will be made for any course in which no grade is assigned.

A student who require a medical leave of absence must submit a Leave of Absence Request Form to the Office of the Registrar. Depending on the circumstances, office staff may accept an email or telephonic notice in an emergency situation. All communications regarding a student requesting medical leave are governed by The Health Insurance Portability and Accountability Act of 1996 (HIPAA). Consequently, such requests must be submitted in writing by mail to the Office of the Registrar. Approved periods of medical leave will act to extend the time required to complete degree and certificate requirements.

In certain cases, the student may decide to withdraw from the Graduate School. The Dean of Graduate Studies will review the student's record, and in consultation with the student, determine if an extended leave of absence would better accommodate the student's changed circumstances and academic objectives than a withdrawal. Should an extended leave be granted, the returning student will re-enter his or her program and continue his or her progress as before.

Before the expiration of the time allowed for the leave of absence, the student must provide timely notice to the Office of the Registrar so that the re-entry process can be initiated.



## SECTION 6: TUITION & FEES

For the 2017-2018 academic year, tuition is \$1,300 per credit hour, or \$3,900 per three-credit course for Master's degree and certificate programs. A course may be audited by permission at the cost of \$1,500 per three-credit course. Students who wish to audit must be admitted under prescribed guidelines for admission. A student who audits a course and fully attends class during the entire semester will receive an "AU" grade on his or her DMGS transcript.

### TUITION REFUND POLICY

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According to the date in which the Drop/Add or Course Withdrawal Form is filed with the Office of the Registrar, the following refund rate will apply:

- 1<sup>st</sup> Week: 100% Refund
- 2<sup>nd</sup> Week: 80% Refund
- 3<sup>rd</sup> Week: 60% Refund
- 4<sup>th</sup> Week: 40% Refund

No refunds will be authorized after the fourth week of classes.

## SECTION 7: ACADEMIC POLICIES

### STATEMENT OF ACADEMIC FREEDOM

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The Daniel Morgan Graduate School ascribes to and abides by the statement on Academic Freedom as published by the American Association of University Professors and the Association of American Colleges in 1940 ([www.aaup.org](http://www.aaup.org)):

*“The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.*

*Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*

*Teachers are entitled to freedom in the classroom in discussing his or her subject, but they should be careful not to introduce into his or her teaching controversial matter which has no relation to his or her subject.*

*College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge his or her profession and his or her institution by his or her utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.”*

### GRADING

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The Grading system for DMGS is as follows:

Grade	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
C	0.00 Fail
F	0.00 Fail

<b>Grade</b>	<b>Status</b>
I	Incomplete
W	Withdrawal
AU	Audit
IP	In Progress
P	Pass
WP	Withdrawal Passing
WF	Withdrawal Failing

The Grade Point Average, or GPA, is calculated by dividing the total number of quality points earned at DMGS by the total number of academic credits attempted at DMGS. The current GPA is included on the student's degree audit and transcript. Transfer credit counts toward the total number of academic credits earned, but grades from those courses are not included in the DMGS cumulative GPA.

“C”, “F”, and “WF” grades are considered unsatisfactory for graduate-level work. Students will not receive credit for courses in which they receive a “C”, “F”, or “WF”.

#### **GRADE POSTING AND FINAL GRADE REPORT**

DMGS complies with all FERPA requirements regarding the protection of student records, including grade reports. Consequently, no grades will be posted or made known by an instructor to anyone except the student to whom it was assigned. The Registrar notifies students of all final grades.

The *Final Grade Report* Form is distributed to all faculty during the last week of classes. The form must be completed as indicated and returned to the Registrar by the assigned deadline.

#### **INCOMPLETES AND CHANGES OF GRADES**

Students may be assigned an “I” (Incomplete) grade if there are extenuating circumstances preventing them from attending class or completing course requirements in a given semester. Depending on the student and the circumstances, the professor will indicate to the Registrar the required course work to be completed and the duration of time the student has to complete the requirements. The “I” grade must be replaced by the professor with a final grade as soon as all course requirements are completed.

Generally, incomplete work must be finished prior to the final examination period in the following regular semester. Failure to do so without otherwise obtaining alternate relief from the Dean of Graduate Studies may result in the automatic assignment of the grade of “F”.

Should coursework not be completed in that time, the student will be notified prior to the expiration date that the grade will become an “F” unless action is taken by the student to notify the Registrar of the reason for the continuing incompleteness of work. Under unique circumstances, a student may petition the Dean of Graduate Studies for an extension of time to meet course requirements. In consultation with the instructor of record, the Dean may grant or deny a further extension.

#### **ACADEMIC STANDING**

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To achieve Good Academic Standing, DMGS students must maintain a minimum semester and cumulative GPA of 3.00 to be eligible for continued enrollment, graduation, or the award of a certificate.

Every student who encounters difficulty in maintaining satisfactory academic progress in any given course is encouraged and required to immediately notify his or her faculty advisor. The faculty advisor may have already received the Academic Standing Report from the professor in whose course the student has experienced difficulty. The Academic Standing Report will indicate the nature of the problem as perceived by the professor. The faculty advisor will work with the student to address the issues and with the professor where necessary.

Should this approach prove unsuccessful and the student receives a grade of “C” or “F” in any course, the Registrar will immediately notify the Dean of Graduate Studies and the student’s faculty advisor. This will indicate that the student has been placed on Academic Warning regardless of his or her overall GPA. The warning notice will be sent to the student via email and by mail. An email notification will be sent informing the student that he or she must contact his or her faculty advisor prior to the start of class for the next semester. The warning notice is issued and academic advising is required because every course in the DMGS curriculum selected by a student in pursuit of a Master’s degree or certificate must be passed with a grade of B- or higher.

Failure to accomplish this requirement is evidence of an impediment to the student’s academic progress and the likelihood of an unsuccessful academic outcome at DMGS. Academic advising is required to determine the cause of failure to pass the course(s) and the remedies that may apply. If the student and the advisor cannot identify the impediment and resolve the issue, the Dean of Graduate Studies must be notified by the advisor. The student must then meet with the Dean of Graduate Studies to determine if the student will be permitted to continue studying at DMGS.

## **CLASS ATTENDANCE**

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Faculty members are required to meet every class scheduled in the syllabus for a given semester. One credit hour equals fifty (50) minutes of classroom instruction and ten minutes of break time. Every class session will include 50 minutes of instruction involving the professor and the students in attendance. In the event that a situation arises requiring a faculty member to be absent from a class, the faculty member must either arrange for an alternate instructor to teach the class or notify students that the class will be rescheduled. The faculty member must immediately notify the Office of the Dean of Graduate Studies whenever a class is cancelled or rescheduled. The Dean’s office will immediately send email notice to the students involved. Cancelled classes must be rescheduled. Care must be taken to select a rescheduled date and time that does not conflict with students’ other class or classes.

Students are required to attend every class session listed in the academic calendar. When circumstances require that a student be absent from a class, he or she must attempt to notify the instructor in advance of the absence or explain the reason for the absence at the next class session. Class attendance is included in the DMGS grading evaluation as is class participation and the completion of all written assignments and examinations.

The extent to which attendance contributes to the grade must be clearly indicated in the course syllabus. Faculty must maintain accurate records of class attendance. Attendance is mandatory at all scheduled evaluations (e.g., examinations, quizzes, in-class writing assignments). Course syllabi must specify the dates of such evaluations or the timing of notification (e.g., one week prior to the evaluation date) of the evaluations. Faculty may require a written excuse from an appropriate agent when a required class meeting is missed.

Repetitive absences (2 or more) require counseling with the student’s faculty advisor to determine if

continued absences are unavoidable. Class instruction and discourse are an essential element of the learning process and extended absences may present an insurmountable obstacle to the student's ability to master course material and demonstrate competency.

Permission to "sit in" on a class is authorized under the DMGS "Auditing a Course" policy as explained herein. Any individual who appears in the classroom without the advance approval from the Course Instructor and is not on the Class List is in violation of DMGS policy and will be removed.

## **STUDENT CLASSROOM DEPARTMENT**

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Principled student department during class sessions is essential for unimpaired subject comprehension, purposeful discussion, and creative thinking. Disruptive behavior precludes the achievement of these objectives for all students in the class, not simply the actor.

### **Respect**

An enlightened classroom atmosphere facilitates not only to successful learning processes but also to fostering attitudes of respect among students. Mutually respectful behavior includes but is not limited to a sincere willingness to listen to alternative positions and a deep tolerance for intellectual, cultural, and ethnic diversity. Both verbal and body language should always be temperate and grounded in civility and decency.

### **Attendance**

Nurturing the overall learning experience demands that class members must be on time for all classroom sessions and other scheduled activities. Chronic lateness is also detrimental to class learning, as well as disrespectful to instructor and fellow students alike, and thus may also be penalized by a reduction in final grade.

### **Participation**

Class participation is a requirement for successful completion of course work and as such all students are expected to be in class every day and to participate in a meaningful manner. Unnecessary or unexcused absences shall affect negatively final grades.

### **Class Participation & Decorum**

Specific classroom behaviors and consequences for violations will be included in each instructor's class syllabus given to each student.

Students are expected to be prepared for the day's agenda, and refrain from engaging in personal conversations. Other disruptive classroom behaviors include monopolizing discussions, sleeping, reading non-relevant material, and using unauthorized electronic devices.

Repetitive or seriously disruptive behavior (e.g. fighting, profanity, personal or physical threats, insults, damaging property, etc.) may result in removal from class or expulsion from DMGS in accordance with policies and procedures outlined in the Student and Faculty Handbooks.

## **CREDIT HOUR POLICY**

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DMGS defines "credit hour" in accordance with the definition of the US Department of Education, as an amount of academic work represented in intended learning outcomes, and verified by evidence of student achievement, that is an institutionally established equivalency that reasonably approximates not less than

one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit.

## **FACULTY OFFICE HOURS**

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Faculty members have posted office hours and contact telephone or email address on the DMGS student information system indicating when they may be contacted to arrange an appointment. A student must contact the instructor and arrange for a mutually convenient day and time to meet.

## **GRADUATION CERTIFICATION REQUIREMENTS**

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The Registrar must certify that a student has completed all of the requirements for graduation and/or certificate award. The Application for Graduation/Certificate Award must be filed with the Registrar eight (8) weeks prior to the last day of class of his or her last semester.

## **HONOR CODE**

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Every member of the DMGS educational community is required to uphold the following academic understanding:

*“In accordance with the honor and integrity that is expected of the men and women who serve the United States National Security community I will not lie, cheat, steal, or violate other academic expectations, nor will I tolerate the dishonesty of others, while pursuing my degree that would bring harm to the educational experience for myself or my fellow classmates.”*

## **TYPES OF ACADEMIC DISHONESTY**

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Academic dishonesty is any type of cheating that occurs in relation to a formal academic exercise. Students and faculty alike are capable of committing acts of academic dishonesty, thus these policies and procedures apply to all those involved in academic pursuits. DMGS takes cases of academic dishonesty seriously. Types of academic dishonesty include, but are not limited to:

**Plagiarism:** the presentation of someone else’s ideas, expressions, organizational structure, or other information, without the due acknowledgement whether or not required by law, in work presented as your own. It can be the actual copying of another’s words without quotation marks, or the failure to acknowledge the source of your ideas and information. Plagiarism gives the impression that the words and ideas are original to you when they are not.

**Fabrication and Falsification:** inventing or lying about information. Examples of fabrication and falsification include inventing data for a study you did not do or did not do correctly or making reference to sources you did not use in a research paper. Specific to faculty, it can mean giving students grades with no explanation as to how the grade was arrived at or arbitrarily assigning grades.

**Deception:** lying about or misrepresenting your work, academic records or credentials. Examples of deception and misrepresentation include forging signatures, forging letters of recommendation, and falsifying credentials in an application. With collaborative projects, deception is taking credit for group work to which you did not contribute significantly nor meet your required obligations.

**Cheating:** using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids

during an exam such that they are accessible or possible to view; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another; obstructing or interfering with another student's academic work; or undertaking any activity intended to obtain an unfair advantage over other students.

**Sabotage:** deliberately impairing, destroying, damaging, or stealing another's work or working material. Sabotage can include destroying, stealing, or damaging another's work product, computer program, term paper, exam, or project; damaging, defacing, or removing uncharged library or research materials with the effect being that others cannot use them; interfering with the operation of a computer system so as to have an adverse effect on the academic performance of others.

Specific to faculty, *Sabotage* can mean: failure to meet all required classes, either by actual attendance, substituted instructor, or make-up arrangements; failure to teach the full 50 minutes segments required for each credit hour; failure to provide the academic content specified in the syllabus; giving students certain grades not demonstrative of his or her actual academic and classroom performance; requiring textbooks that are not actually used during the course; and/or giving certain students unfair academic advantages compared to others. Examinations and evaluations of any student's progress in meeting course learning objectives must be based on material presented in class and covered in assigned and required readings.

**Collusion:** supporting or being willfully ignorant of the academic dishonesty of another student or faculty member.

## INTEGRITY POLICY

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DMGS wishes to foster an academic environment based on merit, integrity, and honesty. The active support of the entire DMGS community is needed to maintain a positive learning and working environment. Mistakes, unintentional oversight, illness, and other shortcomings that result in actions that have an adverse impact on students, faculty and/or staff are regrettable but correctable under this policy. Conscious acts that inflict harm are not. For this reason, DMGS students, faculty, and staff have the responsibility to report cases of academic dishonesty regardless of his or her or the offender's position in the school. Such reporting must never be considered as "informing on" another member of the Graduate School community, but rather an honor of obligation.

These policies and procedures are to be used only in cases where academic dishonesty is legitimately suspected or confirmed. Using these procedures to target or harass faculty or students will not be tolerated. If it is found that these procedures are being used to target or harass particular individuals unjustly, those bringing forward the complaints will be subject to severe disciplinary action.

### Reporting Procedure

An individual who has knowledge of academic dishonesty must report the alleged violation to the Office of the Dean of Graduate Studies immediately and not more than one week after the incident.

## DMGS INTEGRITY REVIEW COMMITTEE

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The Graduate School Integrity Review Committee includes the Dean of Graduate Studies, a full-time professor selected by the President of DMGS and the Registrar. The SGA President and the President of



DMGS participate as ex-officio, non-voting members. The Committee has the authority to adjudicate all matters relating to academic dishonesty or plagiarism as outlined in these policies. The Committee's decisions are final.

The Committee will convene whenever an issue of academic dishonesty or plagiarism is brought forth by a member of the DMGS faculty, staff, student or other individual participating in a DMGS program. The Committee will first determine if the issue constitutes an actionable violation by reviewing the evidence and/or testimony of the complainant. If the issue appears to constitute a violation, the Committee is required, wherever possible, to meet with the individual(s) in question to review his or her account of the fact situation surrounding the allegation. However, the Committee is allowed to render verdicts if the individual(s) in question cannot or will not agree to be interviewed.

## **ADJUDICATION AND DISCIPLINARY ACTION**

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All findings by the Committee must conform to the procedures specified in the Reporting and Hearing Procedures. If the Committee finds the individual in question to be innocent, no disciplinary action will be taken and the matter will be permanently settled. If the Committee finds the individual in question to be guilty, there is a range of action that may be taken.

For students, the Committee has the authority to:

- issue a warning;
- compel students to redo an assignment;
- fail students in the class where the issue arose;
- suspend students;
- place students on academic probation;
- withhold DMGS-granted scholarships;
- And/or dismiss students from the school.

For faculty members, the Committee has the authority to:

- issue a warning;
- suspend the faculty member from teaching courses for one or more semesters;
- put the faculty member on probation;
- compel the faculty member to recuse him/herself from grading students in the class(es) where the issue arose;
- demote a full-time professor to adjunct status; and/or
- dismiss faculty members from the school.

## **COPYRIGHT COMPLIANCE NOTICE**

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Students are responsible for complying with the provisions of the U.S. Copyright Act. The Library of Congress provides information regarding this law at: [www.copyright.gov](http://www.copyright.gov).

**For student reference:** Circular 92 **Copyright Law of the United States** and Related Laws Contained in Title 17 of the United States Code December 2011

**§ 107 • Limitations on exclusive rights: Fair use\***



Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phono records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- The effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

The Visual Artists Rights Act of 1990 amended section 107 by adding the reference to section 106A. Pub. L. No. 101-650, 104 Stat. 5089, 5132. In 1992, section 107 was also amended to add the last sentence. Pub. L. No. 102-492, 106 Stat. 3145.

## **RECORDING OF LECTURES**

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Daniel Morgan Graduate School explicitly prohibits the unauthorized transmission, recording, and/or videotaping of any lecture or other presentation by any means whatsoever. Any student violating this prohibition will be issued an Academic Honesty Violation and will be referred for disciplinary action up to and including dismissal from the Graduate School.

In certain circumstances, the Dean of Graduate Studies may issue written authorization to a member of the staff to record a particular academic event. A faculty member may authorize the recording of one or more lectures by DMGS staff with the written approval of the Dean of Graduate Studies. Under certain circumstances, these authorized recordings may be archived by the DMGS Library. Access to these recordings are strictly limited and when granted permit playback only in authorized locations at DMGS. Transmission and/or recording of these playbacks are strictly prohibited.

The Dean of Graduate Studies, at the request of a particular faculty member, may authorize the recording of certain academic lectures for accommodation purposes under ADA or for other mandated purposes. Such recordings, when made available to authorized students, may not be shared with unauthorized individuals.

## **POLICY ON DIGITAL HONESTY AND INTEGRITY**

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The use of electronic devices in the classroom such as cell phones, digital cameras, PDA's, data storage devices, recording devices, computers, internet, or other electronic devices is prohibited unless expressly permitted by the instructor for required coursework.

Copying and pasting digital media including, but not limited to, email correspondence, text, images, or other media from online sources without proper citation, the copyright owner's permission to use the digital media or, evidence of having performed a favorable fair use analysis, is prohibited.

While on DMGS property or in any off-site DMGS classroom or facility, any attempted or actual: computer program theft, illegal use of software, illegal and/or unauthorized downloading, dissemination, or

streaming of copyrighted media, or a violation of the DMGS policy regarding accessing, sending or displaying content from websites containing sexually explicit material, child pornography, bullying, harassing, and/or offensive messages, pictures, or videos, or improper access to any DMGS computer systems, passwords, or accounts is strictly prohibited.

## **REPORTING PROCEDURES**

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If a DMGS faculty or staff member has discovered an alleged case of academic dishonesty, they must gather supporting evidence before reporting same. Evidence can include, but is not limited to:

- A source that was plagiarized;
- Any assignment that was copied or defaced;
- Any assignment deemed to be unfairly graded;
- Any email, instant messaging, recorded, or written conversations that suggest academic dishonesty;
- Written testimony or other evidence of an instance of academic dishonesty when it occurred; and/or
- Pictures or photos of actual physical item(s) of damaged or stolen student, faculty, or DMGS property.

Reports without any supporting evidence are considered only in extraordinary circumstances and will be subject to alternate forms of verification in accordance with best practices.

When the complainant has gathered as much evidence as possible, they must fill out an Academic Honesty Violation Form. The instructions on the form must be carefully followed to ensure it is filled out correctly. The complainant must also attach all evidence with the Form and submit it to the Office of Dean of Graduate Studies.

The Dean of Graduate Studies will initiate a formal review of the evidence submitted in the case and interview all parties to the case to determine whether to pass the allegation on to the Academic Integrity Review Committee. A written record of the review will be made. If the Dean of Graduate Studies decide not to pass the case onward, the Dean will inform the complainant of the reason why no action will be taken. The permanent written record of his or her review and finding will be retained by the Dean of Graduate Studies. If the case is passed to the Committee, the Committee may contact the complainant for further information.

## **HEARING PROCEDURES**

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Anyone who is accused of academic dishonesty will not be considered guilty unless and until he or she are so adjudicated by the Graduate School Integrity Review Committee. This review process and the complaint shall remain confidential.

A member of the Graduate School Integrity Review Committee will interview the complainant and other witnesses prior to the hearing to gather any relevant information. Upon doing so, the Academic Integrity Review Committee will issue a formal letter to the defendant outlining the complaint and the attendant charges made against them. This process will be completed at least seven (7) days prior to the hearing.

In the seven days leading up to the hearing, the defendant may seek an advisor from the faculty. This advisor will discuss the best course of action for the defendant, and will be present with the defendant during the hearing. Any defendant has a right to have an attorney present at the hearing at his or her own expense.

No party to the hearing shall be required to undertake sworn testimony nor shall anyone be subject to self-

incrimination. The Committee will ask the defendant a series of questions material to the issues at hand in an effort to determine the truth regarding the case. The defendant may consult with his/her advisor and/or attorney before answering any questions. Once the Committee has finished his or her questioning, the defendant may ask any questions he or she wish. After all the questioning has concluded, the defendant and his/her advisor and/or attorney will depart the location.

Within seventy-two (72) hours of the hearing, the Committee will be required to render a written verdict; otherwise, the defendant is automatically deemed innocent. In order to render a verdict, the Committee must render a majority vote in favor of either innocence or guilt. The Committee shall contact the defendant using a form of communication mutually agreed upon in writing by the Committee and the defendant prior to the hearing announcing his or her decision and what further action, if any, will be taken.

Subsequent to the determination of guilt or innocence, the Committee shall publish its findings in an internal document that shall be permanently filed with the Office of the Dean of Graduate Studies. The President of DMGS shall have sole discretion as to whether a guilty finding and the resultant disciplinary action shall be made public. In the case of a finding of not guilty, the Committee shall publish the result in a format they deem sufficient to fully inform the DMGS community of said result.

## SECTION 8: STUDENT GRIEVANCES

### POLICIES AND PROCEDURES

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DMGS students have the absolute right to have their voices heard whenever an issue arises wherein a student believes that a faculty member, administrator or other DMGS student has failed to abide by DMGS policies regarding academic matters.

This policy encompasses issues such as the failure of a faculty member to conduct his or her course according to the syllabus, permitting or performing unprofessional classroom conduct, awarding grades in an arbitrary manner, improper counseling by a faculty advisor, violating any student's right to privacy, and allowing or practicing discrimination and/or harassment in violation of the DMGS policies on discrimination; an administrator acting in violation of DMGS policies and/or a DMGS student acting in violation of DMGS policies as discussed herein.

DMGS maintains an informal grievance resolution pathway that the student is encouraged to use. Prior to filing a formal grievance, the student is requested to attempt to resolve the issue initially with his or her faculty advisor. If that is not possible, the student should file a Student Grievance Form with the Dean of Graduate Studies (or the Graduate School Vice President & Special Counsel if the grievance concerns the Dean of Graduate Studies).

If the matter was not subject to resolution, the student will be advised to forward his or her Student Grievance Form to the Graduate School Integrity Review Committee.

## SECTION 9: STUDENT PRIVACY RIGHTS

### INDIVIDUALLY IDENTIFYING INFORMATION

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The Graduate School serves the broader national security community and consequently may include within its student body certain individuals whose employment and personal information must remain confidential. While professionals may have a cover identity, it is nevertheless the Graduate School's policy that students not be questioned regarding individually identifying information.

Officially enrolled DMGS students have an absolute right to have their individually identifying information remain private to themselves at all times. Inquiries will not be made of students as to their backgrounds, work experience, employers, clearances, or other information of a personal nature unless the student voluntarily provides that information to an instructor, staff member, or fellow student privately. Such information will not be publicly discussed in class or on campus.

### FERPA

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Title 34, CFR Part 99--Family Educational Rights and Privacy, The Family Educational Rights and Privacy Act (FERPA) Regulations is a federal law designed to protect the privacy of a student's education record. The Act prohibits DMGS from the improper disclosure of personally identifiable information derived from education records without the written consent of the student. Daniel Morgan Graduate School fully complies with all FERPA regulations. The DMGS Registrar serves as the FERPA Compliance Officer.

### STUDENTS WITH DISABILITIES

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In accordance with DC construction and licensure requirements, DMGS is in compliance with all elements of ADA law, be they related to physical space, educational delivery systems, admissions, registration, and/or workplace configurations.

In addition, DMGS has appointed a staff member to serve as point of contact for ADA compliance concerns and complaints.

A complete rendering of specific references for students, staff, and faculty may be found in the appropriate Handbook for each segment of the DMGS community.

## SECTION 10: SUBSTANCE ABUSE, DISCRIMINATION, & HARASSMENT POLICIES

### DRUG FREE/ALCOHOL FREE/SMOKE FREE

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DMGS students are prohibited from consuming, distributing, possessing, storing, selling, or using controlled substances unless said substances have been lawfully prescribed for them and are so marked in a prescription container. Controlled substances are drugs that have some potential for abuse or dependence and are regulated under the federal Controlled Substances Act (CSA). In addition, students may not be under the influence of unlawful drugs or alcohol while on DMGS premises.

Additionally, under certain circumstances, alcohol may be provided at a DMGS event. At such an event, alcohol will only be served to individuals who are of lawful age according to the laws of the District of Columbia:

DC Code § 25-1002. Purchase, possession or consumption by persons under 21; misrepresentation of age; penalties.

No person who is under 21 years of age shall purchase, attempt to purchase, possess, or drink an alcoholic beverage in the District, except as provided under subchapter IX of Chapter 7.

Anyone violating this DMGS policy may be subject to criminal prosecution by the D.C. authorities and will be subject to disciplinary action, up to and including DMGS dismissal.

#### **DC Code § 20-2101 Place Of Employment and Public Place Smoking Policy**

- 2101.1 Each place of employment and public place shall adopt a smoking policy that is consistent with the requirements of the Acts and this chapter.
- 2101.2 An employer shall notify each employee, both orally and in writing, of the smoking policy for the place of employment.
- 2101.3 The employer's smoking policy shall apply to each person in the workplace, including a visitor.
- 2101.4 An employer shall post the written smoking policy in the place of employment in the same place as the Worker's Compensation notice or any similar employee notice.
- 2101.5 An employer shall prohibit smoking in the enclosed area of a place of employment, except as provided in § 2105.

DMGS promotes a smoke-free environment. Smoking is prohibited on the entire DMGS premises, 1620 L Street, NW, 7<sup>th</sup> Floor, Washington, D.C. 20036, and in or adjacent to any entrance or exit or garage facility and in any other locales utilized by or for DMGS activities, including classrooms, offices, rest rooms, corridors, elevators and stairwells. Violations of the smoking policy will result in disciplinary action. The use of chewing tobacco on campus is also prohibited.

### TITLE IX COORDINATOR

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Pursuant to Title IX of the Educational Amendments of 1972, the Title IX Coordinator is the designated agent of the DMGS with primary responsibility for coordinating DMGS Title IX compliance efforts. The Title IX coordinator's responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX legislation, regulation, and case law. In broad terms, the Title IX Coordinator oversees monitoring of DMGS policy in relation to Title IX law developments; implementation of grievance procedures, including notification, investigation and disposition of

complaints; provision of educational materials and training for the campus community; conducting and/or coordinating investigations of complaints received pursuant to Title IX; ensuring a fair and neutral process for all parties; and monitoring all other aspects of DMGS's Title IX compliance.

DMGS is not currently a beneficiary of any federal funds; consequently, DMGS students are not currently eligible for any federal student loan programs.

As a graduate level academic institution, DMGS does not discriminate in any way on the basis of sex, gender affiliation, sexual orientation, color, religion, national origin, disability, political beliefs or other basis.

At DMGS the role of Title IX Coordinator is currently assigned to the Director of Human Resources.

To date, DMGS has not had any Title IX complaints.

## **AFFIRMATIVE ACTION COORDINATOR**

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Title VI of the Civil Rights Act of 1964 provides that, "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." Daniel Morgan Graduate School does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of race, color or national origin. Students complaining of any type of discrimination or harassment outlined in this Guide are encouraged to bring them to the attention of the Daniel Morgan Graduate School Vice President & Special Counsel.

## **NON-HARASSMENT/NON-DISCRIMINATION**

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DMGS prohibits and will not tolerate discrimination or harassment. Discrimination includes, but is not limited to making any academic decision or academic related action on the basis of age, color, disability, gender, gender identity/gender expression, genetic information, familial status, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, weight or any other status protected by applicable law. Each individual has the right to be educated in a professional atmosphere that promotes equal employment opportunities and is free from discriminatory practices, including without limitation, harassment. Violations of this policy will not be tolerated.

Harassment is generally defined as unwelcome verbal or non-verbal conduct, based upon a person's protected characteristic, that denigrates or shows hostility or aversion toward the person because of the characteristic, and which affects the person's academic opportunities, has the purpose or effect of unreasonably interfering with the person's academic performance, or has the purpose or effect of creating an intimidating, hostile or offensive learning environment. Harassing conduct includes, but is not limited to: epithets; slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation on the campus of written or graphic material that denigrates or shows hostility or aversion toward an individual or group based on a protected characteristic.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature, when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, an individual's course grade or performance evaluation.
- submission to or rejection of such conduct by an individual is used as the basis for academic or

- disciplinary decisions affecting such individual, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive learning environment.

Examples of sexual harassment include unwelcome or unsolicited sexual advances; displaying sexually suggestive material; unwelcome sexual flirtations, advances or propositions; suggestive comments; verbal abuse of a sexual nature; sexually oriented jokes; crude or vulgar language or gestures; graphic or verbal commentaries about an individual's body; display or distribution of obscene materials; physical contact such as patting, pinching or brushing against someone's body; or physical assault of a sexual nature.

Any DMGS student who feels that he or she has been harassed or discriminated against, or has witnessed or become aware of discrimination or harassment in violation of these policies, should bring the matter to the immediate attention of the Daniel Morgan Graduate School Vice President & Special Counsel.

DMGS will promptly investigate all allegations of discrimination and harassment, and take action as appropriate based on the outcome of the investigation. An investigation and its results will be treated as confidential to the extent feasible, and DMGS will take appropriate action based on the outcome of the investigation. No student will be retaliated against for making a complaint in good faith regarding a violation of these policies, or for participating in good faith in an investigation pursuant to these policies. If a student feels that they have been retaliated against, he or she should file a complaint using the procedures set forth above.

#### **Retaliation and False Claims**

Retaliation against an individual who complains of discrimination or harassment under this policy is prohibited. Intentionally making a false accusation of harassment is also prohibited.

#### **Disciplinary Action**

Violation of DMGS policies regarding discrimination, sexual harassment, harassment, retaliation and false claims will result in disciplinary action that may include suspension or dismissal from DMGS as well as referral of the matter to civil or law enforcement authorities of the District of Columbia.



## SECTION 11: STUDENT SERVICES

### STUDENTS WITH DISABILITIES

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The DMGS community is dedicated to accommodating students with disabilities and ensuring that his or her experiences at the Graduate School are both positive and rewarding in every aspect of graduate life at the Graduate School. The faculty and staff are available as needed to respond to situations affecting accommodation. Students needing accommodation should not hesitate to request the services that can be made available to provide reasonable accommodation and assist them in his or her graduate work and presence on the Graduate School's campus.

### STUDENT GOVERNMENT ASSOCIATION

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The Student Government Association (SGA) is an integral part of the Graduate School community. It serves the student body as the essential interface between students and the Graduate School's administration. Every student who is matriculated at DMGS is automatically a member of the SGA. The primary mission of the SGA is to provide a platform that enables students, through his or her SGA representatives, to have a positive influence on DMGS policies and to serve as the representative of the student body at large on committees whose charter is to hear and adjudicate issues affecting students and faculty alike.

### DMGS ACCESS CARD

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The Daniel Morgan Graduate School Access Card (DMGSAC) is issued to every DMGS student requiring regular access to the DMGS campus and it serves as the primary identification card at DMGS. The DMGSAC will be issued at student orientation and will include a photograph of the student. It also contains a unique numerical identifier that serves as the "Student Number" on DMGS forms and elsewhere. It is also utilized to track a variety of activities at DMGS based on the unique electronic identifier in the card. Each card is unique to the student to whom it is issued. Students are explicitly prohibited from loaning his or her card to anyone under any circumstances. Students are required to visibly display the DMGSAC card on his or her person at all times while they are on DMGS premises.

Any DMGS student who arrives at reception without the DMGSAC must secure a temporary visitor badge from the receptionist. This badge must be surrendered whenever the student leaves DMGS premises. Habitual forgetfulness regarding possession and display of the card will result in disciplinary action.

Should a situation arise in which the DMGSAC is inoperable, damaged or misplaced, the student so affected must immediately contact the D/COO to secure a temporary replacement card. Should the card be lost or stolen, the employee must immediately contact the D/COO and provide notice of the circumstances involved. Loss of the card will result in a replacement charge penalty of \$100.00. Loss by theft must be documented with a report from law enforcement. Any student who violates this policy will be subject to disciplinary action.

### TRANSCRIPTS

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The Office of the Registrar will provide official transcripts without charge for students pursuing a Master's degree or graduate certificate. Subsequent to graduation, official transcripts may be obtained by completing the Transcript Request Form and forwarding it to the Office of the Registrar. Any student or graduate, who for any reason, has a financial hold on his or her record, will not be provided an official transcript until and

## SECTION 12: LIBRARY & RESEARCH SERVICES

### DMGS LIBRARY

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The DMGS Library consists of both hard copy and digital resources. The Library collection has been selected based on topicality and research requirements specific to the academic programs at the Graduate School. The library serves registered DMGS students as well as members of the instructional and administrative staffs. Visiting scholars and other authorized researchers may access the library collections by approval of the Dean of Graduate Studies.

### THE HARDCOPY COLLECTION

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Library materials are accessed via the library catalog: <http://danielmorganlibrary.bywatersolutions.com/>.

As befits a graduate-level institution, the collection encompasses a wide range of subject areas, with a particular concentration on all facets of national security and intelligence. These include works covering:

- Military History, Materiel and Operations
- U.S. and Foreign Intelligence Services and Operations
- Intelligence Programs and Disciplines
- Information Operations and Propaganda
- Leadership and Policymaker Biographies
- Language and Area Studies
- International Relations
- Soviet and post-Soviet Doctrine and Leadership
- Jihadist Doctrine
- World Religions
- Government manuals, reports and monographs
- Congressional reports and testimony
- World and Current events
- Emerging Threats and Priorities
- Terrorism and Counterterrorism

All library collections are supervised by the Library Director, who is responsible for collection development and material evaluation. The Librarian, the officers and faculty of the Graduate School are expected to be aware of situations wherein the book collections of accomplished members of the Intelligence and Defense communities may be available for donation or accession as intact collections. Such acquisitions reflect the unique intellectual interests and acumen of the donor, enhance the donor's legacy and provide students with access to otherwise rare sources of knowledge. The Graduate School regularly seeks additions to the Library collections from government archives via digital acquisitions and deaccession activities.

### LIBRARY CIRCULATION POLICY

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Students, faculty and staff may check out circulating material upon registration using their DMGS access card. Materials marked for circulation may be checked out for a period of four weeks with up to two renewals (provided the item has not been placed on hold by another patron). No more than eight items may be checked out to an individual library patron at any time. The Library Reserve Service offers options for supplementary course materials; contact the Library Director for information about placing materials on

reserve. Materials designated as Reserve do not circulate for the duration (usually a semester) of this status, and limited photocopying is permitted in accordance with appropriate copyright guidelines (see Section 15). Reference materials do not circulate; exceptions to this policy are determined by the Library Director.

## **RESEARCH SUPPORT AND USER EDUCATION**

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Students at Daniel Morgan have access to professional assistance for their research activities. In addition to the Director, the Library is supported by DMGS's full-time and adjunct faculty and subject matter specialists who develop services and collections that fit research needs, and provide project consultation.

Additionally, students can use research time more efficiently by receiving specialized user education. The Library Director will assist students at all stages of the research process, and will work with students to find useful reference works, online indexes, and other sources, and illustrate the best ways to locate and use these tools to find the relevant information students need quickly.

The Library Director provides assistance and training to students when, where and how they need it, including:

- Library Orientation for all incoming students;
- Tutorials on how to search the digital primary source repositories and the library's catalog system;
- Personalized and group instruction in online searching, content evaluation, and selection and use of relevant resources; and
- Creation of bibliographic, current awareness, and FAQ materials.

## SECTION 13: DEGREES & OTHER PROGRAMS

The Daniel Morgan Graduate School offers three MA programs and three certificates. Graduates of these programs will gain an enhanced understanding of the challenges facing the national security community, including both government and the private sector, and a better appreciation for the variety of weapons at their disposal to address those challenges. They will be able to integrate their thinking across the entire spectrum of national security and related fields and to evaluate how each element, no matter how small, fits into a sound security strategy. Most courses are conducted as seminars and may include lectures from experts both in the U.S. and overseas, whether by classroom visits or electronic means.

### MASTER'S PROGRAM

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DMGS offers the following degrees in its Master of Arts (MA) Program: Master of Arts in National Security, Master of Arts in Intelligence and Master of Arts in Information Operations.

The Master of Arts degree consists of thirty (30) credit hours of instruction, research and writing. Students are required to master the skills of critical and innovative thinking, adroitness in communications, facility in research, adeptness in reasoning, diligence in analysis when drawing conclusions from imperfect data. The Master's Program must be completed within three (3) academic years, unless a waiver is granted by the Dean of Graduate Studies.

### MASTER OF ARTS IN NATIONAL SECURITY

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#### Program Objectives

The Daniel Morgan Graduate School (DMGS) is a unique, professionally-oriented graduate school offering a Master of Arts Degree in US national security. The DMGS program is specifically designed to support the professional development of aspiring, new, and mid-level professionals in government, the private sector, and in civil society who seek to advance and secure the interests and ideals of the nation.

The focus of this program is to enhance students' historical, conceptual, and theoretical knowledge of skills necessary to develop strategy and policy; to develop the skills to diagnose contemporary and over-the-horizon threats and opportunities; and based on this diagnosis, to consider policy options and the integration of alternative capabilities which could be applied to ongoing security challenges and conflict melioration and resolution. This includes the skills to anticipate the trends in the global environment; the short-and long-term aims, strategies, instruments and vulnerabilities of competitors; and to identify the resulting specific opportunities - in a given region or globally - to advance US interests. The program will also cover US government organizational and institutional arrangements, and the authorities of individual agencies to implement policy. In addition, the tensions between national security policy and practices and liberal democracy will be considered - and how the US and other democracies have sought to reconcile them.

This program will also cover the functional utility of individual instruments, and integrated "whole of government" planning in regional geographic contexts, with particular emphasis on the non-kinetic capabilities of the other two DMGS programs - Intelligence and Information Operations.

#### Graduates of this degree program will be able to:

- Identify contemporary and anticipated challenges to US security;
- Identify, evaluate, and understand the complexities of formulating strategies in functional and regional contexts; and

- Identify the evolution of US institutional arrangements and assigned authorities, including how the US system has sought to reconcile the tensions between security and liberal democracy, and the particular relevance of the US experience for US security at home and abroad.

## MASTER OF ARTS IN INTELLIGENCE

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### Program Objectives

The DMGS Intelligence Program is focused on the missions, methods, and organizational structure of public and private sector intelligence in the 21<sup>st</sup> century. It will lead its students to a fundamental understanding not just of the field, but how intelligence is used to effectively support national policy makers, military leaders, and the leaders of the private sectors ranging from non-governmental organizations to private businesses.

Beside an examination of various organizational structures and history, the basic tools of intelligence – collection, analysis, and its presentation – will be taught as the fundamental foundation of the Intelligence Program. The understanding of the importance of information, and being able to sort through vast amounts of information are as important as the analysis of that information. Providing cogent and tailored analysis in a useable fashion to the public or private policy maker completes the task.

The Intelligence Program will also examine crucial and demanding actionable areas of Intelligence. In an era of massive public and private sector information breaches, the importance of counterintelligence and counterespionage will also be reviewed. A review of non-traditional uses of intelligence and their importance in executing 21<sup>st</sup> century U.S. foreign policy will be provided. An understanding of comparative intelligence systems of both nations and non-nation states will also be covered.

Newly established areas of intelligence are also a part of the DMGS Intelligence Program. U.S. Homeland Security intelligence and its rapid development since 9/11 with its consequent legal and social issues will be presented. Cyber Intelligence will be examined to understand the fundamental changes it is making in the world of intelligence gathering, analysis, and presentation.

### Graduates of this degree program will be able to:

- Analyze the strategic significance, aims, strategy, tradecraft and culture of the elements of intelligence;
- Evaluate the profession of each element, and the skills and aptitude required for this work;
- Appraise current and future security challenges, identify opportunities for effective use of intelligence, and lessons learned about how intelligence has worked or could be more effectively used as an input into public and private policy; and
- Explain how major shifts in technology have resulted in different areas of intelligence use and the resulting tensions and challenges.

## MASTER OF ARTS IN INFORMATION OPERATIONS

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### Program Objectives

Information Operations (IO) represents a key instrument of current and anticipated national security policy. IO provides a means of supporting, through information and education, allies and political elements abroad who share US interests in many parts of the world. IO also provides a means of deterring and prevailing against state and non-state adversaries and other competitors seeking to undermine US security interests, ideals, and quality of life.

This instrument offers a wide range of digital and human influence capabilities. It ensures that the US

is more able to safeguard its information infrastructure to make and implement policy, to be able to deter, and if necessary to use its information capabilities to prevail against attempts by others to weaken, manipulate or cripple US information programs, and to counter the deception and influence capabilities of competitors. IO also can be used help prevent conflict and to influence the outcomes of political and military conflict.

The DMGS program is designed to equip students with the necessary knowledge, concepts and theories to understand the critical role that IO plays in supporting and enhancing US national security policy. That role is now recognized as nationally important in the DoD's Joint Publication 3-13, which has been used to educate and deploy increasing number of IO specialists. (Other agencies have not yet publically identified their IO doctrine and/or related major practices.)

The DMGS program will focus on the strategic aims, skill sets, and historical and innovative techniques coming online that will continue to provide opportunities to conduct IO. It will also consider evolving US institutional arrangements and authorities some of which create tensions between IO and the principles of liberal democracy, and procedures to mitigate this friction.

**Graduates of the degree program will be able to:**

- Articulate the key fundamentals of IO as a tool of government policy;
- Illustrate current missions and techniques, including a more integrated “whole of government” approach to IO;
- Identify the role that the private sector and civil society now plays in IO and consider the advantages and risks of a broader “whole of society” approach to IO; and
- Differentiate the fundamental legal and ethical issues associated with government employment of IO to enhance US security and gain adversarial advantage.

## **MASTER OF ARTS PROGRAM ASSESSMENT**

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Daniel Morgan Graduate School conducts assessment of the Master of Arts programs in National Security, Intelligence and Information Operations.

Each Master of Arts degree program requires 30 credit hours of instruction inclusive of a thesis. Twenty-seven hours are earned from taking nine courses.

During the final semester of course work, a student may apply through the Dean's office to take the Master of Arts Comprehensive Oral Examination. The student will be expected to demonstrate the knowledge, skills and competencies relative to the Graduate School's mission, institutional student learning outcomes embedded in courses and the programmatic outcomes identified by the degree to be awarded.

The Dean of Graduate Studies will appoint two or three faculty members to the examining panel. The student's MA Program Chair will prepare six of the twelve preparatory questions. The supporting faculty will each prepare three questions in their respective areas of expertise and as each relates to the student's own program of study. DMGS considers the oral examination to reflect the student's knowledge and skills gained in the program of study.

The Dean of Graduate Studies serves as the facilitator of the Comprehensive Oral Examination and will gather the questions to be addressed during the oral examination. The Dean will provide guidance for the candidate's preparation. The Comprehensive Oral Examination will be scheduled six weeks in advance. The oral exam is scheduled to last for one to two hours.

Upon completion of the exam, the student will leave the room while the examiners assess the oral performance using a departmental oral examination rubric.

If the student's presentation during the oral examination is not of sufficient quality to demonstrate the appropriate level and scope of comprehensive knowledge, there will be one opportunity for remediation. Remediation, if necessary, will vary from student to student. In consultation with the examination panel members, the Dean will recommend areas of study in preparation for the reexamination to be scheduled within a reasonable length of time for further preparation.

When the student passes the oral examination, the student will be declared a Candidate for the Master of Arts degree and be permitted to register for the thesis portion of the Master of Arts degree requirements. In coordination with the Dean, the student will be assigned a Thesis Advisor to guide the selection of a thesis topic. Based on the thesis topic, two or three faculty will be appointed by the Dean to assess the student's thesis presentation during the oral defense.

### **NSC/INT/IOP 790 INDEPENDENT STUDY**

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An independent study is an excellent opportunity to explore material that is not offered on the course schedule during a student's graduate career or to dig deeper into course work that is offered at the DMGS.

At DMGS, an independent study will not exceed three credits toward satisfying the requirements of the degree.

#### **Requirements**

A student may enroll in an independent study course no later than the semester before the intended independent study is to begin. The student must first contact a faculty chair to discuss the proposed work. The faculty chair will assist in assigning a faculty member who will be the student's mentor throughout the process. Ideally, the faculty member will be selected from among full time faculty, but an adjunct faculty member may serve as the mentor if his or her expertise is better suited to guide the student's course of study.

#### **The student must:**

- Meet with the professor on a weekly basis for the duration of *at least* one hour to discuss the independent study material and progress;
- Complete all readings required by the professor;
- Complete a research paper of no fewer than 20 pages (exclusive of footnotes, bibliography and title page) and any other shorter papers required by the professor;
- Meet with the professor a minimum of once a week for 14 weeks;
- Satisfy learning outcomes stipulated for the appropriate program;
- Identify the expected locations of study (e.g. State Department, Capitol Hill, etc.); and
- Prepare to defend the research during his or her comprehensive examination.

Asking the adjunct professor or faculty chair to teach an independent study *does not require* the professor to comply; rather, it is the professor's choice whether to develop an extra course via independent study. The Academic Affairs Committee (AAC) will approve any request to be compensated for developing and supervising the independent study project.

The professor will present the independent study proposal to the Academic Affairs Committee (the faculty chair may substitute for the professor if the professor is unable to make the presentation). The AAC will



discuss the proposal, taking into special consideration whether the independent study learning goals could be met through traditionally offered coursework. Other issues (such as personal reasons due to medical circumstances) will also be taken into account. The AAC will ask the faculty chair or professor for more details if required. The AAC will approve or reject the proposal, and the student and professor will be informed of this decision.

If approved, the Registrar will assign a course number and register the student for the independent study. This procedure must be completed by the second week of the semester. No student will enroll in an independent study later than the Census Date.

### **Assessment and Evaluation**

The independent study is subject to the same methods of learning assessment and course evaluation as other courses at DMGS. This means that the professor and student will participate in Early Semester Evaluation and student evaluations will be blinded for the professor.

At the end of the semester, the student will submit the research product of the independent study to the Registrar for his or her academic file and the professor will submit a grade. A grade of “Incomplete” is unacceptable for independent study, and the AAC will consider “Incomplete” as a grade in only extreme and unique circumstances.

### **Relation to Thesis**

Material produced during the independent study may be used in the thesis process; however, the material will be *supplemental*. The final research paper cannot constitute the first draft of the thesis. The faculty chair, in reviewing thesis proposals, will monitor this relationship and advise students accordingly.

## **THESIS REQUIREMENT**

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The Graduate School requires that every Master’s candidate write a Thesis on a topic in their chosen specialty in order to fulfill the degree program requirements.

The Workshop Program for Thesis Writers: The Program is conducted by DMGS faculty members. At the workshop, each student is assigned a thesis advisor under whom the thesis will be developed. This thesis advisor may not necessarily be the same individual who serves as the student’s faculty advisor. Students must submit a thesis proposal to his or her thesis advisor. The thesis proposal must be approved by two additional faculty members (a program director and a reader at a minimum) involved in the development of the thesis. The thesis must be submitted in digital form and meet the formatting and writing requirements of the Graduate School.

The Graduate School expects that the thesis will be written following the *The Chicago Manual of Styles* principles, and supplemented with Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*. Copies of the style manuals are available in the DMGS Library. Secondary sources should not compromise the majority of citations. The work must have a substantial research component focused on the area of chosen expertise. The student must demonstrate sufficient mastery over the subject matter presented as documented by the research and conclusions. Generally, the Graduate School expects that the thesis will comprise some 12,000 to 15,000 words approximating 40 to 50 pages.

For a more in-depth discussion and direction, please reference the Manual for DMGS Thesis Writers, which is updated each semester. This document is available in soft copy in PDF form is stored on the DMGS S:// Drive and a hard copy is available at the DMGS library.



## CERTIFICATE PROGRAMS

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As a dynamic and innovative graduate institution, Daniel Morgan Graduate School develops inventive certificate programs in collaboration with various sectors of the national security community to address arising issues that require insight and actionable solutions to global and domestic challenges. DMGS Certificates are designed to provide professional development learning experiences.

During the 2017-2018 Academic Year, DMGS is offering two new certificate programs each requiring the completion of three courses.

### **Terrorism Prevention: Domestic and Beyond**

Terrorism is one of the biggest global challenges in the 21<sup>st</sup> century. Terrorists, whether politically or religiously motivated, embrace terrorism as a strategic tactic to achieve a particular goal. The United States is struggling to formulate a comprehensive strategy to defeat not only individual terrorists and their networks but also the hateful ideology that inspires them. This certificate program is taught by scholar-practitioners and is comprised of four courses. Courses will provide an advanced and in-depth examination of the ideology and goals of domestic and foreign terrorist organizations, as well as emergency management planning and prevention against these challenges and threats. This certificate program combines courses from the Intelligence, National Security and Regional Studies programs to customize specific subject matter expertise for the working professional. Through case studies and simulations, students will be better prepared to apply this knowledge on the job and advance in their fields.

#### *Certificate Objectives*

Upon completing this certificate course, students will be able to:

- Enhance analytical, oral and written communications skills
- Analyze the ideology, goals and tactics of terrorist movements
- Assess various aspects of acts of terrorism conducted in the United States
- Develop an operational capabilities analysis product

### **National Security, Intelligence and Information Operations for the 21<sup>st</sup> Century**

This certificate program has been crafted as a short, intensive introduction for non-U.S. citizens who are interested in investigating the challenges to national security and roles played by intelligence and information in the contemporary international environment. Students will be introduced to contemporary theories, practices, and problems of modern national security as well as the most up-to-date intelligence programs and techniques in addition to the uses and abuses of information as an instrument of policy.

The underlying assumption of this program is that national security, intelligence, and information in the 21<sup>st</sup> century are more complex, complicated and broader than they were in the 20<sup>th</sup> century. Certainly, the challenges we faced in the 20<sup>th</sup> century—state-on-state issues, terrorism, etc.—are important and relevant today. But, now we also face an entirely new panoply of other issues, such as challenges from non-state actors, pandemics, environmental degradation (including climate change), etc.

Upon completion of this course, the students will be armed with the historical context, specialist information, and analytic skills that will help them move to the next level in the complex arena of national security.

### *Certificate Objectives*

Upon completing this certificate course, students will be able to:

- Analyze and evaluate the fundamental theoretical and practical foundations of national security, intelligence, and information operations;
- Analyze, and evaluate major challenges to national security;
- Assess and evaluate the utility of modern intelligence and information techniques in meeting national security challenges; and
- Enhance analytical, oral, and written communications skills.

## SECTION 14: CURRICULUM

### 2017-2018 COURSE LIST

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As an innovative and dynamic graduate school, the DMGS faculty creates and expands its curriculum and courses in rapid response to the changing national security environment. Each semester DMGS scholar-practitioners create and implement new courses to meet the needs of its students pursuing the Master of Arts degrees in National Security, Intelligence and Information Operations.

#### NATIONAL SECURITY

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- NSC 601 Introduction to National Security (3)
- NSC 611 US-China Strategic Relations (3)
- NSC 639 Research Methods for the Social Sciences (3)
- NSC 675: Introduction to International and Domestic Terrorism (3)
- NSC 707 US Military Strategy (3)
- NSC 710 Homeland Security (3)
- NSC 720 The Relevance of America's Founding Principles to US Global Security Interests (3)
- NSC 722 Strategy: Strength, Guile and Ideas (3)
- NSC 727 Political Strategy and US National Security (3)
- NSC 728 The Environment, Pandemics, and National Security: Facing the Challenges of a New World (3)
- NSC 729 Introduction to National Security Leadership Practices (3)
- NSC 731 National Security Law for Intelligence Professionals (3)
- NSC 732 Low Intensity Conflict (3)
- NSC 790 National Security - Independent Study (3)
- NSC 800 National Security Thesis (3)

#### INTELLIGENCE

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- INT 610 Fundamentals of Intelligence (3)
- INT 630 National Security Research and Methods (3)
- INT 639 Research Methods for the Social Sciences (3)
- INT 712 Collection, Analysis and Presentation (CAP) (3)
- INT 713 Principles of Intelligence Analysis (3)
- INT 714 Counterintelligence (3)
- INT 718 Intelligence and the Law (3)
- INT 741 Counter Terrorism Strategy (3)

- INT 744 Non-Traditional Use of Intelligence Capabilities (3)
- INT 745 Fighting the Drug War in the Americas and Abroad (3)
- INT 746 Cyber Intelligence (3)
- INT 749 Homeland Security Intelligence (3)
- INT 750 Comparative Intelligence Organizations (3)
- INT 790 Intelligence – Independent Study (3)
- INT 800 Intelligence Thesis (3)

## **INFORMATION OPERATIONS**

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- IOP 601 Elements of Digital and Human Influence Operations (3)
- IOP 635 Influence and Deception in the Cyber Domain (3)
- IOP 639 Research Methods for the Social Sciences (3)
- IOP 720 Information Operations (3)
- IOP 721 Cyber Security (3)
- IOP 726 Strategic Communication for National Security (3)
- IOP 728 Denial and Deception (3)
- IOP 730 Methods of Information Operations Messaging (3)
- IOP 790 Information Operations – Independent Study (3)
- IOP 800 Information Operations Thesis (3)

## **REGIONAL STUDIES**

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- RST 611 The US-China Strategic Relationship (3)
- RST 628 Strategic Issues in Latin America: Narcoterrorism (3)
- RST 631 Strategic Issues in the Asia-Pacific Region (3)
- RST 632 Strategic Issues in North Korea (3)
- RST 633 Strategic Issues in East-Central Europe and Eurasia (3)
- RST 634 Strategic Issues in Africa (3)
- RST 640 American Competitive Strategies in the Greater Middle East (3)
- RST 641 US Competitive Strategies in Europe (3)
- RST 642 Arab-Israeli Conflict: Strategy and Policy (3)
- RST 643 The Contemporary Middle East: A New Look at Changing Regional Dynamics (3)
- RST 722 Strategic Issues and Russia: Back to the Future? (3)
- RST 725 Islamic Politics and Terrorism (3)
- RST 726 Northeast Asia Security (3)
- RST 727 Russian Politics and Statecraft (3)

## SECTION 15: COURSE DESCRIPTIONS & OBJECTIVES

### NATIONAL SECURITY

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#### NSC 601: INTRODUCTION TO NATIONAL SECURITY (3)

National security always has been critical to our survival and success and a country. But, it is not a static concept. It has undergone change from the beginning of the republic; the changes have been especially profound since the end of the Cold War. Now it must be understood as any threat, challenge or opportunity that impacts the interests and well-being of the country and, in fact, often well beyond the country's borders. Changes in the political order and vastly different technology have necessitated an approach to security that was unthinkable and unnecessary just 25 years ago.

The objectives of this course are:

- Understand and apply the framework of security, strategy, interests and policy in a new, globalizing world;
- Select and identify key issues that are the focus of national security; and
- Analyze national security issues from an international context that focuses on the fluctuating world of partners and adversaries.

#### NSC 611: US-CHINA STRATEGIC RELATIONS (3)

Understanding contemporary Chinese history, starting with the Qing Dynasty, with a focus on post 1979 normalization of Sino-U.S. relations, will permit the students to better understand China's approach to relations with the U.S. Knowledge of China's military and political organizations will permit the students to better understand these organs of power and how they attempt to manage the plethora of international and domestic issues confronting China. It will also permit the student to appreciate the complexity of crafting a national strategy for dealing with an expansionist China.

Students who complete this course will:

- Explain why "nationalism" in China today resonates with the people of China;
- Discuss the "century of humiliation" that China experienced and how an evolving, more powerful China need not be on a collision course with the U.S.;
- Identify and analyze geostrategic issues for which China and the U.S. secretly collaborated;
- Appraise contemporary Chinese history, starting with the Qing Dynasty, with a focus on post 1979 normalization of Sino-U.S. relations, will permit the students to better understand China's approach to relations with the U.S.;
- Explain how China's military and political organizations will permit the students to better understand these organs of power and how they attempt to manage the plethora of international and domestic issues confronting China; and
- Appraise the complexity of crafting a national strategy for dealing with an expansionist China.

### **NSC 639: RESEARCH METHODS FOR THE SOCIAL SCIENCES (3)**

This course is divided into four discreet, yet interdependent parts:

- Qualitative Research Methods;
- Quantitative Research Methods;
- Critical Thinking and Complexity Theory; and
- Writing Workshop

The overall objectives/learning outcomes are to:

- Equip students with the ability, skills and knowledge to conduct and produce quality research in the rapidly changing environment of 21<sup>st</sup> social science; and
- To give students the skills to evaluate and analyze a wide variety of social science situations in order to develop and enact new policy solutions to contemporary problems.

The objectives/learning outcomes for the sections on qualitative and quantitative research methods are to equip students with an understanding, expertise and ability to apply the most important contemporary research methods currently in use in the social sciences.

The objectives/learning outcomes for the section on critical thinking and complexity theory are to equip students with an understanding, expertise and ability to conduct research and apply solutions to the most complex social science issues in the increasingly interdependent, globalizing world.

The objectives/learning outcomes for the writing workshop are to direct students to apply the methods and skills they learned in the three previous sections, to improve their writing skills and to help prepare them for the research and preparation of their masters' thesis and set in place the ability to produce quality work in the future.

### **NSC 675: INTRODUCTION TO INTERNATIONAL & DOMESTIC TERRORISM**

This course will provide student with an ability to evaluate and assess issue of Terrorism as it impacts the United States.

Despite the national trauma of the attacks on September 11, 2001, terrorism as it impacted the United States is not a new concept. In the Twenty-first century, however, it has taken on a significance that it previously had not had with the American people. It regularly ranks as one of the most important issues in public opinion polls.

The U.S. has a long history of relating to terrorism, whether perceived positively as in the American Revolution or negatively as with the Ku Klux Klan during the post-Civil War period of reconstruction. This experience also is not limited to domestic groups but also includes groups that are controlled or inspired by organizations outside the borders of the U.S.

Today terrorist groups with minimal assistance from hostile, indifferent, or dysfunctional states can conduct attacks with weapons that range from knives, firearms, vehicles, to weapons of mass destruction. Therefore, from a national security perspective, terrorist groups, either domestically or internationally inspired, represent a unique challenge. Past separations between actions by hostile governments and non-state actors confuse the decision whether the response should be by national security elements such as the

military or law enforcement resources. Terrorism also represents an arena where a non-state actor's powers can equal or exceed that of a nation state.

This course will prepare students in the fields of national security, defense, intelligence, and foreign policy to understand and account for the dimension of Terrorism as it has evolved to as we see it today.

Students who complete this course will be able to:

- Differentiate among various terrorist groups based upon their motivations and ideology;
- Evaluate the continuum of actions from non-violent to terrorism to insurgency;
- Evaluate the reason for success and failure of various terrorist groups;
- Value the legal and political implication of the U.S. current response to terrorist attacks; and
- Theorize and formulate policy options for senior public and private policy makers

### **NSC 707: MILITARY STRATEGY (3)**

Globalization, the IT revolution, and ethno-nationalist and religious tensions have altered traditional conceptions of warfare. This course will accordingly analyze the effects of current global political, economic, and technological trends on US military plans and operations. It will address the need for less unilateralism and more coalitions of the willing in future as well as closer integration of civilian and military leadership in counterinsurgency and nation-building operations.

The course will also address the importance of winning “the war of perception” among democracies, which increasingly oppose casualties and challenge the lawfulness of warfare, domestic budgetary issues, and the strategic implications of doing more with less. There will be special emphasis on US Naval Strategy.

The objectives of this course are:

- Identify the major concepts in the history of strategy;
- Examine the particular importance of Clausewitz;
- Survey the critical role of technology in winning wars;
- Evaluate the challenges faced by the United States at a time of budget constraints and the unprecedented rise of non-state actors; and
- Demonstrate the ability to communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **NSC 710: HOMELAND SECURITY (3)**

This course introduces students to current public management policies and issues relevant to the security of the United States. The coordination of federal, state and local government agencies and nonprofit organizations which respond to threats is vital to the security of people, property and our way of life. The course relies upon theories, concepts and case studies to explore the challenges facing organizations which are a part of protecting our homeland security.

Through this course, the students will learn to:

- Survey the homeland security and defense (HSD) literature – scholarly, political, legal, and operational – and draw what applies to different settings and problems;
- Identify government agencies and private parties for preparing for, responding to, and recovering

from emergencies and disasters, as in transportation or immigration, for emergency preparedness and emergency response, in deliberate planning vs. crisis response;

- Develop questions that will guide us towards utilizing communications and other technology in protecting homeland security and defense;
- Infer general lessons for future U.S. security from HS case study analysis;
- Identify professional development needs within HSD;
- Create and evaluate ideas for infrastructure protection;
- Create and evaluate hypotheses about threats and disasters;
- Estimate desired coordination and cooperation by HSD agencies; and
- Analyze the political, constitutional and strategic constraints of HSD.

### **NSC 720: RELEVANCE OF AMERICA’S FOUNDING PRINCIPLES TO US GLOBAL SECURITY INTERESTS (3)**

This course focuses on the relevance of classical liberalism, especially as it animated the American founding, to US global security interests, with particular attention to rule of law and religious toleration. The claim that this course will seek to elucidate is that these principles make not just for a better world, but also for a safer world. In addition, this course will offer students approaches to understanding the potential for reconciliation of tensions between the values of liberal democracy and the imperatives of national security.

Students who complete this course will:

- Learn about the role of liberal principles in the American Founding, and about the importance of those principles for sound government;
- Understand differing perspectives about the future of liberal principles, and how these principles shape national security;
- Evaluate particular policies intended to foster global security in the present;
- Evaluate soft power as a means of foreign policy, and religious liberty and human rights as ends of foreign policy; and
- Analyze strategic choices that will guide American policy in the future.

### **NSC 722: STRATEGY: STRENGTH, GUILLE & IDEAS (3)**

This course is an introduction to approaches in strategy through-out history to current times. It is also an introduction to strategic thought and the theorists who have influenced both Eastern and Western practices of strategy. It provides a foundation in strategic theory and approaches to strategic thought as an analytical framework to understanding the cultural, religious, historical, and leadership sources of state and non-state actor behavior.

Students who complete this course will:

- Analyze and evaluate strategy, within the “whole of government” approach, with the integration of all instruments of national power in achieving strategic objectives;
- Apply appropriate concepts of “strength and guile” in strategic approaches to support strategic objectives;
- Analyze the social, cultural, religious, and political factors that may influence an adversary’s strategic approach;
- Evaluate strategic approaches and the capacity of groups to “mirror image” an adversary if assumptions are not clearly defined;
- Evaluate the complexities of formulating strategies in functional and regional contexts.



- Analyze contemporary and anticipated challenges to US security; and
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **NSC 727: POLITICAL STRATEGY AND US NATIONAL SECURITY (3)**

A crucially important but too-often neglected component of U.S. national security policy involves political strategy. Political strategy entails the use of a range of ways and means—diplomacy, education and training, security assistance, humanitarian aid, media, and other overt and discreet methods—to affect a society’s political life, including its formal governing arrangements, its culture and popular sentiments, as well as its external and strategic orientation.

America needs political strategy to pursue a range of foreign policies and strategic ends—from bolstering allies and weakening adversaries, to shoring up fragile or contested states, to fostering a more open, law-based and just international order. Today, however, the U.S.’s political influence and its capacity to pursue such ends is being challenged by a diversity of political adversaries and in a more sustained and concerted fashion than at any time since the end of the Cold War. Without a political strategy to compete, it is becoming more difficult, if not impossible, for the U.S. to be successful overseas diplomatically, commercially, or strategically.

In this course, we will begin by looking at what is meant by political strategy and why it matters to U.S. national security, including to the U.S.’s performance as an international and strategic actor. We will then delve into the political dimensions of some of the key challenges facing U.S. security policy today. In the first part of the course, we will look at the challenges posed by resurgent authoritarianism to the post-1991 “liberal world order” and to U.S. alliances structures in Europe, Asia and the Middle East and we will then consider some U.S. political strategies for coping with this. In the second part of the course, we will look at the weakening or breakdown of the Westphalian state-based order in the Middle East and elsewhere and how a variety of revisionist and hostile actors have taken advantage of this. We will then consider some of the political strategies and overseas political operations capabilities that the U.S. could use to address the problem of state fragility. Through this and class exercises, we will learn about how to design and apply “whole of government, whole of society” political strategies that America will need to compete in this new environment and advance its interests and principles.

Students who complete this course will:

- Examine the importance of political strategy in U.S. national security policy and practice and what it means to “think politically”;
- Assess the political dimensions of U.S. foreign policies and programs, as well as understand the capabilities that the U.S. has and needs to successfully conduct political strategy overseas;
- Analyze political competitions in a variety of different contexts; and
- Design and implement political strategies in order to advance American interests and principles.

### **NSC 728: THE ENVIRONMENT, PANDEMICS AND NATIONAL SECURITY: FACING THE CHALLENGES OF A NEW WORLD (3)**

The environment, it seems insultingly obvious, is everywhere. It affects and is affected by all human activity. It is, in its healthy, plentiful state, a fundamental human need and an associated right that all human beings deserve to enjoy. No less might such a statement be made with regard to security in its variegated forms. Everyone needs it – and therefore has an associated right to experience it. Accordingly, there is an inextricable link that ties the environment and security together – notwithstanding the enduring

tendency of those in and out of power who traditionally have equated security with defense to deny such a linkage. This course seeks to examine the interrelationship between the environment and security – individual/human security, national security, global security – in an attempt to equip course participants with a thoroughgoing understanding of the phenomenon, an appreciation of how it affects national and international relations, and the intellectual wherewithal to operate effectively as decision makers, planners, and advisors charged with responsibility for formulating and implementing effective public policy.

Students who complete this course will:

- Examine the nature, origins, methods, effects, and consequences of the environment-security interface;
- Assess methods and approaches for dealing effectively with environmental security;
- Evaluate the strategic and public policy ramifications of environmental security;
- Survey the environment-security interface, its nature, origins, methods, effects, and consequences;
- Analyze methods and approaches for dealing effectively with environmental security;
- Develop skills to evaluate real-world situations, conditions, and choices; and
- Demonstrate the ability to effectively and persuasively communicate their understanding of the subject orally and in writing to a variety of audiences.

### **NSC 729: INTRODUCTION TO NATIONAL SECURITY LEADERSHIP PRACTICES (3)**

The purpose of this class is to develop key skills, knowledge and attributes for leading national security practices in government, non-governmental organizations, and the private sector. The course provides students with an understanding of the key elements of leadership; case studies in alternative leadership styles and environments; an opportunity to assess their own leadership styles and practices; and an appreciation for the tools that affect outcomes, develop human capital, and drive change. Finally, the course provides an opportunity to experience the challenges of national security decision-making first hand through simulations and exchanges with national security experts.

Students who complete this course will know the key elements of effective leadership in national security practices. They will understand the fundamentals of strategic planning and decision-making and have sufficient functional expertise to evaluate the efficacy of planning and decision-making at an operational or strategic level.

Students who complete this course will:

- Define the concept of what is national security;
- Identify the factors that affect the American understanding of national security challenges;
- Distinguish national security challenges from other public policy issues;
- Define just war theory;
- Describe ethical challenges in national security;
- Explain public choice theory;
- Identify the attributes and skills that make a leader effective in a competitive environment;
- Understand the challenges of contemporary national security professionals;
- Describe the challenges of using process and program reform to drive institutional change;
- Appraise the effective practices of leadership in nongovernmental organizations;
- Discuss how to organize for effective negotiations structure and the national security policy-making environment; and

- Apply effective crisis management to contemporary national security challenges.

### **NSC 731: NATIONAL SECURITY LAW FOR INTELLIGENCE PROFESSIONALS (3)**

The course is designed to provide non-lawyers (although DMGS students with legal training are welcome to take the course) with an introduction to legal rules and principles related to national security and the Intelligence Community (IC). It will examine key rules of domestic and international law, starting with the U.S. Constitution and including major statutes, executive orders, and other rules of domestic law—with references to international law as well. It is not designed to make students experts in the field, but rather to enable them to recognize potential problem areas so that they can seek professional guidance from IC attorneys when legal issues do arise.

The course will emphasize the importance of respect for the rule of law and ethical behavior.

By the end of this course, students will be able to:

- Understand and be able to articulate the views of the Founding Fathers towards Intelligence, and the most relevant provisions of the Constitution (such as Article II, Sec. 1; Article I, Secs. 8 & 9; and the Fourth Amendment);
- Identify, understand, and discuss the primary statutory authorities governing the Intelligence Community (including the National Security Act of 1947, and statutes creating or governing the CIA, NSA, DHS, and other agencies and departments), E.O. 12333 and other Executive Orders, along with the powers and constraints contained therein;
- Understand and articulate key legal policy debates, such as the scope of the Fourth Amendment as interpreted by the Supreme Court and efforts to balance the competing interests of national security and privacy; and
- Understand the basis for and articulate the key legal controversies that have led to criticism of the Intelligence Community over the years.

### **NSC 732: LOW INTENSITY CONFLICT (3)**

The course is a detailed examination of the theory and practice of conflict in circumstances less than general conventional war. Key concepts and strategic principles pertaining to asymmetric warfare, terrorism, insurgency and counterinsurgency, irregular warfare, unconventional warfare, and military operations less than war (peacekeeping and humanitarian assistance) will be examined. This course examines the causes, conduct, patterns, and effects of conflict short of total or general war. It covers the modern insurgency period from Mao Tse Tung's approach in the Chinese Civil War through our present times with the Global Jihad.

Students who complete this course will:

- Analyze and evaluate strategy, within the “whole of government” approach in Low Intensity Conflict, with the integration of all instruments of national power (DIME-diplomatic, informational, military and economic) in achieving strategic objectives;
- Apply a comprehensive understanding of the conceptual issues associated with the definition and study of Low Intensity Conflict, irregular warfare and particularly of insurgency and counterinsurgency to support strategic objectives;
- Analyze the social, cultural, religious, and political factors that may influence an adversary's

strategic approach and the strategy of USG and Host Nation in approaching practical solutions to political, social and economic issues that may sow seeds of discord for Low Intensity Conflict;

- Apply an understanding of the kinds of predicaments, including political and ethical dilemmas produced by irregular warfare and Low Intensity Conflict activities;
- Differentiate an awareness of the competing theories and practices of Low Intensity Conflict and Irregular Warfare;
- Analyze contemporary and anticipated challenges to US security with the proliferation of LIC; and
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and oral presentations

### **NSC 790: NATIONAL SECURITY – INDEPENDENT STUDY (3)**

Please refer to *Section 13: Degrees and Other Programs* for information about the Independent Study.

### **NSC 800: NATIONAL SECURITY THESIS (3)**

All MA students are required to write a thesis. The thesis is to be written under the supervision of a faculty member who is the official thesis advisor. Each candidate will also be assigned a professor who will be available to mentor the student. Each professor will represent one of the three elements. The thesis is intended to present vital new information on a significant aspect of national security environment.

## **INTELLIGENCE**

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### **INT 601: FUNDAMENTALS OF INTELLIGENCE (3)**

This is an introductory course in intelligence practices for those looking to enter this field or interact with it. The course identifies the component parts of the Intelligence Community, describes the functions of collection and analysis, explains how intelligence is disseminated, and discusses the relationship of the IC with policymakers, Congress, and the public.

This course will provide students the foundation of knowledge to prepare for more advanced study in intelligence or related fields.

Students who complete this course will:

- Identify the members of the Intelligence Community and their roles;
- Discuss the intelligence cycle and other functions of intelligence; and
- Analyze the relationship of the IC with the different branches of government and the public.

### **INT 639: RESEARCH METHODS FOR THE SOCIAL SCIENCES (3)**

This course is divided into four discreet, yet interdependent parts:

- Qualitative Research Methods;
- Quantitative Research Methods;
- Critical Thinking and Complexity Theory; and
- Writing Workshop.

The overall objectives/learning outcomes are to:

- Equip students with the ability, skills and knowledge to conduct and produce quality research in the rapidly changing environment of 21<sup>st</sup> social science; and
- Prepare students to utilize skills to evaluate and analyze a wide variety of social science situations in order to develop and enact new policy solutions to contemporary problems.

#### *Quantitative and Quantitative Research Methods*

The objectives/learning outcomes for the sections on qualitative and quantitative research methods are to equip students with an understanding, expertise and ability to apply the most important contemporary research methods currently in use in the social sciences.

#### *Critical Thinking and Complexity Theory*

The objectives/learning outcomes for the section on critical thinking and complexity theory are to equip students with an understanding, expertise and ability to conduct research and apply solutions to the most complex social science issues in the increasingly interdependent, globalizing world.

#### *Writing Workshop*

The objectives/learning outcomes for the writing workshop are to direct students to apply the methods and skills they learned in the three previous sections, to improve their writing skills and to help prepare them for the research and preparation of their masters' thesis and set in place the ability to produce quality work in the future.

### **INT 712: COLLECTION, ANALYSIS, AND PRESENTATION (CAP) (3)**

This course provides a critical overview of the Intelligence Cycle – from collection to analysis to presentation. The course assesses intelligence-gathering techniques and approaches for various types of information including HUMINT, SIGINT, etc. It then acquaints students with aspects of Intelligence Analysis; the evaluation of data through the use of subject expertise, critical thinking, and the application of techniques designed to overcome limitations in human cognition. It will examine the analysts' role in the larger national security arena, state, and local organizations and in the private sector. And it will show the importance of the effective presentation of this information under varying circumstances and leadership desires.

Through this course, students will be able to:

- Understand the concepts, history, and structure of intelligence collection;
- Analyze and evaluate the role of the collector in the understanding and influencing;
- Think critically and make well-reasoned judgments on ambiguous or incomplete information;
- Contextualize information with broader events and strategic goals; and
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **INT 714: COUNTERINTELLIGENCE (3)**

The aim of this course is to show how counterintelligence activity protects US national security by 1) defending against acts of penetration, sabotage, and physical violence undertaken by foreign intelligence agencies and 2) defeating an adversary's efforts by identifying and manipulating its behavior through deception and/or the exploitation of its agents. The course addresses the relationship between the

intelligence and law enforcement communities as well as between civilian and military agencies. It also emphasizes the increasing importance of cyber espionage and economic espionage in an age of globalization.

Through this course, students will:

- Analyze methods to defend against foreign and domestic espionage;
- Elaborate the use of deception to defeat other actor's intelligence capabilities;
- Examine the role of espionage and counterintelligence as means of achieving national goals;
- Assess the growing relationship between the intelligence and law enforcement communities and the relationship between civilian and military agencies;
- Evaluate the role of counterintelligence in cyber espionage and economic espionage; and
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

#### **INT 741: COUNTERTERRORISM STRATEGY (3)**

The course is structured to evaluate the history and current effectiveness of the U.S. counterterrorism (CT) strategy. We will discuss the history behind the United States' need for a CT strategy based on terrorist acts impacting the United States, commencing in the 1970s. We will discuss terrorism as a whole, to include specific terrorist groups, and their impact on U.S. strategy. Our discussion will consider the future of CT strategy, and the direct impact of evolving terrorist groups, to include al-Qa'ida and its nodes, as well as ISIS.

- Summarize and differentiate the major theories and various explanations of the current;
- U.S. CT strategy, including working knowledge of the terrorist groups and actors who pose the largest threats to the United States;
- Analyze the history behind the evolution of the United States' approach to terrorism and the creation of the United States' working CT strategy;
- Compare and contrast the CT strategies of the United States greatest allies in the CT forum, to include the United Kingdom Canada, and Australia; and
- Evaluate how the United States can build upon and improve its current CT strategy, under the threat of ISIS and other terrorist organizations.

#### **INT 744: NON-TRADITIONAL USE OF INTELLIGENCE CAPABILITIES (3)**

This course provides students an understanding of the historical development and modern use of non-traditional intelligence capabilities in support of United States foreign policy goals. Such capabilities include: CIA-led covert action, NSA-led cyber conflict, DoD Special Forces operations use, and USG constructed propaganda and false information efforts.

This NTU capability provides the President low-intensity conflict options expanding his range of responses to political goals and crises. Additionally, the students will be appraised of the nature and process of national security legal guidance, and Executive and Legislative Branches interaction and oversight of NTU. The students will be challenged to examine the non-traditional use (NTU) of intelligence capabilities and then critically apply them to contemporary national security challenges.

Students who complete this course will be able to:

- Categorize and evaluate the timing, purpose, and use of non-traditional intelligence capabilities since World War II;



- Analyze the role and methodologies of actors in the NTU space;
- Examine how changes in technology and information effect and expand implementation efforts; and
- Theorize and formulate NTU for presentation to senior policy makers.

### **INT 745: FIGHTING THE DRUG WAR IN THE AMERICAS AND ABROAD (3)**

This course examines the war on drugs through different prisms: economic, security, and political. Alternative state responses to the drug trade will be covered. Subsequently, we will deal with these questions within the context of individual democracies in Latin America, with comparisons to countries in different regions of the world. The course will utilize power point presentations and lectures to convey the material and a movie to supplement the readings.

By the end of the course, students will be able to:

- Articulate and explain the elements of the US war on drugs and the implications for American citizens;
- Analyze the history behind the evolution of the United States' approach to counter-narcotics and the creation of the United States' working counter-narcotics strategy;
- Compare and contrast the counter-narcotics strategies of the United States' allies in the war on drugs, particularly those key countries in Latin America; and
- Critically diagnose the pros and cons of various counter-narcotics methods, the likely barriers to achieving more progress in the future, and how we can attempt to counter narcotics more effectively.

### **INT 750: COMPARATIVE INTELLIGENCE OPERATIONS (3)**

The course provides a comparative view of cooperating and competitive intelligence systems surveying both nation and non-nation state actors. Using the U.S. Intelligence services as a baseline, the course provides an understanding of how are these services are organized; individual domestic and foreign intelligence focus; and their current range of activities.

By the end of this course, students should be able to articulate the following knowledge:

- Demonstrate a firm understanding of the US Intelligence System;
- Distinguish and analyze cooperating and competitive intelligence systems; and
- Evaluate the strengths and weakness of each system.

### **INT 746: CYBER INTELLIGENCE (3)**

This course examines the vast frontier of Cyberspace and the Internet over which travels ever increasing amounts of information and communications. This new dimension of power has strong positive and negative implications for U.S. national security strategy and policy.

For national security, Cyberspace represents a unique challenge, as it has no borders or boundaries unlike previous power dimensions – land, sea, air and space. Past separations between government and the private sector and national security and law enforcement have been blurred. Cyberspace also represents an arena where a non-state actor's powers can equal or exceed any nation state. And, 20th Century based government institutions often have trouble reacting to its 21st century instantaneous speed, ubiquity and volume.

By the end of the course, the student will be able to:

- Address the issues of volume, velocity and veracity of information in cyber space and how they relate to intelligence gathering, analysis and dissemination in both the public and private sector;
- Evaluate the ability of non-nation state players to effect national and corporate security;
- Understand the challenges of devising systems to secure the current internet; and
- Examine the legal and politic implication of a system without borders.

### **INT 749: HOMELAND SECURITY INTELLIGENCE (3)**

This course provides students with an intellectual foundation for understanding the concepts of homeland security intelligence, as well as an overview of the US national homeland security framework including organization and policies. It examines the intellectual constructs used to frame security issues, intelligence based on those issues and the development of policies and strategies that lead to implementing programs that protect the United States' infrastructure and people from attack.

Over the semester, students will be challenged to examine the various paradigms that shape homeland security intelligence and critically apply them to contemporary homeland security challenges and examine how well or poorly these paradigms are reflected in current responses, organizations and policies.

By the end of the course, the student will be able to:

- Identify the organization and polices of US homeland security and its intelligence organization;
- Appraise how history and culture shaping homeland security intelligence perceptions and practices;
- Summarize theories of security and international relations that impact homeland security;
- Apply research methodologies to homeland security intelligence;
- Explain the purpose and formulation of policy strategy based on intelligence; and
- Appraise the public policy making process and its use and implementation of homeland security intelligence.

### **INT 751: RELIGIOUS EXTREMISM AND COUNTERTERRORISM (3)**

Though Muslim extremists currently dominate the airwaves, every religion has had, and continues to have, its own extremists, both high profile and relatively unknown.

The fundamental premise of this course is that in order to understand fully many of the violent conflicts that flood the airwaves, one must first of all be conversant in the language of religion and be cognizant of religion's role in these conflicts.

By the end of the course, students will be able to:

- Articulate and explain the elements of various religious extremist groups and the implications for American citizens;
- Analyze the history behind the evolution of the various countries' approach to dealing with religious extremist groups and the counterterrorism tactics used to denigrate them;
- Explain the prevalence in the media and the public discourse concerning some of the key religious extremist groups; and
- Critically diagnose the genesis of various religious extremist groups and how we can attempt to



counter them more effectively.

### **INT 790: INTELLIGENCE – INDEPENDENT STUDY (3)**

Please refer to *Section 13: Degrees and Other Programs* for information about the Independent Study.

### **INT 800: INTELLIGENCE THESIS (3)**

All MA students are required to write a thesis. The thesis is to be written under the supervision of a faculty member who is the official thesis advisor. Each candidate will also be assigned a professor who will be available to mentor the student. Each professor will represent one of the three elements. The thesis is intended to present vital new information on a significant aspect of national security environment.

## **INFORMATION OPERATIONS**

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### **IOP 601: ELEMENTS OF INFORMATION OPERATIONS (3)**

The Elements of Digital and Human Influence Operations (IOP) course is designed to give students a foundational understanding of the characteristics and functions of Influence Operations and the discipline's evolution from a reflexive battlefield strategy to a formalized and indispensable instrument of national power.

- Describe, through historical accounts, the use of information as a longstanding instrument of influence in military operations and explain the evolution of IO from a reflexive battlefield tactic to a formal discipline;
- Identify the three interrelated dimensions that comprise the information environment and explain how each dimension continuously interacts with individuals, organizations, and systems;
- Describe the information related capabilities and assess the doctrinal approach to developing integrated IO campaigns;
- Explain the information and influence relational framework and the application of information-related capabilities;
- Distinguish IO from other formal, coordinated communication efforts such as “Strategic Communication” and explain the IO authorities, responsibilities, and legal considerations that must be followed;
- Assess the risks and challenges associated with conducting IO campaigns in the Information Age recommend strategies for mitigating information blowback;
- Explain the importance of the information assessment process and describe the role of measures of performance (MOPs) and measures of effectiveness (MOEs) in assessing IO campaign success; and
- Discuss current views on the use of IO and assess evolving perspectives on IO use in future national security challenges.

### **IOP 635: INFLUENCE AND DECEPTION IN THE CYBER DOMAIN (3)**

Introduction to Influence and Deception in the Cyber Domain is designed to lay the historical, thematic and contemporary context that will provide the fundamental perspective and foundational knowledge required to successfully recognize, analyze and initiate counter deception activities. This course is designed for analysts in order to equip them with the necessary knowledge to understand the impact cyberspace has on deception operations. This course is divided into four parts. Part I will focus on generally accepted concepts of cyberspace itself, basic terminology and the law governing intelligence operations in

cyberspace. Part II is designed to introduce the student to the use of cyberspace as a channel to reach key decision makers and the impact near instantaneous communications has on deception operations. This part will include the deceptive use of cyber based social media and issues surrounding the use of real and virtual agents and double agents in deception operations. Part III will introduce the impact of surreptitious manipulation of data while it moves between the sender and the receiver. This part will also focus on cyber systems as sources of influence and deceptive information and specifically on the use of cyber systems as agents, double agents, honeypots and honeynets.

The learning objectives of this course are:

*Part I: Cyber Basics*

Explain the following:

- Key concepts of cyberspace with a focus on adversarial views of the domain;
- The fundamental principles and lexicon of cyber space and its associated systems; and
- The fundamentals of deception as they apply to cyber space operations and intelligence collection within cyber space.

*Part II: Cyberspace as a channel*

- Describe the impact of cyber space on the ability of deceivers to reach decision makers;
- Analyze the ability of social media and near instantaneous communications to influence decision makers directly and through the masses;
- Summarize the issues and complications of using agents and double agents (both real and virtual) as tools for passing deceptive information through cyberspace;
- Apply the basics of Latimer's principles of deception as outlined in "Deception in War" and JP 3-13.4; and
- Evaluate Barton Whaley's cognitive framework for deception analysis.

*Part III: Surreptitious manipulation of data, Honeynets and Honeypots*

- Outline the basic principles of data manipulation within cyberspace;
- List the basic tool and terminology used in data manipulation;
- Examine the impact on deception operations of data manipulation by the deceiver on decision makers, unwitting participants, and collateral participants;
- Explain basic terminology and use of honeynet and honeypots;
- Examine the impact of cyber 'presence' on verifiable and consistent deceptions in cyberspace;
- Summarize the basics of cyber psychology.

### **IOP 639: RESEARCH METHODS FOR THE SOCIAL SCIENCES (3)**

This course is divided into four discreet, yet interdependent parts:

- Qualitative Research Methods;
- Quantitative Research Methods;
- Critical Thinking and Complexity Theory; and
- Writing Workshop.

The overall objectives/learning outcomes are to:

- Equip students with the ability, skills and knowledge to conduct and produce quality research in the rapidly changing environment of 21<sup>st</sup> social science; and

- To give students the skills to evaluate and analyze a wide variety of social science situations in order to develop and enact new policy solutions to contemporary problems.

The objectives/learning outcomes for the sections on qualitative and quantitative research methods are to equip students with an understanding, expertise and ability to apply the most important contemporary research methods currently in use in the social sciences.

The objectives/learning outcomes for the section on critical thinking and complexity theory are to equip students with an understanding, expertise and ability to conduct research and apply solutions to the most complex social science issues in the increasingly interdependent, globalizing world.

The objectives/learning outcomes for the writing workshop are to direct students to apply the methods and skills they learned in the three previous sections, to improve their writing skills and to help prepare them for the research and preparation of their masters' thesis and set in place the ability to produce quality work in the future.

### **IOP 719: INDICATIONS AND WARNING (3)**

This course addresses the intelligence officer's awareness of signs that suggest the emergence of a near-term threat while there is still time to defeat or mitigate it. Awareness is heightened by one's situational intelligence, which provides a dynamic overview of a particular region or country or activity.

The learning objectives of this course are:

- Think critically and formulate well-reasoned judgments on ambiguous or incomplete information;
- Explain the role of the intelligence community in informing policymakers;
- Contextualize information with broader events and strategic goals; and
- Develop and communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **IOP 720: INFORMATION OPERATIONS (3)**

The emergence of information operations (IO) signaled a broadening of the original concept of information warfare (IW) beyond its early emphasis on electronic warfare and cyberspace-based attack and defense, to also include influencing a target audience's perceptions and behaviors, engage in public diplomacy, and leveraging new technologies in the media. This broadening implies a new emphasis on substantive issues of attack and defense of communications.

This course surveys the entire scope of IO in the 21st century, focusing on strategy, doctrine, and organization. Applied issues are also examined, including measuring the effectiveness of information planning and execution in today's information environment.

The learning objectives of this course are:

- Explain the role of the Special Forces in Information Operations;
- Differentiate the various definitions of terms related to IO such as PsyOps, Information Warfare, Political Warfare, Strategic Communication; and
- Construct ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **IOP 721: CYBER SECURITY (3)**

The global diffusion of information technology poses increasing security risks to the US government, private sector, and the public. This course is designed as a primer on cyber security. It focusses on cyber espionage: systematic internet spying by foreign governments and other entities to steal American intellectual property and military technology and to penetrate critical national infrastructure.

Students will be able to demonstration knowledge of the following topics:

- Definition of “Cyber” in the social science/security context; its predicates and evolution;
- Definition of “Cyber Security” in the context of national security;
- Federal, State and Local governance; roles and responsibilities;
- Military governance; roles and responsibilities;
- Security Ecology in Cyber Realm: individual, social, commercial;
- Individual cyber ecology: Cyber “Hygiene” and Cyber “Identity”;
- Social aspects of Cyber: Wired People, Wired Entities, Wired Crime;
- Commercial aspects of Cyber: CNI, Asset Ownership, Big Pipes and Big Data; and
- Effects and Implications of Cyber vulnerability.

The learning objectives of this course are:

- Summarize the main aspects of Cyber Security;
- Construct a conceptual understanding of contemporary crime and terror vectors;
- Develop analytical reasoning, discussion skills, and collaborative engagement; and
- Illustrate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **IOP 722: TERRORISM AND THE WAR OF IDEAS (3)**

This course will first define “War of Ideas” and the importance of recognizing the centrality of political influence in combating terrorism no matter what its ideological pedigree. Examples will be drawn from Nazi propaganda campaigns and techniques, Soviet influence operations and techniques, Iraqi propaganda and disinformation from 1993 to 2003, Post-Soviet Russian influence operations, as well as Islamist propaganda.

The learning objectives of this course include:

- Identify the main components of “the war of ideas”;
- Summarize the main influence campaigns and techniques used by foreign powers trying to influence the United States in the past and present; and
- Demonstrate and appraise how to recognize influence operations; and techniques to counter influence operations.

### **IOP 723: COUNTERING DISINFORMATION (3)**

This course will familiarize students with the basic techniques of influence as understood by experts in this field and the main influence campaigns and techniques used by foreign powers trying to influence the United States in the past and present. It will then show ways to recognize influence operations as well as explore techniques to counter influence operations.

Students will be familiar with these topics:

- Soviet Influence Techniques, notably Denigration and Disinformation. Examples of disinformation include: AIDS Baby Parts, Jonestown, and the Assassination;
- Iraqi Propaganda and Disinformation;
- Conciliatory Soviet Political Influence Operations;
- Conspiracy theories, urban legends, depleted uranium;
- Organ trafficking rumors (Made to Stick);
- Depleted uranium;
- September 11 conspiracy theories;
- Russian post-Soviet political influence operations; and
- The Challenge of Modernity and Change.

The learning objectives of this course include:

- Identifying the basic elements of influence operations;
- Analyze the main influence campaigns and techniques used by the Soviet Union and other hostile powers trying to influence the United States in the past and present;
- Demonstrate how to recognize disinformation operations;
- Explain techniques to counter influence operations; and
- Demonstrate how to communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **IOP 724: DIPLOMACY AND NATIONAL SECURITY (3)**

The element of statecraft is an essential ingredient in the defense of the nation's security. In addition to its constitutionally mandated role as the lead agency for foreign affairs, the State Department and the Foreign Service work increasingly closely with DoD, the US military, and the Intelligence Community in the fight against terrorism, the stabilization of Iraq and Afghanistan, and the resolution of international crises. This course will explore the synergies between diplomacy and the military-intelligence complex in the disbursement of foreign aid and arms transfers, nation-building, and the politics of coalition warfare. Discussion will also focus on the foreign affairs consequences of the Ukraine crisis, the growing power of China, US trade talks with Europe and Asia, and the Snowden intelligence breaches.

Students who complete the course should be able to demonstrate the ability to:

- Understand the workings of diplomatic tools in specific cultural and historical context;
- Assess and critically evaluate some of the practical dimensions of the art of diplomacy by analyzing specific cases;
- Appreciate some of the major new challenges to diplomacy, including state and sovereignty breakdown, dealing with non-state actors, differing conceptions of warfare, and alternative theories of political organization;
- Explain the role of economic diplomacy in supplementing traditional state-to-state diplomacy; and
- Critically analyze the use of various elements of statecraft, especially in establishing and promoting a grand strategy to counter terrorist ideologies.

### **IOP 725: PUBLIC AFFAIRS AND THE MILITARY (3)**

This course will explain the public affairs function of the military establishment and its drawbacks in dealing with the media at the very same time as communication on a global scale has grown in importance

exponentially. No longer is the media hampered by the requirement to speak primarily with press officers; embedded journalists have been allowed unprecedented access; and “journalist” is a term more loosely defined than ever when anyone can opine online through blogs and other non-print media. The course will examine specific examples and indicate how to communicate more effectively, especially by DOD and IC public affairs officers and others in government designated for this task.

Through this course, students will be able to:

- Evaluate the importance of communicating US military actions and policies to the American people as well as the world community;
- Explain the need for the US military establishment to respond effectively to revolutionary changes in information technology;
- Summarize some of the main pitfalls of communicating with the media in today’s environment of instant connection; and
- Demonstrate how to communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **IOP 726: STRATEGIC COMMUNICATION (3)**

This course will examine the degree to which well-executed communication strategies have the ability to transform conflict, nurture the emergence of stable, inclusive social and political order, and advance narratives that challenge extremism, support policy initiatives and advance democratic ideals.

Through this course, students will be able to:

- Define and explain the characteristics of strategic communication to include distinguishing the practice from related and supporting communication activities;
- Analyze the intent and implications of strategic communication used as an instrument of power by both government and non-state actors in international conflicts;
- Explain the basic trends that have shaped strategic communication in the past and the emerging factors that are likely to continue to transform it in the future;
- Demonstrate a working knowledge of the relevant conceptual approaches, scholarly research, theoretical foundations, and historical examples of the use strategic communication to achieve national security objectives;
- Analyze and present alternatives to ineffective strategic communication efforts related to ongoing national security, foreign policy, and political conflicts; and
- Explain how major shifts in the information environment, including where people get information, and who and what they find credible, is presenting new challenges to strategic communicators and changing the way the U.S. and other governments engage foreign publics.

### **IOP 727: NATIONAL SECURITY AND THE MEDIA (3)**

Particularly since the advent of the Internet and the explosion of widely-available sources of information, audiences have been exposed to a dizzying array of perspectives of varying accuracy. One of the results has been increased ideological polarization both domestically and internationally, with serious implications for national security. This course explores the effect of misinformation on public opinion, especially a skewed perception of American values and realities, and evaluates various attempts by the U.S. government to counter these trends, notably through USIA (the US Information Agency) which was folded into the State Department after 1999.

The objectives of this course are:

- Explain the enormous impact of Hollywood on world opinion;
- Analyze the history of mutual misunderstandings between the U.S. and other cultures, notably the Arab world, by examining the impact of media images;
- Appraise the image of the U.S. military projected by the media on the American public, and discuss the implications for national policy; and
- Demonstrate how to communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **IOP 728: INFLUENCE, DENIAL & DECEPTION (3)**

This course is designed to lay a historical, thematic context that will provide the fundamental perspective and foundational knowledge required to successfully initiate counter denial and deception activities. Students will deconstruct the strategies for successful influence operations and active measures in the execution of strategic influence operations and also be introduced to the analytical problems associated with deception operations against senior leadership conducted through the cyber domain.

Through this course, students will be able to:

- Characterize basic denial and deception concepts and be able to apply historical case studies in explaining those concepts;
- Evaluate the impact of the modern information environment on deception and deception channels;
- Evaluate the various tools for strategic deceptions to include influence operations and active measures;
- Assess both the construction and impact of tactical, operational and strategic deceptions;
- Construct and apply analytical strategies to identify and characterize deceptions; and
- Develop the skills to communicate the impact of deception on decisions, the implications of analysis in deliberately ambiguous environments and sound strategies for identifying and characterizing deceptions.

### **IOP 730: METHODS OF INFORMATION OPERATIONS MESSAGING (3)**

A fundamental goal of virtually any political policy, commercial venture or non-profit advocacy is to persuade a relevant audience to adopt a desired behavior consistent with the effort's purpose. Much like the seemingly infinite combinations of numbers resident in a lottery game, there is a correspondingly large number of ways to try and influence an audience. These ways can range from sending kinetic messages, imparting economic conditions, enforcing laws, logical arguments and creating emotional connections to deception and misdirection or even doing nothing. The trick, as in winning the lottery, is to find the right combination to win.

The challenge that a practitioner faces is in knowing how to evaluate the possible combinations in order to increase the odds of picking the winning approach. Confronted by a sea of methods, causes, messages and passions, how does one do it? Each offered approach will always have a success story or persuasive argument attached to it. Case studies of things that were successful in the past exist. The key to increasing the odds of predicting success is to understand and evaluate why things are successful, not merely to replicate something that worked once before. Circumstances, goals and audiences change. You must know why and how things will work for your particular challenge. It is the purpose of this course to teach you how to



understand the fundamental concepts of what makes strategic communication messaging work and use them to evaluate your challenge.

Specifically, the course objectives for students are to:

- Appraise the interrelated role that messaging plays in National Security and how it relates to Policy, Strategy and Information Operations.
- Explain and critically apply the core messaging concepts to evaluate messaging campaigns.
- Compare how core principles are the same for all applications from National Security, Marketing and Public Policy to Advocacy.

### **IOP 790: INFORMATION OPERATIONS – INDEPENDENT STUDY (3)**

Please refer to *Section 13: Degrees and Other Programs* for information about the Independent Study.

### **IOP 800: INFORMATION OPERATIONS THESIS (3)**

All MA students are required to write a thesis. The thesis is to be written under the supervision of a faculty member who is the official thesis advisor. Each candidate will also be assigned a professor who will be available to mentor the student. Each professor will represent one of the three elements. The thesis is intended to present vital new information on a significant aspect of national security environment.

## **REGIONAL STUDIES**

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### **RST 611: US-CHINA STRATEGIC RELATIONS (3)**

Understanding contemporary Chinese history, starting with the Qing Dynasty, with a focus on post 1979 normalization of Sino-U.S. relations, will permit the students to better understand China's approach to relations with the U.S. Knowledge of China's military and political organizations will permit the students to better understand these organs of power and how they attempt to manage the plethora of international and domestic issues confronting China. It will also permit the student to appreciate the complexity of crafting a national strategy for dealing with an expansionist China.

Students who complete this course will:

- Explain why “nationalism” in China today resonates with the people of China;
- Discuss the “century of humiliation” that China experienced and how an evolving, more powerful China need not be on a collision course with the U.S.;
- Identify and analyze geostrategic issues for which China and the U.S. secretly collaborated;
- Appraise contemporary Chinese history, starting with the Qing Dynasty, with a focus on post 1979 normalization of Sino-U.S. relations, will permit the students to better understand China's approach to relations with the U.S.; and
- Explain how China's military and political organizations will permit the students to better understand these organs of power and how they attempt to manage the plethora of international and domestic issues confronting China.



### **RST 628: STRATEGIC ISSUES IN LATIN AMERICA: NARCOTERRORISM (3)**

The centrality of Latin America to the global terrorist movement has increased in recent years. A particularly dangerous area is the highly porous, almost nonexistent, border between Brazil, Paraguay, and Argentina, a region is becoming increasingly dangerous, to the point of constituting a clear strategic threat to the U.S., allowing terrorist organizations, and drug traffickers throughout Latin America and the Middle East, to operate almost with impunity. This course will examine the lessons learned from Colombia and Mexico, and draw conclusions for future US actions to combat this danger in our own hemisphere.

Through this course, students will be able to:

- Understand the connections between terrorism and corruption in Latin America;
- Appreciate the role of Iran and other terror-sponsoring states in the network of narcoterrorism;
- Analyze the ideological basis for the seemingly unlikely connection between Islamist and leftist transnational criminal organizations;
- Survey the economic and political forces in Latin America that exacerbate the problem of narcoterrorism; and
- Demonstrate how to communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **RST 631: STRATEGIC ISSUES IN THE ASIA-PACIFIC REGION (3)**

China's increasing aggressiveness in the South China and East China Seas pose major impediments to regional stability in East Asia and the Pacific. This course considers the potential effects of a North Korean implosion, violence in the South China Sea, Sino-Japanese hostilities in the Senkakus/Diaoyutai on US interests and the regional balance of power.

At the completion of this course, students will be able to:

- Identify some key security policy challenges and opportunities in the Asia-Pacific region;
- Assess the applicability of various concepts and theoretical traditions to explain concrete developments in Asian security;
- Appraise the relevance of historical context to contemporary Asian security developments;
- Compare possible courses of action available to U.S. policymakers; and
- Demonstrate how to communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

### **RST 632: STRATEGIC ISSUES IN NORTH KOREA (3)**

This course will examine the origins of North Korea during the mid-twentieth century and its relationship to both China and the Soviet Union. Its evolution into the world's closest society and the leadership's decision to resort to nuclear threat for political blackmail will be studied in the context of the Western, and specifically American, response. North Korean negotiating style and its use of propaganda will be explored in depth. The human rights situation and international reactions are discussed in the context of national security, especially as it involves the recent close relationship with Iran.

The objectives of this course are:

- Summarize the origins of North Korea;

- Appraise the strategic goals of the North Korean regime;
- Analyze the strategic implications of U.S. actions;
- Assess the North Korean negotiating techniques; and
- Formulate possible future approaches to North Korea.

### **RST 633: STRATEGIC ISSUES IN EAST-CENTRAL EUROPE AND EURASIA (3)**

The post-Cold War nations of East-Central Europe and the former Soviet Union have followed very different paths, some choosing more economic and political freedom while others have clung to state control over the people's lives, with predictable results. The effect of joining the EU has proved a mixed blessing, while Russia's aggressive behavior toward its former colonies has created a sense of deep uncertainty and dismay, particularly in such places as the Caucasus, the Baltics, and the Balkans. This course will explore the historical context of the contemporary strategic landscape, with particular emphasis on the uses of post-communist nationalism.

Students who complete the course should be able to demonstrate the ability to:

- Analyze some of the common political and economic history of the many nations within this otherwise large and diverse region;
- Evaluate some of the cultural, religious, and ethnic clashes that have plagued this area for many centuries;
- Study the crucial role of nationalism in this region;
- Analyze regional opportunities, challenges, and threats to U.S. interests and goals presented by democratic and other changes;
- Appraise the mixed impact, both positive and negative, of the European Union on this region;
- Summarize the critical roles of Russia, China, and Iran;
- Evaluate the recent rise of radical Islamist elements in the region, and the complex networks of transnational criminal groups that threaten both regional and global security; and
- Define and differentiate between the concepts of foreign aid, humanitarian assistance, reconstruction, democratization, democracy-building, nation-building, colonizing.

### **RST 634: STRATEGIC ISSUES IN AFRICA (3)**

As the unrest throughout the Middle East has spread to the surrounding areas, Africa has become another breeding ground for terrorism in North Africa (al-Qaeda) and Nigeria (Boko Haram). Environmental issues, famine, ethnic warfare, and the resulting movement of peoples across borders compound regional security problems. This course also considers Africa's economic growth as a possible stabilizing influence. Emphasis will be placed on the efforts of the international community to address such problems as pervasive corruption, the effect of AIDS, and the failure to consider Africa as a higher priority among the security concerns of developed states, especially the US. It will also examine the role of weak state institutions in attracting emerging threats from piracy, narcotics trafficking and organized crime.

After completing this course, students will be able to:

- Understand the evolution of US policy toward Africa;
- Learn to appreciate Africa's enormous economic and political diversity;
- Analyze the tensions arising from terrorist activity in Northern Africa and spreading throughout the continent;
- Assess the relative relevance of ethnic and religious diversity in Africa;

- Explore the interests of China in Africa and the implications for US national security; and
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

#### **RST 640: US COMPETITIVE STRATEGIES IN THE GREATER MIDDLE EAST (3)**

The focus of this course will be on U.S. strategies for reconstituting American political and strategic influence in the 21st Century Middle East and securing our long-range national security interests. We will begin by looking at America's diverse interests across the region, and end with a look at U.S. policy opportunities and options for reconstituting America's position and influence in the Middle East and competing on multiple fronts with heterogeneous foes.

Through this course, students will be able to:

- Acquire a “domain” understanding of the changing strategic and political landscape of the Middle East and the major trends and dynamics shaping its future;
- Analyze the sources of conduct of various state and non-state actors, the relative strengths and weaknesses of these actors, as well as the how their alternative courses of action could affect future security environments; and
- Identify opportunities to affect the unfolding competition and also about the alternative strategies and tools that the U.S. might use to influence it.

#### **RST 641: US COMPETITIVE STRATEGIES IN EUROPE (3)**

The United States has always had a special in and connection with Europe. The overwhelming majority of the U.S. population has European roots and from the beginning of the American Republic until the end of World War II Europe was politically, economically and militarily the most important region of the world. As such, for more than 200 years Europe had been a critical for U.S. national strategy.

- Analyze Europe in the context of American strategic issues; and
- Develop U.S. strategic options in context of current European realities.

#### **RST 642: ARAB-ISRAELI CONFLICT: STRATEGY AND POLICY (3)**

This course will investigate US strategies and policies concerning the Arab-Israeli conflict and examine how Israel, the Arab-Israeli minority, and various Palestinian elements utilize diverse means to achieve their ends. It will explore Israel's security challenges from regional state and non-state actors, including Israeli extremists, Hamas, Hezbollah, Salafi Jihadists, and assess regional instability and options for Israelis, Palestinians, other regional actors, and for the United States.

- Distinguish how the U.S., Israel, Palestinian Authority and Hamas view the conflict;
- Appraise the influence from Israeli and Palestinian pressure groups;
- Assess how non-state actors impact the conflict;
- Analyze the core issues dividing Israelis and Palestinians;
- Compare and contrast American, Israeli and Palestinian strategies for the conflict;
- Analyze challenges and opportunities with Iran and the “Arab Spring”; and
- Create policy options to advance Middle East stability.

### **RST 643: THE CONTEMPORARY MIDDLE EAST: A NEW LOOK AT CHANGING REGIONAL DYNAMICS**

This course aims to provide students with an understanding of the changing regional dynamics of the Middle East. The region serves as the primary source for international energy consumption, yet remains an epicenter of instability, radicalism and terrorism. The 2010 Arab uprisings, Iran's quest for nuclear capability and the rapid expansion of Islamic State have greatly increased the volatility by threatening the sovereignty and territorial integrity of regional states. A resurgence of political Islam and growing sectarian divide between Sunnis and Shiites add to the regional disorder. Middle Eastern states too weak to control their territory lack the legitimacy or kinetic ability to exert full control over their borders. In these fragile areas, state and non-state threats thrive and pose tremendous national security challenges and concerns for the region and beyond.

The course will examine the national security challenges facing Syria, Lebanon, Iraq, Turkey, Egypt, Saudi Arabia, Iran, Jordan, Israel, and the Palestinians, and analyze how recent shifting political, social, and economic dynamics impact them. The course will focus on the regional actors' attitudes of the challenges and threats they face and on the strategies they have chosen to confront them. It thus provides critical perspective to students seeking a more comprehensive understanding of the changing Middle Eastern landscape and foreign policy. The course is designed for students interested in the Middle East, particularly those interested in national security issues, students of comparative politics and future practitioners, with a curiosity in regional studies.

By the end of this course, students will be able to:

- Explain and describe how the various ethnic and religious groups function and compete in the Middle East;
- Assess the causes and consequences of the "Arab Spring" uprisings;
- Distinguish how monarchies and republican regimes have responded to the Arab uprisings;
- Compare and contrast how Iran, Turkey and Israel perceive and respond to the Arab uprisings;
- Evaluate the risks and opportunities non-state actors pose to the region;
- Consider options for state and non-state actors to achieve stability;
- Summarize the core issues separating Israelis and Palestinians; and
- Analyze how Saudi Arabia and Iran function and compete for regional hegemony.

### **RST 725: ISLAMIC POLITICS AND TERRORISM (3)**

Islamic revivalism is one of the most significant political, social and cultural phenomena of the 21st century, and will remain a potent force in the foreseeable future. Islamist movements are not monolithic, and tactics differ toward gaining power and implementing Islamic law. In recent years some Islamists have participated in politics and gained power through elections such as Hamas in Gaza, Ennahda in Tunisia, and the Muslim Brotherhood in Egypt. Others have taken up arms to resist violently against the state in Libya, Sinai, Syria, Iraq and Yemen. The Islamic Republic of Iran expands its empire through proxies and terrorist militias. Al-Qaeda and Islamic State do not recognize the notion of the international Westphalian state system, and strive to erase recognized borders in the areas in which they operate to resurrect an Islamic empire called the Caliphate. While hatred of Israel, the West, secularism and liberal democracy persists, the immediate victims of militant Islamist violence are non-conforming Muslims and ethnic-religious minorities.

The course will analyze the ideology and goals of Sunni and Shia Islamist movements. It will assess what motivates these movements and why they are successful, and analyze their strengths and weaknesses. The course will explore their attitudes of the crisis of Islam in the contemporary era; the desired form of Islamic governance; the meaning of jihad in the contemporary era; and the compatibility between Islam and

democracy. In particular, the course will examine Hamas, Hezbollah, the Muslim Brotherhood, the Iranian revolutionary regime, the Taliban, al-Qaeda, and Islamic State.

By the end of this course, students will be able to:

- Distinguish Islam as a religion and Islamism as a political ideology;
- Compare and contrast Sunni and Shia Islamist movements;
- Analyze the ideology, goals and tactics of Islamist movements;
- Assess how Islamist movements threaten U.S. national security interests; and
- Analyze the long-term strengths and vulnerabilities of Islamist movements.

### **RST 726: NORTHEAST ASIA SECURITY (3)**

East Asia is a region that is undoubtedly of critical importance for the entire world: it is home to half the world's population and rapid economic development in the region has fueled global economic growth. Yet it is also a region experiencing dramatic political and social changes that have profound implications for regional and global stability. Northeast Asia is of particular importance because it is a regional nexus in which the interests of the three largest economies and nuclear powers in the world converge. It is also the only place in the world today in which the Cold War still rages and the potential for major armed conflict is tangible. As such, this course takes a conceptual approach to analyzing the region by examining the security, political, and economic issues focusing on the major and middle powers in Northeast Asia: China, Japan, and the two Koreas, and the United States and its role in the region.

Readings for the course will focus on the current policy debates as well the conceptual/theoretical issues that inform these debates, including the resiliency of alliances in the post-Cold War and global terrorism environments; economic growth and energy/resource needs; national memory and historical animosities; democratization and modernization; multilateralism, and the role of the United States in this globally critical region.

We begin in the first section with an examination of the major theoretical paradigms and frameworks for the study of relations among states. This will lay the groundwork for a rigorous analysis and interpretation of the next two sections in which we will examine each of the major actors in Northeast Asia – China, Japan, the two Koreas, and the United States – and then address the functional issues that are most salient in shaping regional dynamics. The purpose of this course is to equip students with the analytical tools necessary to better examine, understand, and explain some of the most important political and economic phenomena confronting the world today. As such, there will be a heavy emphasis on reading preparation, class participation, and developing analytical skills through effective communication, both written and oral. As a discussion seminar, students are expected to engage in active and informed participation. This requires close reading of the assigned materials and the analytical capability to critique and integrate arguments presented in the readings.

By the end of the semester students will be able to:

- Apply the fundamental concepts and schools of thought in the study of relations among states as well as the specific issues pertinent to the region of Northeast Asia;
- Critically assess events and trends in Northeast Asia through the identification of dependent and independent variables, and evaluate the logical consistency of interpretations about regional events and trends;
- Explain the role of domestic and international actors that contribute to the development of diverse

- issues such as development, liberalization, and modernization;
- Demonstrate effective oral presentations and articulate ideas during class discussions; and
- Write analytical briefs that draw contrasts among different theoretical frameworks and apply them effectively to the analysis of empirical cases.

### **RST 727: RUSSIAN POLITICS AND STATECRAFT (3)**

Russia was once the main geopolitical adversary of the United States and in recent years once more a challenge to U.S. foreign and domestic politics. The course poses two intertwined questions central to understanding the foreign policy, economy, and politics of contemporary Russia. Students satisfactorily completing the course will be able to understand the Russia that preceded Vladimir Putin, the ways he has changed the country, and most importantly for future U.S. policy practitioners, the origins and consequences of his major decisions in office. The first major question is how the current borders of the Russian Federation came into existence. The disputed annexation of Crimea has revived interest in where Russia's borders and interests begin and end, and reflects the importance of geography to Russian strategic thinking. Few natural defenses and repeated invasions have generated existential strategic insecurity that expresses itself through seeking spheres of influence, being party to "frozen conflicts", and now intervening into civil conflicts in Syria and Ukraine. The second question is how the Russian president obtains, exercises, and loses political power. We will evaluate different scholarly approaches to leadership in Russia – "Iron Tsars" dictating outcomes or corporate chairmen balancing competing bureaucratic and social interests – and examine the recurring conflicts between formal political institutions and informal politics. Through these questions, we will answer enduring questions on Russia, its economy, and its role in international politics: patterns of cooperation and confrontation with other great powers, a seemingly stubborn inability to diversify away from natural resource dependence, and Russian leaders who appear all-powerful up until the moment they are deposed. The course provides sufficient historical background on Russia but focuses temporally from the end of the Soviet period through the present day.

By the end of this course, students will be able to:

- Explain and describe basic diplomatic, political, and economic history of Russia over the past 1000 years;
- Explain Russia's border changes from the era of Muscovy to the present;
- Compare and contrast varying approaches to Russian executive leadership;
- Assess varying sources and types of Russian geopolitical insecurity, expansions and contractions of regional and international power projection and hierarchical alliance networks;
- Evaluate the economic bases and political economy of the state in the imperial, Soviets, and contemporary periods; and
- Analyze the sources of change, stability, instability, and order in Russian internal affairs and domestic politics.



## SECTION 16: DANIEL MORGAN GRADUATE SCHOOL OFFICIALS

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