



Academic Catalog

2018–2019





Academic Catalog

2018–2019 ACADEMIC YEAR

Foreword

Students are responsible for reviewing the 2018–2019 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.

Daniel Morgan Graduate School (DMGS) is a graduate school with a focus on innovative programs and dynamic curriculum development. To reflect this 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. Copies of 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 Middle States Council on Higher Education accreditation guidelines.

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<https://dmgs.org>

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Introduction

OUR HISTORY

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.

Seventeen 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.

OUR NAME

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, a superb leader, and an outstanding commander; the Battle of Cowpens, for 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 determination to forge successful outcomes under the most difficult circumstances exemplify the principles of the Daniel Morgan Graduate School.

OUR MISSION

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

OUR VISION

Making a more secure world one graduate at a time.

OUR VALUES

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: The Graduate School 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

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, Chairman of the Board
- Marion 'Spike' Bowman, J.D. President Emeritus
- Timothy E. Donner, Treasurer
- Julian Kulski, Ph.D., Secretary
- Martin Mendelsohn, J.D.
- Sylvia Naylor, Ph.D.

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

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

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 Capitol Hill, the National Archives, surrounding educational institutions, and government agencies.

Academic Calendar

POLICY ON ACADEMIC CALENDAR

The academic year consists of two semesters that begin in August (fall semester) and January (spring semester). An eight-week summer term is also offered. DMGS defines a semester as being 15 weeks. The academic calendar is posted on the school website.

2018 FALL SEMESTER

August 24	New Student Orientation
August 27	Fall Semester begins
September 3	Labor Day, DMGS closed
September 4	Tuesday classes held as scheduled
September 7	Monday classes (Labor Day) will meet on Friday, September 7
September 7	Last day to drop a course without record (Census Date)
September 7	Deadline to file an Application for Graduation for 2018 Fall Semester
September 17–21	Early student evaluation of courses; faculty appraisal of classes
October 8	Columbus Day, DMGS closed (Monday)
October 12	Monday classes (Columbus Day) will meet on Friday, October 12
October 25	Last day to drop with a grade of W which does not impact GPA
October 26	Courses dropped after this date will receive grades of WP or WF which may impact GPA
November 12	Veteran's Day, DMGS Closed
November 16	Monday's classes (Veteran's Day) will meet on Friday, November 16
November 21–23	Thanksgiving Break, DMGS closed
November 26–30	Advising and Preregistration for 2019 Spring Semester
December 3–7	Student final evaluation of classes
December 7	Last day of classes
December 10–14	Final Examinations
December 17–21	Faculty Grading Period
December 21	Deadline for faculty to submit final grades to Registrar
December 21	DMGS Closed for the Holidays

2019 SPRING SEMESTER

January 11	Orientation for new students
January 14	Spring Semester Begins—First week of classes
January 21	Martin Luther King, Jr. Day Holiday, DMGS closed
January 25	Monday classes (MLK Holiday) will meet on Friday, January 25
January 25	Deadline to fill Application for Graduation 2019 Spring Semester
January 25	Last Day to drop a course without record (Census Date)
February 11–15	Early student evaluation of courses; faculty appraisal of classes
February 18	President's Day, DMGS closed
February 22	Monday classes (President's Day) will meet on Friday, February 22
March 4–8	Spring Break for Students and Faculty
March 11	Last day to withdraw with a grade of W which does not impact GPA
March 12	Courses dropped after this date will receive grads of WP or WF which may impact GPA
April 15–19	Preregistration for 2019 Summer Term and Fall Semester
April 22–26	Student final evaluation of classes
April 26	Last day of classes
April 29–May 3	Final Examinations
May 3, 6–7	Faculty Grading Period
May 15	Deadline for faculty to submit final grades to Registrar
May 19 (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
- 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

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.

Admissions

APPLICATION

DMGS encourages applications from all who desire to complete a Master of Arts degree in National Security, Intelligence, Managing Disruption and Violence, 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.

NON-DISCRIMINATION STATEMENT

The Graduate School prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, and veteran status. Discrimination on the basis of sexual orientation, gender identity, or gender expression is also prohibited.

APPLICATION PROCESS

The application for admission must be completed online.

GUIDELINE STATEMENT

Persons whose academic records indicate the ability to succeed in advanced graduate work may be admitted to the Daniel Morgan Graduate School for National Security (DMGS) or into a certificate program offered by the School. The provisions herein constitute (DMGS) minimal requirements for admission. Individual departments and programs may be more selective.

Applicants can apply to be degree-seeking, non-degree-seeking, or certificate program participants. Applicants pursuing an identifiable degree program are degree-seeking; those applicants entering a certificate program are certificate-seeking; those who are not pursuing an identified degree or certificate program are admitted as non-degree-seeking. No student may work toward a graduate degree without being accepted as a degree-seeking or matriculating student in a specific graduate degree program.

ENGLISH PROFICIENCY

In accordance with the policy on English Proficiency Requirements for International Admission to Graduate Study, all international applicants must demonstrate English proficiency, even if they indicate that English is their first language. Domestic applicants who indicate that English is not their first language must demonstrate English proficiency as described in the Admission policy. TOEFL, IELTS Academic Test, PTE or other equivalents are acceptable.

Policy Statement

The following are acceptable means for verifying English proficiency for purposes of admitting international students and domestic non-native English speakers:

Official scores from an English proficiency standardized test (e.g. TOEFL, IELTS-Academic, or PTE), sent by the testing agency to the Office of Admissions at DMGS. Official scores must be less than two years old.

TOEFL Required Scores

TOEFL	TOEFL (iBT)	IELTS-Academic	PTE
All part total score at least 100	Reading, 22-30; Listening, 22-30; Speaking 26-30 and Writing 20-24.	Minimum overall score 8.0 with no part score below 7.0	Minimum overall score 55 with no part score below 50

TOEFL Provisional Admission Score

TOEFL (paper)	TOEFL (iBT) Taken prior to 7/2017	IELTS-Academic	PTE
All parts scores 56 Reading, 15-21; Listening 15-21; and Writing 17-23	Listening 31-68; Structure / Written 31-68; Reading 31-67. Total min. 150	Minimum overall score 8.0 with no part score below 7.0	Minimum overall score 45 with no part score below 40

PROVISIONAL ADMISSION

Applicants who meet the minimum admission requirements or who have one or more deficiencies in grade-point average, or deficiencies in other areas as determined by the department or program, but who meet all other admission standards, may be admitted on a provisional basis. Students granted provisional admission **shall not** be considered in academic good standing until the department and Dean of Graduate Studies recognize that the student has met the requirements for regular admission as described below.

Provisionally admitted students may only register for a part-time schedule of courses. An exception will be provided for international students admitted provisionally in order to comply with the full time enrollment requirements of the F1 visa.

If an applicant is admitted provisionally, it is expected that the Dean, the student's program chair, and the faculty advisor review the student's progress immediately following the first semester of graduate study. This review will determine whether the student has met the requirements for regular admission.

If the student meets the requirements for regular admission, the program chair of the program which the student is enrolled will request that the Dean of Graduate Studies move the student from provisional to regular status. If the student does not meet the requirements for regular admission by the time of review, the student may be continued on provisional status for one additional semester only or dismissed immediately.

A student with provisional status may be dismissed at the conclusion of any semester if the student fails to earn a 3.0 GPA; or meet other requirements for regular admission. If, after the first semester, provisional continuation is recommended by the Dean of Graduate Studies, the student may remain on provisional status until the student meets the requirements for regular admission.

NON-DEGREE-SEEKING ADMISSION

When a non-degree-seeking applicant applies to the Daniel Morgan Graduate School, the applicant must have completed a bachelor's degree, and if applicable, meet the English proficiency requirements for non-degree-seeking admission. A non-degree seeking applicant is not required to meet the other

requirements for regular admission, if the non-degree-seeking student later applies for regular admission; is accepted as a regular degree or certificate program participant; then the student may transfer up to six (6) credit hours earned as a non-degree-seeking student toward a graduate certificate or degree, or three (3) credit hours in the case of a nine-hour certificate. Students who withdraw from a degree program and subsequently seek admission to a certificate program are subject to these same transfer limits.

International students seeking F-1 status must meet the standards of regular admission for matriculating students.

OFFERS OF ADMISSION

Offers of admission are valid for one year from the term of admission, as long as the admitting program chair and dean approve a deferral to a future term. If individuals offered admission are not registered and in attendance at DMGS after one year from the date of the deferred admission decision, the admission will be rescinded. If this occurs, the prospective graduate student must submit a new application, application fee, official transcript, and all other required materials. Previous acceptance into a graduate program does not guarantee an admission offer for a future application.

REQUIREMENTS

DMGS encourages applications from all who desire to serve the nation by mastering specific fields of graduate study in National Security, Intelligence, Managing Disruptions and Violence, and Regional Studies.

ADMISSION STANDARDS

For admissions consideration into the graduate programs at Daniel Morgan, an applicant is required to have earned an undergraduate degree with a minimum GPA of 3.0 in the last 60 hours of the baccalaureate degree program. Applicants must also demonstrate from either their professional experience or their writing, published materials, and/or interviews that they are prepared to undertake graduate-level work. GPA requirements may factor less in determining an applicant's viability if they have demonstrated above average professional achievement. A student must submit results of nationally standardized test such as the Graduate Record Examination (GRE). The applicant's

objectives for seeking a graduate degree in national security are of paramount importance, as are the quality and clarity of both writing samples.

Applications are reviewed on a rolling basis (see the Application Deadlines for fall, spring, and summer as outlined in the DMGS Procedure for Admissions). Applicants are encouraged to complete the application process as early as possible and at least forty-five (45 days) in advance of New Student Orientation preceding the beginning of the corresponding semester.

A completed Application for Admission requires the following:

- Application for Admission;
- Current Resume;
- Statement of Purpose—not to exceed one page;
- Original Writing Sample—five to seven pages (student must be the sole author);
- Two letters of recommendation (one **must** be academic) two academic recommendations are preferred;
- Official transcripts from all previous institutions attended; and
- GRE scores (minimum **150** on Verbal—**152.6** on Quantitative,—**3.5** for Analytical Writing). (See Requirements for English proficiency testing for non-English speakers above).

CONFIDENTIALITY NOTICE

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

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 canceled.

ADMISSION NOTIFICATION

Applicants will be notified by email of the admission decision.

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

ADMISSION DEFERRAL

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

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.

OFFICIAL TRANSCRIPTS

DMGS must receive official transcripts from all newly admitted students at least two weeks before the first day of classes, for the term in which the student is admitted. Failure to provide official transcripts will result in a transcript hold being placed on the student's academic record. The hold will block any future registration for the student until the official transcript has been received.

D.C. Vaccination Requirements

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; and

- 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>.

Tuition and Fees

For the 2018–2019 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.

Full Time Master's Program Estimated Cost of Attendance (9 Credit Hours)

Tuition and Fees	\$11,700 per semester	\$23,400 per year
Living Expenses	\$10,270 per semester	\$20,540 per year
Books and Supplies	\$775 per semester	\$1,550 per year
Transportation	\$553 per semester	\$1106 per year
Personal Expenses	\$2,020 per semester	\$4,040 per year
Total	\$25,318 per semester	\$50,636 per year

Certificate Program Estimated Cost of Attendance

1 Semester Certificate Courses	\$12,000
Instructional Materials	\$500

New Student Orientation

STUDENT ORIENTATION

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.

INTERNATIONAL STUDENT ORIENTATION

International students bring their own unique needs. To address these needs, DMGS dedicates a portion of orientation to international students. Topics addressed include immigration and legal responsibilities. During orientation, international students are required to check in with the Office of the Registrar.

Academic Advising

FACULTY ADVISING

The Graduate School maintains its dedication in support of a positive learning environment for all graduate students. It is DMGS policy to provide every student with the necessary faculty support required to excel in his or her academic work. However, it is the student's responsibility to meet all degree requirements. To promote self-efficacy for all graduate students, DMGS urges all students to take advantage of the faculty advising process. Before the start of a new semester, students cannot register for classes until they have had a mandatory advising session with their faculty advisor. Students are required to meet with their assigned faculty advisor based on the advising requirements of their individual program of study and are encouraged to regularly meet with faculty advisers outside the required meetings.

The primary responsibility of the faculty advisors is to provide every opportunity for the student to succeed within their respective program. The purpose of faculty advisors is to guide students through the academic processes during their time at DMGS. At DMGS, faculty advisors assist students in navigating their program of study, match student talents and interests to career objectives, and guide students in the selection of courses that support student career objectives. DMGS realizes that a student's program of study is a significant investment of time and energy. Through regular advising appointments with faculty advisors, faculty can ensure students' investment of time and energy is spent wisely.

The Graduate School expects students 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. An instructor who at any time during the course of any semester determines that a student is not progressing satisfactorily or is earning a grade of "B-" or lower, shall immediately deliver an *Academic Standing Report* on that student to the Office of the Dean of Graduate Studies.

Students are assigned a faculty advisor during their first term of enrollment. A student may request a different faculty advisor by submitting a Change of Advisor form, available in the Office of the Registrar.

ADVISING AND MENTORING

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.

Thesis Advising Program

Daniel Morgan Graduate School of National Security (DMGS) Masters of Arts (MA) Degree requires all students to successfully complete a thesis. The purpose of the thesis is for students to demonstrate at the master's level the ability to research, analyze, and evaluate relevant topics to create insights that contribute to existing scholarship in their field. The program demonstrates student proficiency to meet DMGS institutional learning outcomes:

1. Mastery of the skills of critical and innovative thinking;
2. Adroitness in Communications;
3. Facility in Research;
4. Adeptness in reasoning; and
5. Diligence in analysis when drawing conclusions from imperfect data.

Thesis Learning Objectives

1. Demonstrate the ability to accomplish detailed, valid and accurate research from a wide variety of sources.
2. Clearly, concisely and logically communicate ideas in writing.
3. Successfully apply critical, defensible and substantiated evaluation and analysis leading to unique insights.

Thesis Description

A DMGS thesis is a 50–75 page paper exclusive of a table of contents, appendices, and a bibliography. A minimum of a B minus is required to pass. Completion of the thesis course will award the student three (3) pass/fail credit hours towards his/her degree. The thesis topic shall be either a research question or a case study relevant to the student's major that will contribute insights to existing scholarship in their field. The student will consult the *Chicago Manual of Style's* principles supplemented with Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* for style.

Prerequisites

Prior to registering for thesis, students must accomplish the following:

1. Successfully complete all other major-/program-required credit hours accepted by DMGS towards their MA degree;
2. Be in good academic standing as defined in this catalog;
3. Complete NSC 639 Research Methods for the Social Science; and
4. Have an approved thesis proposal.

A Thesis Policy and Procedure Program manual can be obtained from a faculty advisor. Students should request the manual prior to enrolling in thesis.

ORAL EXAMINATION

All students must participate in an oral exam after the successful completion of all course work and the thesis. This oral exam is a combination of an examination of the student's mastery of the subject matter of the course work he/she has taken and a defense of the thesis. The examination will last between 2 and 3 hours.

INSTITUTIONAL RESPONSIBILITY TO GRADUATE STUDENTS

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.

Registration and Enrollment

COURSE LOADS

Full-time status for graduate students is defined as three or more courses (nine [9] or more credits per semester).

Enrollment in fewer than nine credits per semester, constitutes part-time status.

International Students must maintain at least nine (9) credit hours of registration during the fall and spring semesters for the purposes of enrollment certification to the U.S. Citizenship and Immigrations Services (USCIS) of the U.S. Department of Homeland Security.

AUDITING A COURSE

Any student seeking to audit a DMGS course must select the audit option upon registration in SONIS or register through the Office of the Registrar. Auditors will not receive academic

credit for the course. Audited courses do not count towards full time enrollment. A grade of “AU” will be recorded on the student’s transcript.

REGISTRATION

All students must have the approval of their faculty advisor before registering for classes. Students should view courses for the semester and enroll for courses using SONIS, the student information system.

CLASS SIZE

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

Student Services

STUDENTS WITH DISABILITIES

In accordance with the American Disabilities and Section 504 of the Rehabilitation Act, DMGS will provide eligible students with a documented disability reasonable accommodation in order to ensure equal access to college programs and activities.

Students with disabilities may experience barriers that put them at an unfair disadvantage compared with students who do not have disabilities. Accommodations level the playing field between students with disabilities and students without disabilities.

The Director of Student Services serves as the point of contact for ADA compliance concerns, complaints and requests for disability accommodations. Students are not required to disclose a disability; however, students who would like access to accommodations and services must register with the Director and provide documentation.

A complete rendering of specific references for students, can be found in the Student Handbook.

CAREER PLANNING

The Graduate School provides students with a career development professional who counsels students on topics such as; 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.

STUDENT GOVERNMENT ASSOCIATION

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.

Academic Policies

EFFECTIVE CATALOG

Students are graduated under the provisions of the catalog of their matriculation date. A student's matriculation date is the day of first enrollment following admission. If a student is readmitted, the matriculation date becomes the day of first enrollment following readmission.

INDIVIDUALLY IDENTIFYING INFORMATION

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 a right to have their individually identifying information remain private. 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. Such information will not be publicly discussed in class or on campus.

STATEMENT OF ACADEMIC FREEDOM

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).

STUDENT NOTIFICATION OF RIGHTS UNDER FERPA

FERPA (the Family Education and Privacy Act of 1974) also known as the Buckley Amendment, is a federal law that protects the privacy of student education records. It was established to guarantee the right of students to control access to their educational records.

DMGS has established policies and procedures in compliance with FERPA regarding privacy and the release of student records.

FERPA provides four basic rights to students:

- To inspect and review information in their educational records;
- To request a correction to their record;
- To consent to disclosure of personally identifiable information in their education records; and
- To file a complaint with the U.S. Department of Education concerning alleged failure by the institution to comply with the requirements of FERPA.

Education records are any records that relate to a student and are maintained by the institution. Except as provided by law, DMGS will not release personally identifiable information from a student's educational records without the student's prior consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by DMGS in an administrative, supervisory, academic, research, or support staff position. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

FERPA permits the disclosure of directory information without a student's consent unless the student has requested a FERPA Block to withhold the information. At DMGS the following is considered directory information:

- Name
- Dates of attendance
- Grade level (graduate student)
- Degree status (e.g., expected graduation date, degree conferral date or term)
- Enrollment status (full-time, part-time, or not enrolled)

The DMGS Registrar serves as the FERPA Compliance Officer.

To file a FERPA complaint with the U.S. Department of Education, contact the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Avenue SW, Washington, D.C., 20202.

For more information from the U.S. Department of Education, please refer to the following page: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

TRANSCRIPTS

Official transcripts will be sent to other education institutions, agencies, firms, or entities upon a signed, written request by the student. Students can fill out a Transcript Request form available on the Office of the Registrar website.

Unofficial transcripts are available to current students via SONIS.

ADMINISTRATIVE HOLDS

A hold may be placed on a student's academic record for variety of reasons including failure to meet obligations to the Graduate School. Registration for classes or requests 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.

Each student who has any form of a hold, must contact the office which placed the hold in order to clear his or her status.

CREDIT HOUR

A credit hour is the unit of measuring education credit, usually based on the number of classroom hours per week throughout a semester.

DMGS defines a credit hour on the basis of the Carnegie unit. A Carnegie unit is defined as one hour of classroom instruction and two hours of assignments outside the classroom, for a period of 15 weeks for each unit (credit).

DROP/ADD

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. Students should refer to the 2018–2019 academic calendar for specific dates.

COURSE WITHDRAWAL

After the drop/add period, a student may withdraw from a course by requesting a meeting with the faculty advisor. While a student has an absolute right to withdraw from any course at any time (prior to the submission of final 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.

International students must maintain a full-time course load. Any student on an F-1 visa should seek the approval of the Office of the Registrar, which provides immigration advising before withdrawing from a course.

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 "W", "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

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.

To withdraw from all courses, students must complete the DMGS Withdrawal Form available from the Office of the Registrar web page. This form should be signed, dated, and returned to the Registrar for the withdrawal to be properly recorded. Students who withdraw from all classes will be assigned an appropriate grade in consideration of their academic calendar.

Students may request a complete withdrawal from all classes at any time between the first and the last day of classes for the semester. Students should submit the withdrawal form to the Office of the Registrar before the last day of classes listed in the academic calendar. 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 mental health causes.

In addition to academic consequences, a withdrawal can have serious effects for students receiving financial scholarships or stipends and international students attending on a F-1 visa. It is the student's responsibility to review these potential implications with both the Director of Scholarships and Financial Aid as well as the Office of 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.

LEAVE OF ABSENCE

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 enroll for class in any regular semester following attendance in the previous regular semester with no notice given will be considered a withdrawal from the Graduate School.

International students who hold an F-1 visa must register each fall and spring semester due to visa requirements. Such students must file a Leave of Absence Request Form for any fall or spring semester they wish to take off, obtaining written authorization from the Office of the Registrar. If remaining in the country, such leaves will not be granted.

Students have sixty (60) days to notify the Office of the Registrar of the reason for their extended absence. For those students who wish to continue their 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 canceled.

Any student who is a federal employee, including members of the U.S. 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.

A student who requires 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 telephone 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.

GRADUATION REQUIREMENTS

The Office of the Registrar must certify that a student has completed all of the requirements for graduation. To be eligible for the M.A. degree, each student will be required to:

- Complete the Application for Graduation by the stated deadline on the academic calendar and obtain all signature indicated on the form;
- Have fulfilled all 30 credit hours, and course requirements for the degree with a grade of B- or higher;
- Have successfully completed the oral examination; and
- Maintain Satisfactory Academic Progress as outlined within the academic catalog (minimum 3.0 cumulative GPA).

GRADUATION AND COMMENCEMENT

Degrees are conferred in May, July, and December. There is one formal Commencement ceremony in May.

A student must file an Application for Graduation form available on the Office of the Registrar website by the deadline posted.

The completion of an Application for Graduation does not guarantee that a student will graduate. An audit of the student's degree will be completed by both the student's faculty advisor and the Office of the Registrar to determine if the student is eligible to graduate.

Diplomas

Diplomas for May graduates are issued during the commencement ceremony. Diplomas for July and December graduates are mailed by the Office of the Registrar at the close of the summer and fall semesters, provided the Application for Graduation has been submitted.

GRADING

The Grading system for DMGS is as follows:

GRADE	QUALITY POINTS
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.70
C	0.00 Fail
F	0.00 Fail

GRADE	STATUS
I	Incomplete
W	Withdrawal
AU	Audit
IP	In Progress
P	Pass
N	Satisfactory
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.

"N" is specifically designated for students in thesis mode who have made satisfactory progress in the course, but will need to continue into another semester.

"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. Students may view their final grades in SONIS.

TRANSFER OF CREDIT

Daniel Morgan Graduate School will grant a maximum of six (6) graduate level semester credit hours for DMGS equivalent courses, or applicable graduate level coursework.

All graduate transfer credit petitions are made on a case-by-case basis at the discretion of the program chair and the dean of graduate studies. To request a graduate transfer credit evaluation students must:

- Complete the admissions application process and be accepted into a program;
- Submit a graduate transfer credit request form; and
- Submit official transcripts, syllabi, and course descriptions directly to the Office of the Registrar.

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 courses being transferred.
- 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 Managing Disruption and Violence (courses in regional or area studies may also be considered on an individual basis).
- Transfer credits must be no more than three (3) academic years old at the time that the student is admitted to graduate study. Courses older than three years will be accepted only in rare circumstances.
- Approved transfer credit will be recorded on the student's DMGS transcript as hours earned. No grade point value will be calculated.

INCOMPLETE COURSES

Students may be assigned a temporary grade of “I” (Incomplete) if there are extenuating circumstances preventing them from attending class or completing course requirements in a given semester.

Incomplete grades may only be given under the following circumstances:

- The student is passing and has completed at least 60% of the course;
- An illness or extenuating circumstance legitimately prevents completion of the required coursework;
- Required work must be completed by the last day of class of the subsequent semester; or
- The student initiates the request for an incomplete before the end of the academic term.

An incomplete is not to be given as a substitute for a failing grade.

Incomplete work must be completed no later than the last day of classes of the following semester. The “I” grade must be replaced by the professor with a final grade as soon as all course requirements are complete. The instructor of the course should submit the new grade to the Office of the Registrar. Failure to complete the coursework or assign a new grade will result in the grade of “I” becoming an “F”.

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.

COURSE REPEATS

A student who receives a grade of C or F in a required course must repeat the course. If the course is required for graduation, the student must repeat the course, preferably in the following semester.

A student may repeat any elective course in which he or she has received a grade of C or F. The repeated course must be completed at DMGS and cannot be transferred from another institution.

If a student receives a grade of C or F in an elective course, and the course is not scheduled to be taught in the next semester, the student may petition the Dean of Graduate Studies to take

a replacement course in the same program. The Dean will inform the Registrar that a replacement course is approved.

In both instances above, the original grade of the repeated course will remain on the student’s transcript; however, only the replacement course grade will be factored in the student’s GPA in the semester and cumulative GPAs.

ACADEMIC STANDING

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.

The minimum GPA required for academic scholarships or stipends may vary and is determined at the time the scholarship or stipend is awarded. Students should refer back to their award letter for minimum GPA requirements or contact the Director of Scholarships and Financial Aid.

ACADEMIC PROBATION

Graduate students are expected to make continuous progress towards a degree in a timely manner. In support of those efforts, DMGS affirms the following:

- Students are required to maintain a cumulative grade point average (GPA) of 3.0 or higher.
- A student whose cumulative GPA falls below 3.0 during enrollment will be placed on academic probation.
- The Office of the Dean will notify students about their probation status.
- A student who is placed on probation must obtain advisement from their faculty advisor before beginning the following semester.
- To be removed from academic probation, the student must bring his or her cumulative GPA to a 3.0 or higher within nine (9) credit hours.
- If the student does not achieve a 3.0 GPA within nine (9) credits after being placed on probation, the student will be dismissed from DMGS.

ACADEMIC DISMISSAL

Students are dismissed if they fail to achieve the academic performance necessary to be removed from academic probation.

The Office of the Dean will take dismissal actions and notify the student, via their DMGS email account. Dismissed students will not be able to return to DMGS and will have a notation placed on their transcript.

APPEAL OF DISMISSAL

Students dismissed from DMGS due to academic performance have the opportunity to appeal the dismissal. The Office of the Dean will notify students of dismissal within two weeks of the final grade submission deadline for the semester.

A student can appeal to the Dean of Graduate Studies for additional time, providing the student is making reasonable progress towards raising the GPA. If a student wishes to appeal dismissal, the following procedures are required:

- All appeals must be in writing and addressed to the Office of the Dean of DMGS within ten (10) calendar days of the email notification of dismissal.
- If the appeal is granted, the student will be informed in writing of the amount of additional time allowed for achieving a 3.0 GPA, and the grades required to successfully achieve a 3.0 GPA.
- If the Office of the Dean does not support the appeal, the student will be dismissed from DMGS and notified in writing.

CLASS ATTENDANCE

Faculty members are required to meet every class scheduled in the syllabus for a given semester. 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 to request a class to be canceled or rescheduled. The Dean's office will immediately send email notice to the students involved. Canceled classes must be rescheduled. Care must be taken to select a rescheduled date and time that does not conflict with students' other classes.

Students are encouraged 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.

The extent to which attendance contributes to the grade must be clearly indicated in the course syllabus. Faculty are encouraged to 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) may 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.

Any individual who appears in the classroom without the advance approval from the Course Instructor and is not on the class roster is in violation of DMGS policy and will be removed.

STUDENT CLASSROOM DEPORTMENT

Principled student deportment 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 Preparation and 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.

FACULTY OFFICE HOURS

Faculty members will post office hours and contact information including phone or email addresses on the DMGS course syllabi and their office door. A student must contact the instructor and arrange for a mutually convenient day and time to meet.

HONOR CODE

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

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 acknowledgment 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 your work, academic records, or 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.

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.

INTEGRITY POLICY

DMGS wishes to foster an academic environment based on merit, integrity, honesty, and professionalism. 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 unprofessional conduct, academic dishonesty, or other untoward behavior regardless of 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 the honoring of an obligation to the institution and the DMGS community.

These policies and procedures are to be used only in cases where such unprofessional conduct or 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 unprofessional conduct or 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

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 student selected by the SGA 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 unprofessional conduct, 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 or their account of the 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

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.

COPYRIGHT COMPLIANCE NOTICE

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.

RECORDING OF LECTURES

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

The use of electronic devices in the classroom such as cell phones, digital cameras, PDAs, 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

If a DMGS faculty or staff member has discovered an alleged case of unprofessional conduct or 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 or corroborating 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.

Student Academic Grievances

POLICIES AND PROCEDURES

DMGS students have the absolute right to have their voices heard whenever an academic issue arises. The school encourages students who feel they have been unfairly or inappropriately treated to raise their concerns with the parties involved at the earliest possible time. Attempting to do so early increases the chance that any differences will be addressed in a constructive manner.

Grade Appeals

Students have the right to a grade based on their actual course performance. Each instructor must be able to identify and articulate a uniform, identifiable standard that is applied in calculating any part of a student's course grade. Students may seek review of any grade that is alleged to be based on something other than performance in the course, or assignment of a grade that represents a departure from the instructors' articulated standards.

Students should be aware that clear evidence is required to contest a grade. Belief that a subject or text was too difficult or irrelevant is not grounds for a complaint.

Specific procedures for grade disputes are outlined below:

- **Appeal to Faculty Member:** The student should put in writing a request for a meeting with the faculty member who taught the course, to seek resolution of the grievance or grade dispute within 14 calendar days of receiving the final grade or violation of policy. During the meeting the student will explain his or her concerns and the reason for believing the grade to be unfair. The instructor will explain the standard used for grading in the particular course and how the student's grade was determined based on that standard.
- **Appeal to Program Chair:** If a resolution is not reached between the student and the instructor, the student may bring a written dispute of the grade to the program chair within three (3) weeks of the final grade submission. The student should draft the appeal in writing and should include any documentation that the student wishes to submit in support of the case. The program chair will confer with the faculty

member who taught the course to seek resolution of the dispute. If the program chair and faculty member sustain the student's complaint, the program chair will direct the faculty member to correct the grade. In cases where the faculty member who is being challenged is the program chair, then the Dean of Graduate Studies will assume the role as mediator between the student and the program chair. If the program chair finds no validity to the grade dispute, the original grade will be upheld, and the student's complaint will be dismissed.

- **Appeal to the Dean:** If the grade dispute is not resolved by the program chair, to the students or faculty member's satisfaction, the student or faculty member may appeal to the Office of the Dean within ten (10) days of the department decision. The Office of the Dean will submit the case to the Graduate School Integrity Review Committee, which is made up of the dean, a full time professor assigned by the Provost, and the Registrar. The committee will review and investigate the grade complaint. The Office of the Dean upon receipt of the committee's recommendation, will render a final decision on the dispute to the student and the faculty member.

Academic Grievances

Academic grievances may be filed when a student feels aggrieved in (non-grade) matters concerning an academic decision, instructional activity, action, or judgment by a faculty member or administrator. Students at DMGS who believe that policy has not been followed with respect to academic matters may initiate the academic grievance procedure.

A student must have evidence that specific policy was violated or that he or she was treated in a capricious manner.

This policy does **not** address issues regarding student employment or sexual harassment.

Informal Resolution

A DMGS student must first contact the faculty member who allegedly violated his/her rights to determine if there can be an informal resolution. The contact should be made by

the student within ten (10) business days (Monday—Friday, excluding observed holidays) of when the alleged violation occurred. The student must provide a written document to the accused party which includes:

- A statement concerning the nature of the complaint;
- Any evidence on which the complaint is based; and
- The outcome that the student seeks.

The faculty member will respond in writing within ten (10) business days to the student's written document. The involved parties will then meet to determine if an informal resolution can be reached.

Formal Resolution

1. If the student is not satisfied with the outcome of this meeting, the student may contact, within five (5) business days, the program chair in whose program the alleged violation of the student's right has occurred to appeal the outcome. If the faculty member is the program chair, the student may proceed to the Office of the Dean.
2. The student must present a written appeal to the program chair. The program chair and student will meet within five (5) business days after the student's written appeal has been received by the program chair. The program chair will respond in writing to the student's written appeal within five (5) business days after the meeting. This response will go to both the student and the faculty member.
3. If the outcome of this meeting is not satisfactory to the student, he/she may appeal to the Office of the Dean within five (5) business days after receiving the program chair's response in writing. All written documentation up to this point will be sent to the Office of the Dean.
4. Within five (5) business days of receiving the documentation, the Office of the Dean will meet with the student and the faculty member to attempt to arrive at a mutually satisfactory settlement of the disagreement. If the dispute is not resolved to the student's satisfaction, the student may initiate an academic grievance hearing in writing to the Office of the Dean.
5. Within five (5) business days of receiving a written request for an academic grievance hearing, the Office of the Dean will submit the case to the Graduate School Academic Integrity Committee.

The Graduate School Academic Integrity Committee will review written statements and information supplied by the student and faculty member. Both the student and the faculty member have the right to make a personal appearance before the Graduate School Academic Integrity Committee. The committee may make further investigation as is deemed appropriate and may seek assistance or information from other personnel. All discussions and submitted written documents will be treated as strictly confidential.

After this review, the Graduate School Academic Integrity Committee will make a decision regarding the complaint within (5) business days. This is considered to be the final step in the academic grievance procedure. The committee will issue their decision to the grievant, the faculty member and the program chair in writing that will include the relevant findings of fact, conclusions and reasons for the decision.

Substance Abuse, Discrimination, and Harassment Policies

DRUG FREE/ALCOHOL FREE/SMOKE FREE

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.

DMGS promotes a smoke-free environment. Smoking is prohibited on the entire DMGS premises, 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

DMGS is committed to creating and maintaining a community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Graduate School is opposed to discrimination, including sexual harassment and other like behavior.

Title IX prohibits discrimination based on sex or gender identity of students and employees of education institutions that receive federal financial assistance.

Each college or university that receives federal assistance must designate at least one professional employee as its Title IX Coordinator. While DMGS does not currently receive federal funding, the Graduate School still complies with Title IX Policy.

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX. 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.

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

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.

NON-HARASSMENT/NON-DISCRIMINATION

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 Ombudsman.

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.

Library and Research Services

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

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 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 DMGS faculty 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. DMGS regularly seeks additions to the Library collections from government archives via digital acquisitions and deaccession activities.

LIBRARY CIRCULATION POLICY

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

RESEARCH SUPPORT AND USER EDUCATION

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.

Master of Arts Degrees

The Daniel Morgan Graduate School offers three MA programs and 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 approaches 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 PROGRAMS

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 Managing Disruption and Violence.

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.

It is the responsibility of students to know and observe all requirements relating to the program they are pursuing. Questions on course sequencing or course requirements and their interpretation pertaining to studies at the graduate level should be addressed to the student's faculty advisor.

Each Master's degree program is 30 credits. 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

PROGRAM OBJECTIVES

MA (National Security) graduates will have the knowledge and skills for strategy and policy analysis positions in government, the private sector, and in civil society. MA (National Security) students will have access to a designated faculty of scholars and practitioners to guide them as they complete the program.

Through coursework and the thesis process, graduates will be able to identify contemporary and anticipated challenges to U.S. security; identify, evaluate, and understand the complexities of formulating strategies in functional and regional contexts; and identify the evolution of U.S. institutional arrangements and assigned authorities, including how the U.S. system has sought to reconcile the tensions between security and liberal democracy, and the particular relevance of the U.S. experience for U.S. security at home and abroad.

What makes this program different is that it has Scholar-Practitioner Faculty, low student-to-professor class ratio, and access to professional networks in the National Security Community from experienced faculty and administration. The key areas required for a graduate to successfully develop the knowledge, skills, and abilities in the program, as well as obtain a well-rounded National Security education in accordance with the DMGS mission, are included in the following outcomes.

Graduates of this degree program will be able to:

- Identify contemporary and anticipated challenges to U.S. security;
- Identify, evaluate, and understand the complexities of formulating strategies in functional and regional contexts;
- Identify the evolution of U.S. institutional arrangements and assigned authorities, and the particular relevance of the U.S. experience for U.S. security at home and abroad; and
- Acquire the skills to conduct original research and analysis on contemporary security issues.

NATIONAL SECURITY PROGRAM REQUIREMENTS

National Security MA students must complete the core requirements and also select a specialization from three functional areas: General National Security Professional, International Security Professional or Defense Analyst.

Core Requirements (12 credits)

NSC 601 Introduction to National Security
INT 610 Fundamentals of Intelligence
NSC 639 Research Methods for the Social Sciences
NSC 800 Thesis

Specializations

Students must choose one of the following specializations. Twenty one (21) credits are listed under each specialization. Students should choose 18 credits out of the 21 credits provided in order to fulfill the specialization requirement.

General National Security Professional (18 credits)

NSC 735 International Relations Theory
NSC 730 National Security Planning, Strategy and Decision Making for the 21st Century
NSC 711 U.S. and Foreign Perspectives on Strategic Approaches
NSC 707 U.S. Military Strategy
NSC 710 Homeland Security
NSC 727 Political Strategy and U.S. National Security
NSC 731 National Security Law for Intelligence Professionals

International Security (18 credits)

NSC 735 International Relations Theory
NSC 730 National Security Planning, Strategy and Decision Making for the 21st Century
NSC 711 U.S. and Foreign Perspectives on Strategic Approaches
NSC 707 U.S. Military Strategy
RST 733 Comparative Politics
RST 734 Regional Security Issues
NSC 734 Diplomatic Practices and Issues

Defense Analyst (18 credits)

NSC 735 International Relations Theory

NSC 730 National Security Planning, Strategy and Decision
Making for the 21st Century

NSC 707 U.S. Military Strategy

NSC 727 Political Strategy and U.S. National Security

NSC 732 Low Intensity Conflict

NSC 712 Nuclear weapons/missile defense/WMD policy OR

RST 734 Regional Security Issues

NSC 731 National Security Law for Intelligence
Professionals

Master of Arts in Intelligence

PROGRAM OBJECTIVES

The DMGS Intelligence Program is focused on the missions, methods, and organizational structure of public and private sector intelligence in the 21st 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.

Besides 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 usable 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 21st 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.

INTELLIGENCE PROGRAM REQUIREMENTS

Intelligence majors must compete the core and elective requirements. Upon the completion of eighteen (18) total DMGS credit hours, students in the Intelligence program must then declare one specialization: General Intelligence, Cyber Intelligence, or Defense Intelligence.

Core Requirements (12 credits)

- *INT 610 Fundamentals of Intelligence
- INT 712 Collection, Analysis and Production
- NSC 639 Research Methods for the Social Sciences
- INT 800 Thesis

Elective Requirements (9 credits)

- NSC 601 Introduction to National Security
- MDV 650 Foundations of Managing Disruption and Violence
- RST 643 Contemporary Middle East or RST 727, Russian Politics and Statecraft

Specializations

Students must choose one of the following specializations.

General Intelligence Specialization (9 credits)

- INT 714 Counter Intelligence
- INT 718 Defense Intelligence
- INT 750 Comparative Intelligence Organizations

Defense Intelligence Specialization (9 credits)

- INT 718 Defense Intelligence
- INT 744 Non-Traditional Use of Intelligence (Cover Action)
- INT 751 Religious Extremism and Counterterrorism

Cyber Intelligence Specialization (9 credits)

- INT 746 Cyber Intelligence
- INT 714 Counter Intelligence
- INT 749 Homeland Security Intelligence

Master of Arts in Managing Disruption and Violence

Program Objectives

The Managing Disruption and Violence (MDV) M.A. Program provides the practical persuasive communication principles, concepts, and processes needed by organizations to address the challenges of disruptive or violent behavior from external groups. Graduates of this program will be proficient in the practical skills needed to develop and manage successful persuasive communication programs needed by organizations such as:

- National security departments and agencies
- Homeland security agencies
- Major law enforcement organizations
- Government and commercial consulting/contracting companies
- Commercial corporations
- Advocacy groups

What makes this program different is that it does not view persuasion and communication as a supporting element of a plan, but in effect as the primary purpose. All actions, communications, and influences are viewed through the primary lens of whether they will likely persuade a target audience to change their behavior in a desired manner. This view is reflected in every aspect of the program, from planning and execution to measurement. The base methodology for this program is the Integrated Risk Value © approach. This method has been developed over years of practical application focused on managing issues caused by disruptive and violent groups.

Graduates of the degree program will be able to:

- Explain, recognize and apply the principles and concepts of IRV© methodology for Managing Disruption and Violence;
- Demonstrate understanding, evaluate and successfully apply appropriate audience understanding analytics to discover what drives group perceptions and behaviors;
- Analyze and evaluate real-world communications and strategy for effectiveness;
- Create predictably successful communication strategies through use of IRV principles, concepts, and processes for Managing Disruption and Violence;

- Have a foundational understanding of National Security in accordance with the DMGS mission;
- Have a foundational understanding of intelligence in accordance with the DMGS mission;
- Create master's level thesis research and writing; and
- Have the opportunity to study specific applications and current issues.

MDV DEGREE PROGRAM REQUIREMENTS

Core Requirements (12 credits)

NSC 601 Introduction to National Security
INT 610 Fundamentals of Intelligence
NSC 639 Research Methods for the Social Sciences
MDV 800 Thesis

Program Specific Requirements (9 credits)

MDV 701 Causal Analytics
MDV 700 Integrated Risk Value Concepts
MDV 702 Strategy for MDV

Three Electives (9 credits)

The student must select **three elective courses** (nine credit hours) made up of any other course offerings listed in the course schedule. Students should contact their faculty advisor for recommendations.

NSC/INT/MDV 790: Independent Study

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 program chair to discuss the proposed work. The program 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, on the independent study;
- 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; and
- Prepare to defend the research during his or her comprehensive examination.

Asking the adjunct professor or program 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 Dean of Graduate Studies will approve any requests to be compensated for developing and supervising the independent study project.

The professor will present the independent study proposal to the faculty (the faculty chair may substitute for the professor if the professor is unable to make the presentation). The faculty 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 health circumstances) will also be taken into account. The faculty will ask the faculty chair or professor for more details if required. The faculty 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 title 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 listed on the academic calendar.

ASSESSMENT AND EVALUATION

The independent study is subject to the same methods of learning assessment and course evaluation as other courses at DMGS.

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 Dean of Graduate Studies 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 program chair, in reviewing thesis proposals, will monitor this relationship and advise students accordingly.

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.

Certificate Programs

DMGS faculty develop certificate programs to meet professional development needs of specific groups within the national security environment as well as international communities who express interest in specific areas of concern.

All requirements for the certificate program must be completed at DMGS. Transfer credit is not applicable towards any certificate program.

NATIONAL SECURITY, INTELLIGENCE, AND INFORMATION OPERATIONS FOR THE 21ST CENTURY CERTIFICATE

This certificate program is 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 21st century are more complex, complicated and broader than they were in the 20th century. Certainly, the challenges faced in the 20th 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 of study, 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.

National Security, Intelligence and Information Operations for the 21st Century Certificate Courses

NSC 601 Introduction to National Security
INT 610 Fundamentals of Intelligence
MDV 650 Foundations of Managing Disruption and Violence

INTELLIGENCE CERTIFICATE

The DMGS Intelligence Program is focused on the missions, methods, and organizational structure of public and private sector intelligence in the 21st 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 usable 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 21st 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.

Certificate Objectives

Upon completing this certificate course of study, students 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.

Intelligence Certificate Courses

INT 601 Fundamentals of Intelligence
INT 746 Cyber Intelligence
INT 714 Counter Intelligence

RUSSIAN SECURITY STUDIES CERTIFICATE

The Russian Security Studies certificate allows students to pursue a three course (9 total credit hours) concentration in the politics and security of Russia and the broader Eurasian region. The certificate offers students an exploration of the critical issues involved in understanding the security and political challenges posed by Russia under the leadership of Vladimir Putin, the role Russia plays in generating international (in) stability, and the wider shifts in relative

power across Eurasia with the entry of China as a serious regional player in Central Asia and the return of Cold War-style rivalry in Europe following the annexation of Crimea and ongoing conflict in Ukraine. Knowledge gained can be applied for the working professional in intelligence, foreign affairs, political analysis looking for advancement in public and private industry.

Certificate Objectives

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

- Understand trends and the political and security challenges in Russia and Eurasia;
- Analyze the key sources and drivers of political authoritarianism, illiberalism, and patronal politics in Russia and across Eurasia—and how these impact U.S. interests;
- Demonstrate an understanding of Russia, the other fourteen post-Soviet states, and China as regional players and sources of regional (in)stability and rivalry;
- Evaluate alternative U.S. strategies for competing in Central Asia and across the post-Soviet space; and
- Assess the ideology, goals, and tactics of Russia's grand strategy alongside the actions and reactions of China and the United States.

Russian Security Studies Courses

RST 727 Russian Politics and Statecraft
MDV 729 Russian Deception Operations and Information Confrontation
RST 732 Eurasian Security

Course List

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 Managing Disruption and Violence.

NATIONAL SECURITY

- NSC 601 Introduction to National Security (3)
- NSC 611 U.S.-China Strategic Relations (3)
- NSC 639 Research Methods for the Social Sciences (3)
- NSC 675 Introduction to International and Domestic Terrorism (3)
- NSC 707 U.S. Military Strategy (3)
- NSC 710 Homeland Security (3)
- NSC 711 U.S. and Foreign Perspectives on Strategic Approaches (3)
- NSC 712 U.S. Nuclear Weapons Policy/Missile Defense/CWMD (3)
- NSC 720 The Relevance of America's Founding Principles to U.S. Global Security Interests (3)
- NSC 722 Strategy: Strength, Guile and Ideas (3)
- NSC 727 Political Strategy and U.S. 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 730 National Security Planning, Strategy, and Decision Making for the 21st Century (3)
- NSC 731 National Security Law for Intelligence Professionals (3)
- NSC 732 Low Intensity Conflict
- NSC 733 Diplomacy as an Element of National Power (3)
- NSC 732 Low Intensity Conflict (3)
- NSC 790 National Security—Independent Study (3)
- NSC 800 National Security Thesis (3)

INTELLIGENCE

- INT 610 Fundamentals of Intelligence (3)
- INT 712 Collection, Analysis and Presentation (CAP) (3)
- INT 714 Counterintelligence (3)
- INT 718 Defense Intelligence (3)
- INT 719 The American Way of Spying: The Evolution and Practice of U.S. Counter Intelligence (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 751 Religious Extremism and Counterterrorism (3)
- INT 790 Intelligence—Independent Study (3)
- INT 800 Intelligence Thesis (3)

MANAGING DISRUPTION AND VIOLENCE

- MDV 650 Foundations for Managing Disruption and Violence (3)
- MDV 700 Integrated Risk Value Communications Concepts (3)
- MDV 701 Causal Analytics (3)
- MDV 728 Influence and Deception in the Cyber Domain (3)
- MDV 729 Russian Deception Operation and Information Confrontation (3)

REGIONAL STUDIES

- RST 611 The U.S.-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 U.S. Competitive Strategies in Europe (3)
- RST 642 Non-State Actors in Arab-Israeli Conflict (3)
- RST 643 The Contemporary Middle East: A New Look at Changing Regional Dynamics (3)
- RST 644 Politics and Statecraft of Sub-Saharan Africa (3)
- RST 645 Politics and Statecraft of Latin American (3)
- RST 702 Strategic Issues in Central Europe (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)
- RST 730 Politics and Statecraft of Central Asia and the Caucasus (3)
- RST 731 Security Government in South Asia (3)
- RST 732 Eurasian Security (3)

Course Descriptions

NATIONAL SECURITY

NSC 601: Introduction to National Security (3)

National security always has been critical to our survival and success as 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 twenty-five years ago.

NSC 611: U.S.-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.

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 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 master's thesis and set in place the ability to produce quality work in the future.

NSC 675: Introduction to International & Domestic Terrorism (3)

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 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 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, and 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.

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 U.S. 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 U.S. Naval Strategy.

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.

NSC 720: Relevance of America's Founding Principles to U.S. Global Security Interests (3)

This course focuses on the relevance of classical liberalism, especially as it animated the American founding, to U.S. 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.

NSC 722: Strategy: Strength, Guile, & 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.

NSC 727: Political Strategy and U.S. 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. alliance 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.

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, and 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.

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.

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 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.

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.

NSC 790: National Security—Independent Study (3)

Please refer to NSC/INT/MDV 790: INDEPENDENT STUDY 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.

INT 610: 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.

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.

INT 714: Counterintelligence (3)

The aim of this course is to show how counterintelligence activity protects U.S. 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.

INT 718: Defense Intelligence (3)

Since 9/11, U.S. Defense intelligence is increasingly tied into military operations worldwide, both on the ground and remotely. It concurrently supports an array of traditional DoD missions ranging from crisis response to supporting steady-state engagement, to shaping the capabilities of the future joint force. Defense intelligence is increasingly challenged to support non-traditional missions such as homeland security, cyber, and covert action.

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.

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.

INT 745: Fighting the Drug War in America and Beyond (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.

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 these services are organized; individual domestic and foreign intelligence focus; and their current range of activities.

INT 746: Cyber Intelligence (3)

This course examines the vast frontier of cyberspace and the internet over which travel 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. Twentieth century-based government institutions often have trouble reacting to its twenty-first-century instantaneous speed, ubiquity, and volume.

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 U.S. 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.

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.

INT 790: Intelligence—Independent Study (3)

Please refer to MASTER OF ARTS DEGREES 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.

MANAGING DISRUPTION AND VIOLENCE

MDV 650: Foundations of Managing Disruption and Violence

The Managing Disruption and Violence (MDV) Program provides theoretical and practical training to help students gain a better understanding of the persuasive communication principles, concepts, and processes organizations need to address the potential or active threat of disruptive or violent group behavior. MDV 650 integrates a broad overview of the material included in MDV 700 Integrated Risk Value Concepts and MDV 701 Causal Analytics for the non-MDV major. The Integrated Risk Value® (IRV) methodology provides the practical skills needed to develop and manage successful persuasive communications programs. MDV 650 is a prerequisite for non-MDV majors to take MDV 702 Strategy for Managing Disruption and Violence.

MDV 700: Integrated Risk Value Communications Concepts

The Managing Disruption and Violence (MDV) Program provides theoretical and practical training to help students gain a better understanding of the persuasive communication principles, concepts, and processes organizations need to address the potential or active threat of disruptive or violent group behavior. MDV 700 teaches the in-depth and practical application of the Integrated Risk Value® (IRV) methodology for MDV majors.

This course provides the concepts and processes for developing and evaluating predictably successful communication strategies. Its focus includes practical frameworks to evaluate communication efforts, the strategic cycle and planning of IRV Communications, as well as an emphasis on developing Measures of Effectiveness. This course, combined with MDV 701 Causal Analytics, contributes the in-depth practical understanding, processes and concepts needed for an MDV major to become a practitioner who manages and evaluates the development, implementation and impact of communication strategies.

MDV 701: Causal Analytics (3)

The Managing Disruption and Violence (MDV) Program provides theoretical and practical training for students to understand the persuasive communication principles, concepts, and processes needed for organizations to address potential or active threats from disruptive or violent group behavior. MDV 701 teaches students to use and evaluate analytics on how audiences perceive issues, what drives them to action, and how to measure effective

tiveness. The course does not make students experts in doing analytics, but merely how to understand the design, creation and measurement of persuasive strategies from a program management point of view. This course covers many types of behavioral analytics including polling, surveys, experts, big data and others. Concepts such as quantitative, qualitative, quant/qual, discovery and directed search are introduced for MDV majors. Combined with MDV 700 Integrated Risk Value Concepts, MDV 701 provides in-depth practical understanding, processes and concepts needed for MDV majors to become practitioner who manage and evaluate the development, implementation and impact of persuasive strategies.

MDV 728: Influence and Deception in the Cyber Domain (3)

The course 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 activates. This course is designed for analysts in order to equip them with the necessary knowledge to understand the impact of the internet of things has on deception and influence 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 deceptive information and specifically on the use of cyber systems as agents and double agents, honeypots and honeynets, and sources of deceptive information.

MDV 729: Russian Deception Operation and Information Confrontation (3)

Russian Deception Operations and Information Confrontation 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 activates. This course is designed for analysts in order to equip them with the necessary knowledge to understand the impact of Russian

deception. This in-depth study of Russian deception practices will trace the evolution of the art specific to Russian over the course of the past century starting in 1917 and ending with the implementation of Russia's Information Confrontation doctrine. The course is designed to address these issues functionally starting with basic military/tactical deceptions and progressing through the use of strategic enablers, provocations and influence operations.

MDV 800: Thesis

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

RST 611: U.S.-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 United States. 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.

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 help students to draw conclusions about future U.S. actions to combat this danger in our own hemisphere.

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 U.S. interests and the regional balance of power.

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 Korea's 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.

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.

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 U.S. It will also examine the role of weak state institutions in attracting emerging threats from piracy, narcotics trafficking and organized crime.

RST 640: U.S. 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.

RST 641: U.S. 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.

RST 642: Non-State Actors in the Arab-Israeli Conflict

This course will investigate the evolution of the Arab-Israeli conflict and the rise of non-state actors, and how they impact and influence the region and beyond. It will examine security challenges from Israeli and Palestinian factions, refugees, Salafi-jihadists, Shia militias, the media, special interest groups, NGOs, and cyberwarfare. The course will conclude with an interactive educational game simulation that prompts students to respond to domestic and international challenges and threats while representing the Israeli government and Palestinian Authority.

RST 643: The Contemporary Middle East: A New Look at Changing Regional Dynamics

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 towards 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.

RST 644: Politics and Statecraft of Sub-Saharan Africa (3)

While threats of the 20th century arose from powerful nation states, the key dimensions of the future—globalization, multi-national violent conflicts, and the potential proliferation of weapons of mass destruction—mean great dangers from the relative weak states and ungoverned areas of Africa. Globalization enhances the awareness of the world to the most basic events, making speed of analysis and decision making more important and the consequences more significant. The objective of this course is to transform how professionals think about Africa and its interactions with the rest of the world.

RST 645: Politics and Statecraft of Latin America (3)

This course provides an introductory view of the politics and statecraft of Latin America from the 19th century through today. It will focus on Latin America's political history, security, economics, and political economy, with a particular emphasis on the role and influence of the United States in the region. It will also analyze the similarities and differences in how regional and global political and economic trends—independence, populism, revolutionary movements, democratization, and neoliberal reforms—have manifested themselves throughout the region. Course materials will include a mixture of books, articles, and multimedia.

RST 647: Order and Crisis in Contemporary Europe (3)

This course will analyze the elements of order and crisis, stability and instability, integration and disintegration in contemporary Europe. It will explore how European integration—in combination with a strong transatlantic partnership—allowed for unparalleled economic growth, political stability and pacification in Western Europe. This course will discuss how this model grew to be exported to Central and Eastern Europe, in the expectation that it would lead to an ever closer, ever enlarging Europe. It will shed light on how EUphoria quickly gave way to Europe's current crisis predicament, arguing that the multiple crises that have plagued the continent in the last decade stem to a large extent from flaws in the construction of those very institutions that allowed Europe to flourish over the past seventy years.

RST 702: Strategic Issues in Central Europe (3)

This course is designed to provide a graduate-level introduction to the economic, security, and social issues of Central Europe. Central Europe is a section of the globe that has been enmeshed in a difficult history of war, political upheaval, and economic backwardness. It is a part of the world that has been controlled by others for most of its history prior to 1989, most recently by Nazi Germany and then the Soviet Union. The legacy of this history continues to bedevil Central Europe with too often underperforming economies, social discontent, and shaky democracies. Most recently, these countries have been rattled by the influx into Europe of hundreds of thousands of refugees from the Middle East—a burden they can ill afford without substantial financial help from abroad. The countries of Central Europe are themselves still experiments in contemporary democratic state-building and are now expected to take in thousands of immigrants whose culture, religion and language are alien. The countries of Central Europe are important in their own right, but also as a substantial land mass between the West and a resurgent Russia.

RST 723: Strategic Issues and Russia: Back to the Future (3)

This course will focus on the “rebirth” of this “renewed” Russia as a great power. We will do this by examining the Tsarist roots of Russian political culture, the rise and fall of communism and the rebirth of Russia in its current iteration. Russia redux is important for the emergence of a whole host of strategic issues that complicate and challenge U.S. interests, policies and actions across a wide range of issues—Syria and the broader Middle East, the Baltics, arms control, Ukraine, Crimea, etc. We will examine the ideas, traditions, events, and forces that have been instrumental in forming the Russia of today. We also will examine the strategic interplay between the U.S. and Russia, what issues are at stake, what options the U.S. has and how they can be implemented, and where there are potential areas of agreement. We will focus especially on patterns of development, how they impact Russian behavior, and how the U.S. can engage those patterns and behavior.

RST 725: Islamic Politics and Terrorism (3)

Islamic revivalism is one of the most significant political, social, and cultural phenomena of the twenty-first 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. 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.

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. 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. 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.

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. 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 course provides sufficient historical background on Russia but focuses temporally from the end of the Soviet period through the present day.

RST 730: Politics and Statecraft of Central Asia and the Caucasus (3)

This survey lecture course on Central Asian and Caucasian politics, economics, and statecraft addresses the large, diverse, and yet poorly understood area between Europe, Middle East, Asia-Pacific, and Russia. Although the course emphasizes the contemporary period and the divergent paths the states of Central Asia and the Caucasus (Armenia, Azerbaijan, Georgia,

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan) have taken following the end of the Soviet Union, we will evaluate the Imperial Russian and Soviet periods of regional history to understand the common origins of the political, economic, and social environments we see today.

RST 731: Security and Government in South Asia (3)

The course will focus primarily on India, Pakistan and Afghanistan but will include examination of Bangladesh, Bhutan, Nepal and Sri Lanka as well as South Asian links with Central Asia and Burma. Chinese, U.S. and other external actors also will be considered. The course will begin with an exploration of South Asian geographic, environmental and ethnic realities. The historical experiences that shape national identities and aims then will be examined in some detail followed by a exploration of the evolution of modern India, Pakistan, Afghanistan and the other South Asian states. This discussion of tensions both internal and regional will blend into an exploration of South Asian economic realities and potential. The size and power of Indian and Pakistani military forces merit both a class considering their conventional balances and a second assessing their nuclear capabilities, doctrines and strategies. After a class devoted to the presentation and consideration of student research, the course will conclude with examinations of the role of the U.S.; China; Russia; and other external actors; and, finally, such enduring problems as terrorism and future developments.

RST 732: Eurasian Security (3)

This course will examine Russia's policies towards the former Soviet republics of Central Asia and the Caucasus, considered part of the "Near Abroad," an area within Russia's sphere of influence. The course will also explore Russia's relations with states in the Middle East, South Asia, and East Asia. Students will gain a better understanding of the complexities of Russia's dealings in a range of Asian regions, critically evaluate Russia as a global power.

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