DANIEL MORGAN ACADEMY

A graduate school serving the national security community

Academic Catalog

2015-2016 Academic Year

Foreword

This Catalog has been prepared to familiarize all members of the Daniel Morgan Academy (DMA) with its general organization and various policies and procedures as they pertain to institutional, academic and federal requirements. The policies and procedures in this Catalog are subject to periodic revision. Any substantive revisions to this Catalog will be made in consultation with the appropriate faculty and staff.

A hard copy of all current DMA Handbooks, the DMA Academic Catalog and the DMA Policy Catalog are available in the DMA Research Library.

Daniel Morgan Academy
1620 L Street, NW
Suite 700
Washington, DC 20036
(202) 759-4988
https://danielmorgan.academy

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Academic Calendar

Policy on Academic Calendar

The Daniel Morgan Academy (DMA) defines a Semester as being 14 weeks of academic instruction and one week of final examinations. The academic calendar, including all required and recommended events for the 2015-2016 academic year is posted on the Academy website and intranet.

2015-2016 Academic Calendar

Fall 2015

AUG 22	*Saturday.*	Orientation for new students
AUG 24	*Monday.*	Fall Semester begins
SEP 4	*Friday.*	Add/Drop ends
SEP 7	*Monday.*	Labor Day Holiday (no classes)
OCT 9	*Friday.*	Fall break begins after last class
OCT 14	*Wednesday.*	Classes resume
NOV 4	*Wednesday.*	Registration begins for spring 2016
NOV 11	*Wednesday.*	Veterans' Day Holiday (no classes)
NOV 18	*Wednesday.*	Registration ends for spring 2016
NOV 19	*Thursday.*	Add/Drop begins for spring 2016
NOV 25	*Wednesday.*	Thanksgiving break begins (no classes)
NOV 30	*Monday.*	Classes resume
DEC 7-11	*Monday-Friday.*	Final examinations

Spring 2016

JAN 4-8	*Monday.*	Orientation for new students
JAN 11	*Monday.*	Spring Semester begins
JAN 18	*Monday.*	Martin Luther King, Jr. Day Holiday (Classes held)
JAN 27	*Wednesday.*	Add/Drop ends
FEB 22	*Monday.*	Registration begins for summer 2016
MAR 4-11	*Friday-Friday.*	Spring break begins after last class
MAR 14	*Monday.*	Classes Resume
APR 6	*Wednesday.*	Registration begins for fall 2016
APR 15	*Friday.*	Registration ends for fall 2016
APR 16	*Saturday.*	Add/Drop begins for fall 2016
MAY 2-6	*Monday-Friday.*	Final examinations
MAY 15	*Sunday.*	Commencement and conferring of degrees

Holidays

Offices are closed on holidays. However, classes will be held on selected holidays as noted by an asterisk (*). DMA observes the following holidays:

- New Year's Day (1 January)
- Martin Luther King's Birthday* (Third Monday in January)
- President's Day* (Third Monday in February)
- Spring Break (students and faculty only)
- Memorial Day (Last Monday in May)
- Independence Day (4 July)
- Labor Day (First Monday in September)
- Columbus Day* (Second Monday in October)
- Veterans' Day (11 November)
- Wednesday - Friday of Thanksgiving week
- Christmas Eve Day (24 December)
- Christmas Day (25 December)
- New Year's Eve Day (31 December)

Traditional Religious Holiday Accommodation

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

Wherever possible, faculty members should plan evaluations, examinations and other academic requirements so as not to conflict with these holidays. In cases where this is not possible, students must be allowed to make up any academic work, evaluation or examination missed for this reason, in a timely and mutually convenient manner.

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 discernable and continuing reduction in the number of individuals employed in the ongoing effort to secure the homeland.

Fourteen 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 rates mean that professionally qualified personnel are required in the national security communities.

The Daniel Morgan Academy was established as a Washington DC-based graduate school to accelerate the education, hands-on experience, and research competencies of aspiring men and women committed to serving in the national security workforce.

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

The Daniel Morgan Academy is named for Brigadier General Daniel Morgan who served in the Continental Army during the American Revolution. He was a self-made man who rose from the rank of Captain to that of general officer after participating in a number of hard-fought engagements. He fought with courage alongside Benedict Arnold in Quebec. Captured and paroled, he then served with distinction in both battles of Saratoga in 1777. On January 17, 1781, he distinguished himself at Cowpens, South Carolina where he defeated British Lieutenant Colonel Banastre Tarleton. This victory ultimately led to Cornwallis' surrender at Yorktown.

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 also recognized the merit of new technology in his use of rifled weapons. His lifetime example of service to his country, self-improvement through learning, innovation in the face of adversity, and a determination to forge successful outcomes under the most difficult circumstances epitomize the credo of the Daniel Morgan Academy.

DMA Mission Statement

The Daniel Morgan Academy provides graduate degree and certificate programs oriented toward the needs and goals of its students who currently serve or seek to serve in the fields of national security and intelligence.

DMA's mission of innovation includes the following:

- To aspire to a shared and inclusive approach to problem solving and education;

- To advance methodology that promotes strategic, integrated thinking at every level of national service;

- To empower the tactician to envision, appreciate, and execute actions with strategic effect through the understanding of grand strategy;

- To emphasize 'domain' (applied subject matter and knowledge) over 'discipline' (history, political science, etc.), the latter being the dominant approach in traditional academia;

- To prepare our students to interact and communicate across the full spectrum of government service, the private sector, and civil society; and

- To provide graduate education programs that emphasize the professional accomplishments of its students.

DMA strives to be anticipatory, responsive, and adaptive to students' and organizations' requirements through:

- Rapid development and implementation of programs to meet emerging national security requirements in an era of limited financial resources;

- An institutional structure that fosters timely decision-making at all levels, and;

An operational ethos to perform our responsibilities with alacrity and diligence.

DMA Vision Statement

The Daniel Morgan Academy seeks to be the provider of graduate education, instruction, and research that addresses the 21st century's national security challenges and focuses on concrete outcomes.

DMA 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, DMA is fully committed to the values of *integrity, commitment, service, innovation and professionalism* in teaching and supporting our students.

Integrity – Academic integrity is a commitment to the fundamental values of honesty, trust, fairness, respect and responsibility. DMA operates within the construct of these principles and expects the same from its students and supporters. These core values are critical to the intelligence and national security communities.

Commitment – The Academy is committed to advancing national security and intelligence education through independent research and analysis of real-world problems. DMA is

pledged to a practical subject matter approach to enhancing students' knowledge, skills, and competencies to empower graduates to contribute to the intellectual foundations of American security policy.

Service – DMA leads by example. The programs, counseling and mentoring provided to each student serve as a model for their own career development. Alumni of the Daniel Morgan Academy are instilled with a sense of duty to the profession.

Innovation – The Academy guides students in developing the skills needed to employ innovative and transformational thinking to today's challenges and tomorrow's threats. To that end, we offer adaptive techniques in curriculum, mentoring, and presentation to answer the needs of the global environment.

Professionalism – Collegiality and respect, along with a true collaborative spirit, are essential in today's rapidly evolving security environment. At the Daniel Morgan Academy, we encourage students, faculty, and staff to contribute to their personal and professional successes by adhering to the standards of today's intelligence and national security professionals.

Governance and Leadership

The legal powers of the Daniel Morgan Academy are vested in the Board of Trustees. The Board of Trustees is responsible for oversight of all Academy operations. The Board is currently comprised of five members.

- Abby S. Moffat, Chair
- Marion 'Spike' Bowman, JD, President Emeritus
- Timothy E. Donner
- Julian Kulski, Ph.D.
- Sylvia Naylor, Ph.D.

Ambassador Joseph R. DeTrani is the President and Chief Executive Officer of the Daniel Morgan Academy. 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, William J. Daugherty, Ph.D., who serves as DMA's Chief Academic Officer.

Licensing Information

The Daniel Morgan Academy (DMA) 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 graduate educational programs in the District of Columbia.

Our Campus

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

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

Washington is also known for its attractions, which offer an escape from the academic rigors of coursework. Such attractions include:

- U.S. National Arboretum
- Washington National Cathedral
- Smithsonian Museums
- National Mall and Memorial Parks

Admissions

Applying to DMA

The Daniel Morgan Academy encourages applications from all who desire to serve the Nation by mastering specific fields of graduate study in National Security and Intelligence.

The Academy seeks to enroll a diverse and representative student body composed of recent college graduates and experienced professionals.

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

Applications are reviewed on a rolling basis. Applicants are encouraged to complete the application process as early as possible.

A completed Application for Admission requires the following:

1. Application for admission;
2. Current resume;
3. Statement of Purpose - not to exceed one page;
4. Writing sample of five to seven pages;
5. Three letters of recommendations from individuals who know the applicant through professional or academic affiliation; and
6. Official transcripts from all undergraduate institutions attended.

Admission Standards

To be eligible for admission to the graduate programs at Daniel Morgan Academy, an applicant needs to have earned an undergraduate degree from an accredited institution with a GPA of at least 3.00 in the final 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 in the field of national security. The GPA requirements may factor less in determining an applicant's viability if they have demonstrated above average professional achievement. 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. Students who do not immediately qualify under established standards may be admitted as non-degree students for the first semester of study. Non-degree students are then required to qualify for unconditional admission by completing a minimum of six semester hours with a minimum grade of "B" in all coursework.

Confidentiality of Admissions Materials

Information submitted to DMA'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 with FERPA guidelines and other privacy laws.

Application Integrity

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

Admission Notification

Applicants will be notified by mail of the admission decision.

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

Admission Deferral

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

Admission Appeal Process

An applicant who has been denied admission may appeal the decision by submitting a letter to the Director of Admissions outlining extenuating circumstances that may have impacted the admission decision. Also, an applicant may request an in-person interview. Denial of admission will not be discussed telephonically or by electronic communication with the applicant. Once the letter appealing the denial of admission is received by the Office of Admissions, its receipt will be acknowledged by email.

The letter of appeal will be reviewed by the Dean of Graduate Studies. If an in-person interview is considered to be in the best interest of the applicant, a meeting will be scheduled. If the determination is made that the appeal will not be successful, the applicant will be informed of the decision in writing.

Transfer Students – Advanced Standing Credit

Daniel Morgan Academy will grant a maximum of 12 graduate-level semester credit hours for DMA equivalent courses, or applicable graduate level coursework.

In order for traditional classroom credit to be reviewed for consideration, the applicant must have attended a regionally accredited institution authorized to offer a Master's degree.

Applicants who have earned graduate level credit must submit official transcripts as a part of the admissions process. The Director of Admissions and Registrar will review official transcripts and assess courses completed at the graduate level. Upon admission the student, the Registrar will confer with the Dean of Graduate Studies who will determine the applicability of the transfer credit and approve advanced standing credit to be recorded on the student's DMA transcript.

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

- The student must have earned at least a grade of "B" in the course;

- The courses submitted for graduate transfer credit must be equivalent to DMA courses or complimentary to the DMA Master of Arts curriculum in Intelligence, National Security or Information Operations (courses in regional or area studies relative to national security will also be considered); and

- The student is enrolled in a Master's program. Transfer credit will not be considered for DMA students in the certificate curriculum, and cannot be applied toward the completion of the certificate credential.

Method of Evaluation

The student may expedite the transfer credit evaluation process by providing the transfer institution's official course descriptions, course syllabi, course learning objectives, graded papers and other relevant course material.

Once eligible graduate level courses are identified, research is conducted concerning course goals, content and learning objectives and requirements.

Pursuant to collecting sufficient information for each submitted course, the Registrar will present a Transfer Credit Evaluation form containing course research to the Office of the Dean of Graduate Studies. The Dean will assign two faculty members to review and determine whether transfer credit will be granted.

Approved transfer credit will be recorded on the student's DMA transcript as hours earned. Grades do not transfer, and a grade point value will not be calculated or reflected in applied transfer course work.

The Registrar will inform the student and his or her advisor of the transfer credit determination.

Military, Government and Corporate Training

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

Prior Learning Assessment (PLA) of Graduate Credit

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

Within DMA's graduate transfer credit limit of a maximum of 12 semester credit hours, a student who has an earned baccalaureate degree from a regionally accredited institution and has acquired knowledge, skills and competencies through professional experience and/or training may request an evaluation of competencies for advanced standing credit consideration. The approved methodology for this process is completion of a DMA *Request for Prior Learning Assessment* (PLA) form, available from the Registrar.

The assessment form requires the student to describe the nature of the learning including the method, duration, and content of the proposed knowledge, skills and abilities purported to be equivalent to graduate level learning requirements.

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

Daniel Morgan Academy Portfolio

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

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

Record of Advanced Standing Credit

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

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

District of Columbia: Vaccination Requirements

Daniel Morgan Academy recommends that students who have traveled abroad receive a TB test prior to coming to DMA. It should be completed before the student begins coursework. 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 Academy Ombudsman, 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) is available online by visiting the following URL:

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

New Students and Advising

Student Orientation

New DMA students are required to attend a student orientation program during the week prior to the commencement of classes for any given semester. The orientation program is designed to fully prepare students for success in their chosen graduate program. Each student is assigned a faculty advisor at orientation. Registration and the payment of tuition and fees will be finalized during the orientation session. Students should expect orientation to last from 10 am to 3 pm each day.

Faculty Advising

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

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

The advisory process is focused primarily upon guiding the student. The faculty advisor and student tailor the selection of courses to meet the student's academic objectives.

Students are expected to devote the requisite time to reading, analyzing, note-taking and preparing for the classroom experience. Faculty advisors fully understand the rigors of each semester of work and the requirements unique to each course of study.

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

Thesis Mentoring Program

The Academy conducts Thesis Mentoring Program on request. Student thesis writers are assigned trained mentors. Thesis writers and their mentors meet weekly, sometimes daily. Mentors can offer writing advice, assist with time management, and help plan or revise thesis chapters. A student may request a meeting with his or her mentor at a mutually convenient time. Appointment slots are usually available on Monday-Friday afternoons, from 1- 4 pm; or by appointment.

Career Planning

The Daniel Morgan Academy offers support for students with their career planning. In addition to the guidance from the student's faculty advisor, DMA provides career planning support to assist students in creating professional objectives and developing relationships with employers. This support is available to both current students as well as working professionals.

Daniel Morgan Academy offers a Professional Development Workshop, which covers career research, self-assessment, writing resumes, CVs and cover letters, and networking. Throughout the year, the Academy invites professionals who have pursued successful careers in the private and public sectors to share their experiences with the students. In addition, the Academy'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.

Registration and Enrollment

Full/Part-Time Status

Full-time status for graduate students is nine credit hours in the regular fall and spring semesters and three credits in the summer semester. Enrollment for fewer credits in a regular semester constitutes part-time status.

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

Auditing and Three-Hour Auditing

Under certain circumstances, a DMA student may, with faculty permission, be registered as an "auditor" (no academic credit) in a course. An auditor will not take an active part in class exercises or be permitted to take examinations or submit papers for grading.

Students authorized to audit a course appear on the Class List and Final Grade Report with an "AU" after his or her name.

Any individual who is not currently a student seeking to audit a DMA course must first complete an application for admission. Upon approval of the application, the auditor must submit an audit form to the professor requesting approval to audit the course.

The form requires an explanation of the purpose for attending as an auditor rather than as a student for credit. If the professor approves the audit request, the auditing student must understand that attendance at every class is required under the same rules as attendance is required of regularly enrolled students. Failure to attend classes may result in the student being excluded from future attendance. No refunds will be made in such cases. While the registrar will maintain a record of all audits, there will be no transcript of any nature issued to auditors.

DMA permits individuals, both students and non-students, at DMA's discretion to access a particular course and/or instructor by requesting permission from the Dean of Graduate Studies and the course instructor to audit on the course for a maximum of three hours (three 50 minute sessions). The office will, if approval is given, deliver a *Permission to Audit* Form notice to the professor's DMA mailbox in advance of the class periods to be audited. The Dean's office will send a copy of the form to the receptionist on the day the audit is authorized so that the auditor may receive a visitor's badge for that class only. The professor will annotate the form indicating whether the auditor appeared for class and return the form to the Dean's office or mailbox. Individuals auditing a course must not actively participate in the class nor take any exam or evaluation. This service is offered without charge.

Registration

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

Continuing students will meet with his or her faculty advisor prior to registration and select courses for the next semester. The student will be responsible for delivering the form to the Office of the Registrar.

Class Size Limits

It is the policy of DMA wherever possible to maintain a student-faculty ratio of 5:1. Limiting class size encourages discourse and improves the learning experience. The Academy will generally limit class size to seven (7) students.

Access to Transcripts

A hold may be placed on a student's academic record for a variety of reasons. Once this occurs the student can neither register nor obtain a copy of his or her transcript. A registration or transcript hold may be attached if he or she has an outstanding financial obligation to DMA, a failure to comply with requirements in this Guide, or has not met a particular enrollment requirement. The student will receive written notification from the Office of the Registrar regarding the nature of the hold on the student's record. Prior to registration, the student is responsible for reviewing his or her Academy record to determine if any hold has been placed on his or her account. The student must resolve the issue prior to meeting with his or her faculty advisor regarding course selection and registration. Failure to resolve the hold by the end of the Add/Drop period may result in the student being denied enrollment for that semester.

Add/Drop Policy

Faculty advising establishes a methodology to maximize the likelihood that a student will be successful in all courses attempted. Nevertheless, should a situation emerge in which the student believes that it is necessary to add or drop courses, DMA 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. Any exceptions require the written approval of the Dean and the classroom professor(s). Under this policy, a "week" is three (3) classroom hours of instruction.

The effective date for notice is the date the Add/Drop Form is delivered to the Registrar.

Course Withdrawal

After the Add/Drop Period, a student may withdraw from a course by requesting a meeting with his or her faculty advisor and by submitting a Course Withdrawal Form to his or her advisor. The advisor must meet with the student and determine the reason for the request. While students have an absolute right to withdraw from any course at any time (prior to the submission of any 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 Academy and will inform the student accordingly.

The deadline to withdraw from a course without the grade of "FX," is the end of the fourth week of class. Withdrawal from a course will result in a grade of "W" and will appear on the student's transcript. A "W" grade is not included in the calculation of GPA. A grade of "FX" grade is counted as an "F" grade when calculating the GPA.

Leave of Absence

All students who seek a leave of absence for personal reasons must submit a Leave of Absence Request Form to the Office of the Dean of Graduate Studies. Failure to do so will result in an administrative withdrawal. Such a decision is based on a failure to register for class in any regular semester following attendance in the previous regular semester with no notice given. Students who are administratively withdrawn will receive written notice by mail and by email. Students have ninety (90) days to notify the Office of the Dean of Graduate Studies of the reason for his or her absence. For those students who wish to continue his or her enrollment, the office will advise them to immediately submit a Leave of Absence Request Form. If the request is granted, the administrative withdrawal will be cancelled.

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

All students who require a medical leave of absence must submit a Leave of Absence Request Form to the Office of the Dean of Graduate Studies. Depending on the circumstances, office staff may accept telephonic notice in an emergency situation. All communications regarding a student requesting medical leave are governed by The Health Insurance Portability and Accountability Act of 1996 (HIPAA). Consequently, such requests must be submitted in writing by mail to the Office of the Dean of Graduate Studies. 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 Academy. 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 Dean of Graduate Studies so that the re-entry process can be initiated.

Withdrawal from the Academy

Students admitted to DMA are expected to make regular and consistent progress toward the completion of their program. However, the Academy understands that in exceptional circumstances a student may find it necessary to completely withdraw from all classes.

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

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

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

For more information on academic deadlines and refund schedules, please see the DMA Student Success Guide, Section 9: *Tuition and Fees, Tuition Refund Policy.* Notation of withdrawal and the effective date will be posted on the student's academic record. Instructors and appropriate DMA offices will be notified of the names of students who withdraw.

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

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

Tuition and Fees

For the 2015-2016 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 at the cost of $500 per credit hour or $1,500 per three-credit course. Students who audit classes must also be admitted to the Academy.

A research facility fee of $100 is applied to courses or programs using DMA's Intelligence Declassified resources. This fee goes toward defraying the digitization of archival or recently declassified U.S. government documents.

Tuition Refund Policy

Depending on when the Add/Drop or Course Withdrawal Form is filed with the Office of the Registrar, the following refund rate will apply:

1st Week	-	100% Refund
2nd Week	-	80% Refund
3rd Week	-	60% Refund
4th Week	-	40% Refund

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

Financial Aid

At the present time, DMA is not authorized to receive Title IV or VA program funds. Private alternative loans are available. However, students may apply for Private Alternative Educational Loans if admitted into either a Master's or certificate program and are attending on at least a part-time basis.

Under these programs, students may borrow up to the cost of attendance less other aid received.

These loans are non-federal loan programs that require at least part-time enrollment (minimum of 6 credits a semester), a good credit history, and the ability to repay the loan, and US citizenship or permanent resident status. Some loans may require a credit-worthy US citizen or permanent resident co-signer.

On February 14, 2010, the new Truth in Lending Act (TILA) 15 U.S.C. § 1601 disclosure requirements on private education loans took effect.

US Department of Education regulations on private education loans require that:

1. The lender present full disclosure of the terms and conditions of the loan (including fees, interest rates, repayment amounts);

2. The school certify a student's cost of attendance and eligibility prior to the lender disbursing funds; and

3. The lender obtains written confirmation through a signed self-certification from the borrower that she or he understands the terms and conditions prior to releasing loan funds to the school.

This process may extend the processing time for private loans and may delay the release of loan funds to the institution. Loan processing will require two to three weeks. The applicant will be required to complete a Truth in Lending Disclosure Form before a lender will disburse a private loan. Students may obtain a Truth in Lending Disclosure Form from a banking institution.

Qualifications for Alternative Loans are as follows:

• Students must be enrolled at least half-time in a degree or certificate credentialed program;

• Students must be found creditworthy (with a good credit history) or credit ready (no credit history and adhere to cumulative debt limits);

• Students must have sufficient monthly income to repay the loan;

• Students must present stable residence and employment histories; and

• Students must be U.S. citizen or have status of permanent resident.

Academic Policies

Statement of Academic Freedom

The Daniel Morgan Academy 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.

http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure

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

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

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

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

Grading

The grading system for DMA is as follows:

A	4.00	I – Incomplete	
A-	3.67	W – Withdrawal	
B+	3.33	AU – Course Audit	
B	3.00	IP – In Progress	
B-	2.67	P – Pass	
C	2.00	FX – Withdraw with Failure	
F	0.00/Fail		

The Grade Point Average, or GPA, is calculated by dividing the total number of quality points earned at DMA by the total number of academic credits attempted at DMA. The current GPA is included on the student's degree audit and transcript which the student will review with his or her faculty advisor one month prior to final exams. (Transfer credit counts toward the total number of academic credits earned, but grades from those courses are not transferred or included in the cumulative GPA.)

"C" and "F" grades are considered unsatisfactory for graduate-level work. Students will obtain no credit for courses in which they receive a "C" or "F."

Students may be assigned an "I" (Incomplete) grade if extenuating circumstances prevent them from attending class or completing course requirements in a given semester. Depending on the student and the circumstances, the professor will indicate to the Registrar the duration of time the student has to complete the coursework. Should coursework not be completed in that time, the student will be notified thirty (30) days prior to the expiration date that the grade will become an "F" unless action is taken by the student to notify the Registrar of the reason for the continuing incompletion of work.

Academic Standing

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

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

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

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

Class Attendance

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

Students are required to attend every class session listed in the academic calendar. When circumstances require that a student be absent from a class, either advance notice or notice provided at the next class meeting date is required. Class attendance is included in the DMA grading evaluation, as is class participation and the completion of all written assignments and examinations.

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

Repetitive absences (2 or more) require counseling with the student's faculty advisor to determine if continued absences are unavoidable. Class instruction and discourse are an essential element of the learning process and extended absences may present an insurmountable obstacle to the student's ability to master course material and demonstrate competency to the faculty.

Any individual who appears in the classroom without the advance approval from the Course Instructor and is not on the Class List is in violation of DMA policy and will be removed. Permission to "sit in" on classes is authorized at DMA under the DMA "Auditing a Course" policy as explained herein. There are no exceptions to this policy.

Student Classroom Behavior

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 conduces 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 negatively affect 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 DMA in accordance with policies and procedures outlined in the Student Success Guide and Faculty Handbook.

Credit Hour Policy

DMA defines "credit hour" in accordance with the definition of the US Department of Education, as an amount of academic work represented in intended learning outcomes, and verified by evidence of student achievement, that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit.

Faculty Office Hours

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

Graduation Certification Requirements

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

Institutional Responsibility to Graduate Students

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

- Encourage students to complete requirements in a similar or related degree track

- Waive or substitute departmental degree requirements (except the minimum total hours required).

- And/or permit students to take courses or conduct research at another institution when approved by the Dean of Graduate Studies. All financial obligations are the responsibility of the individual student, except as otherwise noted in this document.

Nature of Graduate Level Learning at the Daniel Morgan Academy

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

- Seminar style delivery as opposed to lecture style, with discussion comprising at least one-third of the class time;

- Reading material that complements and supports, not supplies or outlines, the content or context of a seminar or lecture;

- A minimum of three grading points, one of which may be based on the quality and nature of student participation;

- Routine applications of academic knowledge against practical requirements; and

- Development of critical thinking through encouragement and provisions for multiple and varied perspectives.

Advising and Mentoring Policy

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 DMA students are expected to work closely with program advisors at every stage of their academic careers and are strongly encouraged to adopt the services and benefits of at least one seasoned mentor from their chosen field of study.

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

Institutional Responsibility to Students with Involuntary Absences

Whenever a student is absent from a class, DMA will record the classroom session. With advance notice, DMA can stream the class to the absent student. All recorded classes will be maintained in the DMA Library. Students may then review them on site upon their return to the Academy. These files may not be removed from the Library under any circumstances.

Honor Code

Every member of the DMA community is required to uphold the following understanding:

"On my honor, I will not lie, cheat, or steal while a member of the Daniel Morgan Academy community (student, faculty, and staff) nor accept such behavior silently on the part of fellow members of DMA."

Student Reporting Procedures

If a DMA student has discovered or believes in good faith to have knowledge of an alleged case of academic dishonesty, they must inform the faculty member involved or the Dean of Graduates Studies. Students are **NOT** expected to investigate cases of academic dishonesty themselves. Faculty and/or the DMA Administration will investigate the matter.

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. DMA takes cases of academic dishonesty seriously. Types of academic dishonesty include, but are not limited to:

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

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

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

- *Cheating*: using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; looking at other students' work during an exam or in an assignment where

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

- *Sabotage*: deliberately impairing, destroying, damaging, or stealing another's work or working material. Sabotage can include destroying, stealing, or damaging another's work product, computer program, term paper, exam, or project; damaging, defacing, or removing uncharged library or research materials with the effect being that others cannot use them; interfering with the operation of a computer system so as to have an adverse effect on the academic performance of others. Specific to faculty, it can mean: failure to meet all required classes, either by actual attendance, substituted instructor, or make-up arrangements; failure to teach the full 50 minutes segments required for each credit hour; failure to provide the academic content specified in the syllabus; giving students certain grades not demonstrative of his or her actual academic and classroom performance; requiring textbooks that are not actually used during the course; and/or giving certain students unfair academic advantages compared to others. Examinations and evaluations of any student's progress in meeting course learning objectives must be based on material presented in class and covered in assigned and required readings.

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

Integrity Policy

DMA wishes to foster an academic environment based on merit, integrity and honesty. The active support of the entire DMA 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. For this reason, DMA students, faculty, and staff have the responsibility to report cases of academic dishonesty regardless of his or her or the offender's position in the school. Such reporting must never be considered as "ratting out" another member of the Academy community, but rather an honor of obligation.

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

Academy Integrity Review Committee

The Academy Integrity Review Committee is a body of three members to include the Dean of Graduate Studies, a full-time professor selected by the President of DMA, the Student Government Association President (after elections are held each year) and the President of DMA (as an ex-officio, non-voting member). This 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 shall meet whenever an issue of academic dishonesty or plagiarism is brought forth by a member of the DMA faculty, staff, student or other individual participating in a DMA program. The Committee will first determine if the issue constitutes an actionable violation by reviewing the evidence and/or testimony of the complainant. If the issue appears to constitute a violation, the Committee is required, wherever possible, to meet with the individual(s) in question to review his or her account of the fact situation surrounding the allegation. However, the Committee is allowed to render verdicts if the individual(s) in question cannot or will not agree to be interviewed.

Adjudication and Disciplinary Action

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 recommend to the President that he or she:

- issue a warning;
- compel students to re-accomplish an assignment;
- fail students in the class where the issue arose;
- suspend students;
- place students on academic probation;
- withhold DMA-granted scholarships; or
- dismiss students from the school

For faculty members, the Committee has the authority to recommend to the President that he or she:

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

For student reference:

Circular 92
Copyright Law of the United States
and Related Laws Contained in Title 17 of the United States Code, December 2011

§ 107 · Limitations on exclusive rights: Fair use[*]

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phono records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—
(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
(2) the nature of the copyrighted work;
(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
(4) the effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

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

Recording of Lectures

Daniel Morgan Academy 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 Academy.

In certain circumstances, the Dean of Graduate Studies may issue written authorization to a member of the staff to record a particular event. A faculty member may authorize the recording of one or more lectures by DMA staff with the written approval of the Dean of Graduate Studies. Under certain circumstances, these authorized recordings may be archived by the DMA Library. Access to these recordings are strictly limited and when granted permit playback only in authorized locations at DMA. 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, PDA's, data storage devices, recording devices, computers, internet, or other electronic devices is prohibited unless expressly permitted by the instructor for the 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 DMA property or in any off-site DMA 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 DMA 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 DMA computer systems, passwords, or accounts is prohibited.

Reporting Procedures

If a DMA faculty or staff member has discovered an alleged case of academic dishonesty, they must gather supporting evidence before reporting it. 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 of or the actual physical item(s) of damaged or stolen student, faculty, or DMA property.

If a student believes they have uncovered an alleged instance of academic dishonesty, they are to report it to the appropriate professor or Dean. Students are not expected to do their own investigation or collection of evidence. Reports submitted without 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 Dean of Students (DOS).

All allegations received by the Dean of Graduate Studies will then be reviewed. The Dean of Graduate Studies will conduct 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 decides not to pass the case onward, he or she will inform the complainant of the reason why no action will be taken. The permanent written record of his or her review and finding will be retained by the Dean of Graduate Studies. If the case is passed to the Committee, the Committee may contact the complainant for further information.

Hearing Procedures

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

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

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

No party to the hearing shall be required to undertake sworn testimony nor shall anyone be subject to self-incrimination. The Committee will ask the defendant a series of questions material to the issues at hand in an effort to determine the truth regarding the case. The defendant may consult with his/her advisor and/or attorney before answering any questions. Once the Committee has finished its questioning, the defendant may ask any questions he or she wishes. After all the questioning has concluded, the defendant and his/her advisor and/or attorney will depart the location.

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

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

Student Grievances

Policies and Procedures

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

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

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

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

Academy Integrity Review Committee

The Academy Integrity Review Committee will convene whenever a Student Grievance Form is forwarded to the Committee after an informal hearing has failed to resolve the matter. A meeting is also required whenever a student presents a Student Grievance Form directly to the Committee.

The Committee will follow the same procedures as to reporting, hearings, and adjudication except that the focus, presumably, is not on academic matters, but on other violations.

Student Privacy Rights

Individually Identifying Information

The Academy intends to serve the intelligence and defense communities and consequently may enroll into its student body, certain individuals whose employment and personal information must remain confidential. While professionals may have a cover identity, it is nevertheless the Academy's policy that students not be questioned regarding individually identifying information.

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

FERPA

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

Students with Disabilities

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

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

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

Substance Abuse, Discrimination and Harassment Policies

Drug Free/Alcohol Free/Smoke Free

DMA 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 DMA premises.

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

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

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

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

DC Code § 20-2101 Place of employment and public place smoking policy.

2101.1   Each place of employment and public place shall adopt a smoking policy that is consistent with the requirements of the Acts and this chapter.

2101.2   An employer shall notify each employee, both orally and in writing, of the smoking policy for the place of employment.

2101.3   The employer's smoking policy shall apply to each person in the workplace, including a visitor.

2101.4   An employer shall post the written smoking policy in the place of employment in the same place as the Worker's Compensation notice or any similar employee notice.

2101.5   An employer shall prohibit smoking in the enclosed area of a place of employment, except as provided in § 2105.

DMA promotes a smoke-free environment. Smoking is prohibited on the entire DMA premises, 1620 L Street, NW, 7th Floor, Washington, D.C. 20036, and in or adjacent to, any entrance or exit or garage facility and in any other locales utilized by or for DMA 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

Pursuant to Title IX of the Educational Amendments of 1972, the Title IX Coordinator is the designated agent of the DMA with primary responsibility for coordinating DMA Title IX compliance efforts. The Title IX coordinator's responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX legislation, regulation, and case law. In broad terms, the Title IX Coordinator oversees monitoring of DMA 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 DMA's Title IX compliance.

DMA is not currently a beneficiary of any federal funds. As a non-accredited institution, our students are not currently eligible for any federal student loan programs.

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

At DMA the role of Title IX Coordinator is currently assigned to Jonathan D. Strum as General Counsel. Mr. Strum also acts as the DMA Ombudsman for student, faculty and staff complaints.

Title VI of the Civil Rights Act

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 Academy does not discriminate, exclude from participation in, or deny benefits of its educational programs, admission policies, activities, or employment policies and opportunities on the basis of race, color or national origin. Students complaining of any type of discrimination or harassment outlined in this Guide are encouraged to bring them to the attention of the Daniel Morgan Academy Ombudsman.

Non-Harassment/Non-Discrimination

DMA 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 educational and employment opportunities and is free from discriminatory practices, including without limitation, harassment. Violations of this policy will not be tolerated.

Any DMA 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 a faculty member, the Staff Director or the Daniel Morgan Academy Ombudsman.

DMA 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 DMA 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 or meet with the DMA Ombudsman.

Anti-Harassment/Anti-Discrimination

DMA is committed to maintaining a working and educational environment in which students, faculty and staff work together toward professional goals in a congenial atmosphere of mutual respect and cooperation. DMA will not tolerate any form of harassment or discrimination (whether based on race, color, religion, national origin, sex, age, disability, sexual orientation, marital status, gender orientation or any other status protected by law) of any employee or any student by another employee, student, faculty member, supervisor, board member, or any third party. DMA is committed to enforcing this policy vigorously at all levels within the organization.

DMA recognizes that the issue of whether or not harassment or discrimination has occurred requires a factual determination based on all the evidence available. All reported or suspected occurrences of harassment/discrimination will be promptly and thoroughly investigated. Where harassment/discrimination by a DMA employee or student is determined to have occurred, DMA will immediately take appropriate disciplinary action, up to and including termination of employment or admission. If the source of the harassment/discrimination is outside of DMA, the DMA administration will take steps to prevent a recurrence and will cooperate with the outside organization in its own review of the incident.

Further, DMA will not tolerate or condone any acts of retaliation against any student who files a harassment/discrimination complaint or who cooperates in the investigation of any complaint. Disciplinary action can and will be taken against employees or students who impede any investigation of any complaint. Likewise, false accusation of harassment/discrimination can also have serious effects on innocent men and women and will be cause for disciplinary action.

We trust all employees and students to act in a responsible and professional manner to establish a pleasant working environment free of harassment and discrimination.

What Constitutes Harassment

As indicated above, harassment can be verbal (epithets, derogatory statements, slurs); physical (assault, physical interference with normal work or involvement); visual (posters, cartoons, drawings); or innuendo. A student cannot be forced to submit to harassing conduct as a basis for any educational or employment decision.

Sexual harassment occurs when submission to unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal, physical or visual conduct of a sexual nature is either explicitly or implicitly made a term or condition of employment, or is used as the basis for employment decisions; or, when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive work or academic environment.

Not all conduct of a sexual nature is sexual harassment; only unwelcome conduct is proscribed. Every student should bear in mind that viewpoints differ not only between men and women, but also among individuals of the same sex, and that each individual defines what sexual behavior he or she finds unwelcome.

Relationships between supervisors and their subordinates are particularly sensitive, especially students and faculty; both because of the potential for misinterpreting the level or nature of consent by the student and because of the potential that others will perceive favoritism in grades, assignments and evaluations.

The following behaviors may be construed as sexual harassment:

- Physical coercion into unwanted sexual intercourse; assault; body brushing, pinching, fondling;

- Verbal sexual propositions, even if joking; suggestive comments or innuendo; teasing or insults about gender-specific bodily characteristics; obscene stories (for instance, an employee uses offensive language and tells dirty or off-color jokes that others might find offensive);

- Nonverbal obscene gestures, suggestive or insulting noises, leaning over a desk in close quarters, leering; and

- Environmental gender-based displays, continuing comments that are insulting in nature, intimidating actions or other gender-based behaviors that produce a hostile working or educational environment (for instance, posting of sexual pictures in his or her office or books, circulating offensive jokes or cartoons via e-mail).

What Constitutes Discrimination

Discrimination can be the taking of an action or the non-taking of an action based on the 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.

The following behaviors may be construed as discrimination:

- Assignment of a lower grade due to 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;

- Assignment of a lessor role due to 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; and

- Ignoring a student's participation in class or limiting the time given to speak in class due to 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.

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

Role of DMA Ombudsman

The Daniel Morgan Academy Ombudsman acts outside of the formal or informal DMA grievance process and serves as a resource for students, staff or faculty to discuss concerns and complaints, and serves as a safe space to facilitate the resolution of disputes. Whether you are unsure of how to resolve your problem – whether at the outset of a problem or during the course of a formal DMA process, the Ombudsman is here to serve you and help mediate or negotiate your situation.

The Ombudsman is a neutral, independent and informal resource to facilitate fair, equitable and timely resolutions to concerns and problems raised by students, faculty, or staff. The Ombudsman does not take part in any formal DMA grievance procedure unless where required, in which case students will be informed in advance.

While most meetings with the Ombudsman are confidential, such confidentiality will not be held in matters where danger or harm to individuals is an imminent possibility.

Student Services

Students with Disabilities

The Academy has published the Services to Students with Disabilities Guide which addresses the Academy's comprehensive policies and procedures in accordance with the Americans with Disabilities Act. The Guide is available from the Office of the Registrar. The DMA community is dedicated to accommodating students with disabilities and ensuring that his or her experiences at the Academy are both positive and rewarding in every aspect of graduate life at the Academy. The faculty and staff are available as needed to respond to situations affecting accommodation. Students needing accommodation should not hesitate to request the services that can be made available to provide reasonable accommodation and assist them in his or her graduate work and presence on the Academy's campus.

Student Government Association

The Student Government Association (SGA) is an integral part of the Academy community. It serves the student body as the essential interface between students and the Academy's administration. Every student who is matriculated at DMA 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 Academy 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.

DMA Access Card

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

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

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

Transcripts

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

Alumni Relations Office

The Academy Alumni Association, when formed, will be responsible for establishing a constitution, including the bylaws and the election of officers. The President of the Association will select a member to staff the Alumni Relations Office on a schedule of his or her choosing. The schedule will be posted in the Alumni section of the website. The Alumni Relations Office makes available to alumni a number of services as well as an annual program of educational and cultural events. The objectives of the office are to foster productive relationships between alumni and the Academy community, promote DMA's advancement and further the professional development and success of DMA alumni.

Public Relations/Advertising/Marketing; Recruiting and Admissions Materials and Practices Policy

Daniel Morgan Academy expects all staff, faculty and students to comply with the DMA Code of Professional Conduct and the DMA Honor Code. This hold true for all public relations materials, all advertising and marketing materials, all recruiting and admissions materials, and related practices.

Purpose

This policy is designed to ensure that all statements, materials, messages, brochures, pamphlets, videos, web pages, and announcements are true and correct in all material aspects.

This policy is also designed to ensure that DMA is represented with consistent messages and with one clear voice to all of its publics, both internal and external.

The Office of Public Relations and Marketing (OPRM) will offer and coordinate services to enhance the visibility and to accurately project the key messages and image of the Academy through the judicious use of a variety of publication, events and communications. These include, but are not limited to, news and feature releases, publications, materials posted on the web site, coordinated outreach activities, and prompt response to media queries. The office shall be responsible for DMA's academic identity standards. Areas of public relations emphasis and thematic approaches in publication correspond with DMA's Mission, Vision and Goals.

Policy Statement

The Office of Public Relations and Marketing (OPRM) shall be the official source of information for media representatives. All DMA news releases, publications and event announcement shall be run through the OPRM.

1. For particular events or programs, OPRM shall work with the designated person(s) or program(s).

2. The information function of OPRM shall be coordinated with specific members of the administration when members of outside media request information on (a) questions of policy or issues for which a DMA spokesperson has been designated; (b) questions for which a DMA response has been prepared; (c) responses that require two or more DMA sources; and (d) campus safety reports

3. In the event of a news story, from a minor negative happening to a rumor to a true crisis* situation, it is the job of the OPRM:

   - coordinate the flow of information to the media and concerned publics;
   - assist DMA officials in preparing public statements; and
   - assure that public information is made available accurately and in a timely manner.

4. In the event that other Academy officials are not available for comment, the director of the OPRM or the General Counsel serves as the designated Academy spokesperson.

*A crisis is an unforeseen critical event, violent or non-violent, caused by nature, by accidents or by deliberate acts, about which the media and the public will expect information.

Procedures

Faculty are free to speak with the news media at any time when called for an opinion on a matter of that faculty member's expertise, matters of public policy and matters of public concern.

Faculty and staff are free to speak with the news media, except as noted in the policy above during a crisis situation at DMA or about sensitive DMA information. We ask that you OPRM so we may:

- Provide advice and/or assistance if preferred;
- Answer the media query on DMA's behalf; and/or
- Follow up with the reporter to provide additional information/photos/etc.

1. Plans for publicizing events should include contact with OPRM three to four weeks in advance (or, as the case may as soon as is practicable);

2. Contact with the media will be initiated by OPRM to assure coordination of information.

3. When DMA personnel receive an inquiry from the media, responses should be coordinated with OPRM. One should obtain the reporter's name, publication or station represented, phone number, nature of inquiry.

4. Refer media calls to OPRM when inquiries pertain to Academy policy, questions to which an official response has been prepared, or responses that require coordination among two or more administrative units.

5. Respond to media inquiries in a timely fashion by contacting OPRM immediately or by returning a call to a reporter if it is appropriate to respond as noted above, and then letting OPRM know.

6. DMA faculty and staff should make clear to the media when they are speaking as subject matter experts (but not in the name of DMA) and when they are speaking as a representative of DMA.

7. **It is not good practice to simply ignore a media query.** No DMA employee, however, is under any obligation to speak to members of the media and may always refer calls to the OPRM. If you wish to respond, it's always best to request guidance from OPRM, give yourself some time to think through your response by telling the reporter you will call back in a specified amount of time and then honoring that time frame. If a reporter pressures you with a deadline, that still entitles you to request a call back or refer the call. If you do not wish to respond, please inform OPRM and OPRM will handle it.

Library and Research Services

DMA Research Library

The DMA Research 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 Academy. The library serves registered Academy 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 Library Director.

The Hardcopy Collection

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

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

The Digital Collection

The Academy library also contains an exclusive collection of digitized original source material. The collection consists primarily of declassified documents from the CIA CREST system held at the National Archives and Records Administration in Adelphi, Maryland as well as from digital sites worldwide. This collection is supplemented with declassified documents from agencies across the U.S. Intelligence Community and the Department of Defense, as well as declassified material from the archives of foreign governments and intelligence services. The collection also contains select native language material of immediate import to researchers in counterterrorism.

All library collections are supervised by the Director of Libraries, who is responsible for collection development and material evaluation. The Librarian, the officers and faculty of the Academy are expected to be aware of situations wherein the book collections of accomplished members of the Intelligence and Defense communities may be available for donation or accession as intact

collections. Such acquisitions reflect the unique intellectual interests and acumen of the donor, enhance the donor's legacy and provide students with access to otherwise rare sources of knowledge. The Academy 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 DMA access card. Materials marked for circulation may be checked out for a period of four weeks with up to two renewals (provided the item has not been placed on hold by another patron). No more than eight items may be checked out to an individual library patron at any time. The Library Reserve Service offers options for supplementary course materials; contact the Library Director for information about placing materials on reserve. Materials designated as Reserve do not circulate for the duration (usually a semester) of this status, and limited photocopying is permitted in accordance with appropriate copyright guidelines (see Section 15). Reference materials do not circulate; exceptions to this policy are determined by the Library Director.

Research Support and User Education

Students at Daniel Morgan have access to professional assistance for their research activities. In addition to the Director, the Library is supported by DMA'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 Academy 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.

Degrees and Other Programs

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

Master's Program

DMA's Master of Arts (MA) program offers degrees in National Security; Intelligence; and Information Operations. Each MA degree encompasses 30 credit hours of instruction (inclusive of thesis), research, and writing. Students are required to master the skills of critical and innovative thinking; clarity in communications; focus and thoroughness in research; adeptness in reasoning; diligence in analysis; and courage when drawing conclusions from imperfect data. The Master's Program must be completed within 3 academic years, unless a waiver is granted.

DMA requires every Master's candidate to complete the Workshop Program for Thesis Writers. The program is offered without charge. The schedule for the Workshop Program is contained in the academic calendar for any given semester. The program is conducted by Academy faculty members. At the workshop, each student is assigned a faculty mentor with whom the thesis will be developed. This faculty member may not necessarily be the same individual who serves as the student's faculty advisor. Students must submit a thesis proposal to their mentor. It must be approved by the faculty members (a director and a reader at a minimum) involved in advising on its development before the thesis can be pursued. The thesis must be submitted in digital form and meet all DMA requirements for formatting and writing that are presented to students during orientation.

DMA expects a thesis to ask a cogent question of significance to both academic and national security policy. It should be well documented from primary sources wherever possible and be carefully and persuasively argued. Secondary sources should not comprise the majority of citations. The work must have a substantial research component and demonstrate the student's mastery of the subject matter.

The thesis will be written following the *U.S. Naval War College Style and Writing Guide*, which is founded on *The Chicago Manual of Styles* principles, and supplemented with Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Generally, the Academy expects that the thesis will comprise some 12,000 to 15,000 words approximating 40 to 50 pages.

Certificate Program

The Academy offers five certificate programs: Special Operations and Low Intensity Conflicts; Regional Specialization; Non-Kinetic Operations; Intelligence Specialization; and National Security Specialization. These programs permit students to tailor their program within different frameworks for a particular certificate's requirements. Four 3-credit courses are required for a

certificate. Completion of these certificate programs will provide students with a concentrated body of knowledge designed to address the specific academic and professional requirements.

Students may return to the Academy after completing a certificate and apply the requisite certificate coursework to the requirements for a Master's degree.

Language Program

Students may apply for a scholarship to attend professional language instruction in languages currently listed by the federal government as "critical" languages under the Critical Language Scholarship (CLS) Program.

The CLS Program is part of a U.S. government effort to expand the number of Americans studying and mastering critical foreign languages. Students of diverse disciplines and majors are encouraged to apply. Participants are expected to continue their language study beyond the scholarship period and apply their critical language skills to his or her future professional careers. Visit the CLS Institutes page for more information at http://www.clscholarship.org/.

- Azerbaijani, Bangla/Bengali, Hindi, Indonesian, Korean, Punjabi, Turkish, and Urdu: Beginning, advanced beginning, intermediate and advanced levels;
- Arabic and Persian: Advanced beginning, intermediate and advanced levels; and
- Chinese, Japanese, and Russian: Intermediate and advanced levels

Curriculum

Course List

Daniel Morgan Academy has organized its curriculum to ensure that all the courses needed by students in any given semester can, in fact, be taught in that semester. This is accomplished through advanced student advising and the cooperation of the exceptional faculty members of the Academy.

Elements of National Security

DMA601.   National Security Challenges (3)
DMA602.   Globalization, Technology, and Security (3)
DMA603.   Leadership in National Security (3)
DMA604.   National Security Decision-making (3)
DMA605.   Congress and National Security Policymaking (3)
DMA606.   Soft Power: Development, International Order, and Foreign Aid (3)
DMA607.   U.S. Military Strategy (3)
DMA608.   Legal Aspects of US Foreign Policy (3)
DMA609.   Intersection of Policy and National Security (3)
DMA670.   Introduction to Domestic Terrorism

Elements of Intelligence

DMA610.   Fundamentals of Intelligence (3)
DMA611.   Irregular Warfare (3)
DMA612.   Intelligence Operations (3)
DMA613.   Intelligence Analysis (3)
DMA614.   Counterintelligence (3)
DMA615.   Cultural Intelligence (3)
DMA616.   National Intelligence Strategy (3)
DMA617.   Homeland Security (3)
DMA618.   Intelligence and the Law (3)
DMA662.   Principles of Counterintelligence (3)

Elements of Information Operations

DMA619.   Indications and Warning (1)
DMA620.   Information Operations (3)
DMA621.   Cyber Security (3)
DMA622.   Terrorism and the War of Ideas (3)
DMA623.   Countering Disinformation (3)
DMA624.   Diplomacy and National Security (3)
DMA625.   Public Affairs and the Military (3)
DMA626.   Strategic Communication (3)
DMA627.   National Security and the Media (3)
DMA640.   Psychology of Influence (3)

Regional Studies

DMA628. Strategic Issues in Latin America: Narcoterrorism (3)
DMA629. Islamism (3)
DMA630. The Arab World in Perspective (3)
DMA631. Strategic Issues in the Asia-Pacific Region (3)
DMA632. Strategic Issues in North Korea (3)
DMA633. Strategic Issues in East-Central Europe and Eurasia (3)
DMA634. Strategic Issues in Africa (3)
DMA635. Strategic Issues in the Middle East (3)
DMA701. Radical Islamic Movements (3)
DMA702. Strategic Issues in Central Europe (3)

Additional Courses

DMA636. Fundamentals of Report Writing (non-credit workshop)
DMA637. Fundamentals of Argumentation and Logic (non-credit workshop)
DMA638. Communication with Civilians (non-credit workshop)
DMA671. Military Strategy I (3)
DMA800. Thesis (3)

Course Descriptions and Objectives

Elements of National Security

DMA601.   National Security Challenges (3)
Since the United States' withdrawal from Iraq and the coming drawdown in Afghanistan, a broad spectrum of national security challenges have captured the attention of America's policymakers, strategists and tacticians. These challenges range from the raging civil war in Syria, resurgence in aggression from Islamist terrorist actors, China as a superpower, a nuclear Iran and North Korea, America's deficiencies in cyber security and domestic infrastructure - all of these issues require assessment and reassessment of the current US strategy.

Through this course, students will need to define what makes these challenges (among others) threats to the US, America's interests in these threats, but also to understand the foundations of national power, interest and strategy. Along the way, students will examine what is currently effective or ineffective in protecting and advancing those interests and how the current strategy can be realistically modified.

The objectives of this course are:
-   Define and analyze threats from a policymaking perspective;
-   Think strategically regarding US national interests;
-   Innovate and provide realistic methods and plans to respond to challenges as well as protect and advance US interests and;
-   Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA602.   Globalization, Technology, and Security (3)

The course explores the deep connection between technology and security, a connection that stretches back in history influencing the rise and fall of nations. Throughout history, armaments technologies have flowed into the veins not only of modern states, but have empowered radical movements to launch insurgencies and threaten the status quo in critical regions where vital energy supplies are located.

The huge jumps in communications technology in the late 20th century have changed global and power relationships, leading to the "spy state," while also significantly altering traditional boundary definitions, and not for the better. Means to measure the effects of exponential technology growth on peace and stability, and on collective and individual freedom, will be explored. Ultimately, the question is whether democracy can survive in a technologically dynamic environment.

The objectives of this course are:
- Think critically to achieve strategic goals;
- Make difficult decisions in a national security environment;
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations;
- Assume leadership roles in federal, state, or local levels or those industries that support US national security.

DMA603.   Leadership in National Security (3)

The current national security environment in the US is in flux; much has changed in the threats the country faces and new threats have emerged, yet the strategic leadership to confront those threats has not fully formed. This course aims to equip students with the tools needed to assume those leadership roles.

Broadly, the course will examine regional knowledge and cultural awareness, effective communication in writing and speech, understanding organizational cultures, whole-of-government and joint operational and strategic planning, proactive and reactive thinking, and developing trust as integral qualities of a strong, practical leader and decision-maker.

The objectives of this course are:
- Think critically to achieve strategic goals;
- Make difficult decisions in a national security environment;
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations;
- Assume leadership roles in federal, state, or local levels or those industries that support US national security.

DMA604.   National Security Decision-making (3)

This course reviews the national security decision-making process, its structures, and cultures, and how the process balances authority and responsibility among its parts: mainly the Presidency, executive agencies, Congress, the military, Intelligence, the media, and private parties. In addition, students will judge the process, and how they would decide certain issues. The course will draw

on approaches such as strategic analysis (grand strategy, military strategy, and corporate strategic management), the Elements of National Power and ends/ways/means analysis, the diplomatic essay, economics, game theory, net assessment and competitive strategies, futures analysis, and design thinking.

The objectives of this course are:

- Identify the general domain of international relations and security studies and compare to national security decision-making goals.
- Understand the formal and informal process of NS decision-making
- Assess the interplay of organization, individuals, and analytic support in NSDM
- Assess nation-state in IR and diplomacy as a non-military instrument of power
- Understand strategy in statecraft and relate strategy to theory.
- Understand the strengths and weaknesses of rational modes of analysis, especially systems analysis
- Gain basic understanding of game theory, and its application to political events, international relations, and everyday life.
- Lessons for national security decision making from work on cognition and decision.
- Understand the roles and relationship between experts and the decision-makers.
- Evaluate the role of organization and technology in decision-making and evaluate pluses and minuses of new technologies for national security.

DMA605.   Congress and National Security Policymaking (3)
This course addresses the roles of the legislative branch, such as legislation, oversight, investigation, and budget, affect national security, defined by the Constitution and affected by events such as America's wars since the Revolution, and becoming particularly intense as elite consensus about foreign affairs and national security has broken down since the Vietnam War, and even more, the War on Terrorism. The course addresses special problems for understanding the separation of powers raised by contemporary issues, such as the rise of Presidential Executive Orders and the reduced role of Congress in making treaties, and ambiguities about relative responsibilities between President and Congress on the conduct of war. These issues will play out in relationships between Congress and the national security community, which includes the diplomatic corps, the military agencies, private contractors and lobbyists, as well as the members' constituents, and their impacts there need to be assessed. The course will identify at the outset the class's view of current important issues, and from those we will develop themes to which we will return over the semester.

The objectives of this course are:
- Analysis: Be able to thoroughly analyze one contemporary national security controversy in terms of its impact on constituency and party interests, on national security, and existing institutions: agencies, constituencies, the Constitution, etc.
- Critique: Given such analysis, be able to critique all sides of a major, relevant contemporary controversy.

- Recommendation: Given such critiques, be able to present a memorandum on some major issue a "way ahead" recommendation for relevant Members and institutions of Congress, and the Executive, beyond the current state of play.

DMA606.   Soft Power: Development, International Order, and Foreign Aid (3)

The sharpness of the contrast that is usually made between hard military power and soft, persuasive, attractive power has never seemed less justified than now at the dawn of the 21st century. Cyber-attacks from unnamed, if not anonymous, sources, along with international terrorist groups and international drug cartels, have not only blurred the line between random hostile attacks and traditional forms of war, it has also underscored the significance of so-called "soft" power.

This course will explore the uses of international organizations, both private and public, as well as development assistance and trade along with economic sanctions, to pursue strategic goals. It also examines the various modes of conflict prevention and efforts to promote democratization, focusing specifically on how and why the U.S. conducts stabilization and reconstruction in post-conflict areas.

The objectives of this course are:
- Evaluate political, social, economic, cultural, and historical trends and issues in several states undergoing democratic change.
- Understand the need to win the peace once military superiority has been achieved on the battlefield so as not to risk sliding back into conflict.
- Analyze regional opportunities, challenges, and threats to U.S. interests and goals presented by democratic and other changes.
- Evaluate global and regional trends (if any), their impact on US national security, and possible means of facilitation or response.
- Define and differentiate between the concepts of foreign aid, humanitarian assistance, reconstruction, democratization, democracy-building, nation-building, colonizing.

DMA607.   U.S. Military Strategy (3)

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

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

The objectives of this course are:
- Learn some of the major concepts in the history of strategy
- Understand the particular importance of Clausewitz
- Appreciate the critical role of technology in winning wars

- Explore the challenges faced by the United States at a time of budget constraints and the unprecedented rise of non-state actors
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA608.   Legal Aspects of US Foreign Policy (3)

US laws determine the ability of intelligence and law enforcement agencies to safeguard the nation's security. Legislation passed in the mid-1970s restricted CIA and other intelligence agencies from engaging in covert operations without presidential approval. Increasing public concerns with privacy, driven by the IT revolution and recent NSA surveillance activity, are imposing similar constraints on the access of law enforcement agencies to such personal information as telephone calls, emails, and credit reports. This course discusses the implications of the emerging legal environment on the conduct of national security.

Through this course, students will:

- Develop a comprehensive understanding of relevant international and national law.
- Understand the historical development and current state of international law and conflict management.
- Analyze case studies of specific national security issues in the legal context.
- Examine the national institutional framework for the control of national security, including the authority of Congress and the President to make national security decisions.
- Be familiar with intelligence and counterintelligence law.
- Explore issues of individual rights and accountability as they interface with national security.

DMA609.   Intersection of Policy and National Security (3)

Understanding the interaction between different agencies and between those agencies and their civilian oversight is an important task that grows ever more critical as the jobs of intelligence, defense, and national security professionals become more complex. This course is intended for department managers who seek more efficient ways of understanding the disparate cultures and communities of our national government and agencies and how to interact between them.

Students who complete this course will:

- Understand the different bureaucratic cultures that define the interactions between government departments and agencies.
- Learn to navigate between the different cultures of the national security community and policy-makers.
- Learn to communicate clearly, concisely, and effectively in writing, discussions and presentations with policy-makers and other civilian oversight.

DMA670.   Introduction to Domestic Terrorism (3)

This class assesses various aspects of acts of international terrorism conducted in the United States that are similarly directed in other regions. Students will be expected to evaluate the evolution of "international terrorism to include motivation, tools and effectiveness over the past

one hundred years. Students will analyze and critique the effectiveness of the United States in responding to acts of international terrorism.

Elements of Intelligence

DMA610.   Fundamentals of Intelligence (3)
This is an introductory course in intelligence practices for those looking to enter this field or interact with it. The course identifies the component parts of the Intelligence Community, describes the functions of collection and analysis, explains how intelligence is disseminated, and discusses the relationship of the IC with policymakers, Congress, and the public.

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

Students will learn:

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

DMA611.   Irregular Warfare (3)
Irregular Warfare (IW) has been the defining feature of 21st century combat and will likely shape the battlefield for decades to come. The nature of IW involves using unconventional, indirect or asymmetric warfare in order to defeat an adversary. What has been seen over the past decade is that these tactics have been used by both state and non-state actors. In the wars in Iraq and Afghanistan, the United States was confronted more by terrorist organizations and non-state foes. However, this course is intended to show that IW is more than just battle tactics. The purpose of IW has political ends; it seeks to gain legitimacy over populations by eroding an adversary's power, influence, and will. This course will expose students to the ideological dimension of IW and how the United States can use IW as a viable strategy for future threats.

The objectives of this course are:
- Be able to define irregular warfare, and such similar concepts as asymmetric warfare, counterterrorism, and others
- Become familiar with varied tactics of IW
- Recognize the critical importance of IW alongside traditional warfare
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA612.   Intelligence Operations (3)
The collector of raw intelligence is the equivalent of the first responder in the process of understanding and influencing the activity of foreign governments and non-state entities. This course offers an historical overview of intelligence collection through selected case studies and discusses how different components of the Intelligence Community covertly plan, direct, and exploit intelligence operations either independently or in concert with each other and with US allies. The course also assesses the different intelligence-gathering techniques and approaches of other governments.

After completing this course, students will:
- Understand the concepts, history, and structure of intelligence collection.
- Analyze and evaluate the role of the collector in the understanding and influencing foreign governments and non-state entities.
- Assess case studies and recognize collection failures and successes.
- Understand the different forms of collection and the types of raw intelligence they collect.
- Appreciate the complexity of planning, directing, and exploiting intelligence operations both within individual agencies and jointly.
- Identify different intelligence-gathering techniques and approaches used by other governments.

DMA613.   Intelligence Analysis (3)
This course focuses on one of the primary functions of intelligence community, analysis. Analytic products are integral to the national security apparatus because it informs policymakers of the issues that require their attention. Along with informing, intelligence analysis appreciates the human element - putting raw information in context so leaders can craft prudent policy. The more negative ends of the human element will be addressed too, such as cognitive bias and other logical errors that can lead to intelligence failures.

Through this course, students will be able to:
- Think critically and make well-reasoned judgments on ambiguous or incomplete information;
- Understand the role of the intelligence community in informing policymakers;
- Contextualize information with broader events and strategic goals;
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA614.   Counterintelligence (3)
The aim of this course is to show how counterintelligence activity protects US national security by 1) defending against acts of penetration, sabotage, and physical violence undertaken by foreign intelligence agencies and 2) defeating an adversary's efforts by identifying and manipulating its behavior through deception and/or the exploitation of its agents. The course addresses the relationship between the intelligence and law enforcement communities as well as between civilian and military agencies. It also emphasizes the increasing importance of cyber espionage and economic espionage in an age of globalization.
Through this course, students will:
- Be better able to defend against foreign and domestic espionage;
- Be better able to use deception to defeat other actor's intelligence capabilities;
- Understand the role of espionage and counterintelligence as means of achieving national goals;
- Assess the growing relationship between the intelligence and law enforcement communities and the relationship between civilian and military agencies;
- Understand the role of counterintelligence in cyber espionage and economic espionage

- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA615. Cultural Intelligence (3)

The course will seek to illustrate how and why culture matters in intelligence analysis, which components are especially relevant to understanding political behavior, and how to evaluate their relevance to U.S. foreign policy strategy, particularly in armed conflicts. Politics cannot be divorced from culture, from values that transcend the calculations of realpolitik. Different people, nations, and ethnic groups approach historical challenges in widely disparate ways. This course will examine religion, education, information, customs, language, geography, humor, gender, and myths particular to cultures important to international politics and strategy.

The objectives of this course are:
- Students will be able to differentiate between such concepts as "culture," "civilization," "human terrain," and other related concepts.
- Students will demonstrate an understanding of the social and psychological dimensions of intelligence and national security.
- By analyzing, discussing, and evaluating different approaches to the study of human behavior and intention in the context of international conflict, students will gain a deeper appreciation for the complexities of warfare in the 21st century.
- Students will demonstrate an understanding of current policies of strategic communication in the war on terror both as a tool of intelligence and a means to secure the peace.

DMA616. National Intelligence Strategy (3)

This course analyzes the formulation of national intelligence strategy in a globalizing world order. It discusses the logical relationship between ends and means so that the desired goals of US strategy are supported by the available resources to achieve them. The course further analyzes the limitations imposed on strategic choices by domestic and international constraints, including alliance relations, congressional oversight, international law, and diplomatic tradeoffs.

After completing this course, students will:

- Define and understand the significance of national intelligence strategy
- Analyze the changing requirements and new challenges facing national intelligence in a globalized world.
- Understand the role of intelligence strategy for supporting US strategic goals
- Analyze the constraints of domestic and international constituents on strategic choices

DMA617. Homeland Security (3)

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

Through this course, the students will learn:

- To navigate the homeland security and defense (HSD) literature – scholarly, political, legal, and operational -- and draw what applies to different settings and problems.
- To identify government agencies and private parties for preparing for, responding to, and recovering from emergencies and disasters, as in transportation or immigration, for emergency preparedness and emergency response, in deliberate planning vs. crisis response.
- To ask questions that will guide us towards utilizing communications and other technology in protecting homeland security and defense.
- To infer general lessons for future U.S. security from HS case study analysis.
- To support student professional development in HSD.
- To create and evaluate ideas for infrastructure protection.
- To create and evaluate hypotheses about threats and disasters.
- To improve coordination and cooperation by HSD agencies.
- To work within the political, constitutional and strategic constraints of HSD.

DMA618. Intelligence and the Law (3)

US laws determine the ability of intelligence and law enforcement agencies to safeguard the nation's security. Legislation passed in the mid-1970s restricted CIA and other intelligence agencies from engaging in covert operations without presidential approval. Increasing public concerns with privacy, driven by the IT revolution and recent NSA surveillance activity, are imposing similar constraints on the access of law enforcement agencies to such personal information as telephone calls, emails, and credit reports. This course discusses the implications of the emerging legal environment on the conduct of national security.

Through this course, students will:

- Be familiar with the historical development and current state of laws and the legal framework that support and define roles of the US Intelligence Community.
- Understand the historical development and current state of laws to provide oversight and limitations to the US Intelligence Community.
- Understand the limitations and deficiencies of law in keeping current with technology.
- Learn the process by which national security law is developed and passed; what entities have input into the creation of new law.
- Appreciate the value of strong legal controls in the conduct of US national security.
- Ask questions about the emerging legal environment and the future of national security law.

DMA662. Principles of Counterintelligence (3)

From its earliest days a critical responsibility of the Federal Bureau of Investigation has been the investigation of foreign counterintelligence and counterespionage matters. Over the years the Bureau's counterespionage cases have served as historical markers signaling the international threat facing the nation at that particular moment.: they are woven into our nation's political fabric; they have forced profound changes in government policy and the passage of new legislation and have contributed to the FBI's position today as the lead government agency in the field of foreign

counterintelligence. This course provides the student with a comprehensive understanding of the issues, controversies, personalities that have played critical roles in the one hundred history of FBI foreign counterintelligence development.

Elements of Information Operations

DMA619.   Indications and Warning (3)

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

Through this course, students will be able to:
- Think critically and make well-reasoned judgments on ambiguous or incomplete information;
- Understand the role of the intelligence community in informing policymakers;
- Contextualize information with broader events and strategic goals;
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA620.   Information Operations (3)

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

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

The objectives of this course are:
- Understand the role of the Special Forces in Information Operations
- Distinguish the various definitions of terms related to IO such as PsyOps, Information Warfare, Political Warfare, Strategic Communication
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA621.   Cyber Security (3)

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

Students will be familiar with these topics:

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

The objectives of this course are:
- Explore the main aspects of Cyber Security.
- Gain a conceptual understanding of contemporary crime and terror vectors
- Develop analytical reasoning, discussion skills, and collaborative engagement
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA622.   Terrorism and the War of Ideas (3)

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

The objectives of this course include:

- Knowing the main components of "the war of ideas;"
- Understanding the main influence campaigns and techniques used by foreign powers trying to influence the United States in the past and present;
- How to recognize influence operations; and
- Techniques to counter influence operations.

DMA623.   Countering Disinformation (3)

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

Students will be familiar with these topics:

- Soviet Influence Techniques, notably Denigration and Disinformation. Examples of disinformation include: AIDS Baby Parts, Jonestown, and the Assassination
- Iraqi Propaganda and Disinformation
- Conciliatory Soviet Political Influence Operations
- Conspiracy theories, urban lends, depleted uranium
- Organ trafficking rumors (Made to Stick)

- Depleted uranium
- September 11 conspiracy theories
- Russian post-Soviet political influence operations
- The Challenge of Modernity and Change

The objectives of this course include:
- Identifying the basic elements of influence operations;
- Knowing the main influence campaigns and techniques used by the Soviet Union and other hostile powers trying to influence the United States in the past and present;
- How to recognize disinformation operations;
- Techniques to counter influence operations; and
- Communicating ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA624. Diplomacy and National Security (3)

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

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

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

DMA625. Public Affairs and the Military (3)

This course will explain the public affairs function of the military establishment and its drawbacks in dealing with the media at the very same time as communication on a global scale has grown in importance exponentially. No longer is the media hampered by the requirement to speak primarily with press officers; embedded journalists have been allowed unprecedented access; and "journalist" is a term more loosely defined than ever when anyone can opine online through blogs and other non-print media. The course will examine specific examples and indicate how to

communicate more effectively, especially by DOD and IC public affairs officers and others in government designated for this task.

Through this course, students will be able to:
- Better appreciate the importance of communicating US military actions and policies to the American people as well as the world community
- Understanding the need for the US military establishment to respond effectively to revolutionary changes in information technology
- Learn some of the main pitfalls of communicating with the media in today's environment of instant connection
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA626.   Strategic Communication and Public Diplomacy (3)
Strategic Communication is key to the success of national security strategy, but especially in light of the communication explosion with the advent of the internet. This course will examine the traditional elements of Public Diplomacy, such as international information programs, broadcasting via Voice of America and the newer radio stations, international exchanges, cultural diplomacy and the use of new technology. But an important and often misunderstood issue is the contribution of the military community, specifically DOD, to strategic communication.

The objectives of this course are:
- Master different definitions of Public Diplomacy and Strategic Communication
- Examine the traditional elements of Public Diplomacy, including: international information programs, broadcasting via Voice of America and the newer radio stations, international exchanges, cultural diplomacy and the use of new technology.
- Become familiar with the Department of Defense's strategic communication activities.
- Examine different attempts to evaluate public diplomacy-type programs

DMA627.   National Security and the Media (3)
Particularly since the advent of the Internet and the explosion of widely-available sources of information, audiences have been exposed to a dizzying array of perspectives of varying accuracy. One of the results has been increased ideological polarization both domestically and internationally, with serious implications for national security. This course explores the effect of misinformation on public opinion, especially a skewed perception of American values and realities, and evaluates various attempts by the U.S. government to counter these trends, notably through USIA (the US Information Agency) which was folded into the State Department after 1999.

The objectives of this course are:
- Appreciate the enormous impact of Hollywood on world opinion
- Analyze the history of mutual misunderstandings between the U.S. and other cultures, notably the Arab world, by examining the impact of media images
- Understand the image of the U.S. military projected by the media on the American public, and discuss the implications for national policy

- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA640.   Psychology of Influence (3)

This course will serve as a successor to DMA 620 Fundamentals of Information Operations and is designed to provide a more in-depth understanding of the psychological theories, research, and applications of influence. The course will be divided into four units, the first of which deals with an introduction to psychological warfare and it's evaluation, the second deals with the science of influence, the third deals with the practice of influence as it relates to national security matters, and the final unit deals with the ethical and philosophical aspects of operationalizing the science of influence. This class will produce neither scholars nor practitioners of influence, but will provide the intellectual background to do either.

Regional Studies

DMA628.   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 Columbia and Mexico, and draw conclusions for future US actions to combat this danger in our own hemisphere.

Through this course, students will be able to:
- Understand the connections between terrorism and corruption in Latin America
- Appreciate the role of Iran and other terror-sponsoring states in the network of narcoterrorism
- Analyze the ideological basis for the seemingly unlikely connection between Islamist and leftist transnational criminal organizations
- Study the economic and political forces in Latin America that exacerbate the problem of narcoterrorism
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA629.   Islamism (3)

This course offers an historical perspective on the rise of political Islam, and outlines the varieties of ideological branches, with specific reference to the operational implications for national security strategy and tactics. Islam encompasses a variety of religious interpretations, whose political implications have diverged over the centuries in myriad ways. Contemporary jihadist extremism, which includes such disparate ideologies as Salafism, Deobandism, Wahhabism, and newer offshoots throughout Africa, Asia, and elsewhere, cannot be combated without an adequate appreciation of its roots and political uses.

Through this course, students will be able to:
- Understand the rationale behind various forms of Islamist ideologies

- Being able to differentiate among sects, tribal and ideological divisions
- Become familiar with the debates regarding policy options open to U.S. officials to combat non-state actors
- Differentiate Islamic religion from Islamist political ideologies
- Understand the complex economic, political, and religious precursors to the so-called Arab Spring

DMA630.   The Arab World in Perspective (3)
This course outlines the history of the Arab world prior to the European effort to divide it into nation-states whose frontiers often ignored and exacerbated existing patterns of economic, political, and cultural interactions, with dire consequences for world peace and US national security in particular. It explains the origins of the so-called "Arab Spring," and offers possible scenarios and solutions to emerging problems.

Through this course, students will be able to:
- Study the origins of the modern Arab nations
- Learn to differentiate among sects, tribal and sectarian groups within the Arab world
- become familiar with the debates regarding policy options open to U.S. officials in navigating the Arab world
- Analyze the rise and fall of modern Arab nationalism
- Analyze the relationship between Islamic religion, Islamist political ideologies, and secular ideologies in the Arab world
- Study the complex economic, political, and religious precursors to the so-called Arab Spring
- Evaluate the current problems that plague Syria, Saudi Arabia, Egypt and other Arab nations caught in violent struggles
- Analyze the different Islamist factions and their international connections
- Develop possible future scenarios in the Arab world and potential opportunities for U.S. policy to steer the region toward greater stability and tolerance

DMA631.   Strategic Issues in the Asia-Pacific Region (3)
China's increasing aggressiveness in the South China and East China Seas pose major impediments to regional stability in East Asia and the Pacific. This course considers the potential effects of a North Korean implosion, violence in the South China Sea, Sino-Japanese hostilities in the Senkakus/Diaoyutai on US interests and the regional balance of power.

At the completion of this course, students will be able to:
- Identify some key security policy challenges and opportunities in the Asia-Pacific region.
- Assessing the applicability of various concepts and theoretical traditions to explain concrete developments in Asian security.
- Appreciate the relevance of historical context to contemporary Asian security developments.
- Explore possible courses of action available to U.S. policymakers
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA632.   Strategic Issues in North Korea (3)
This course will examine the origins of North Korea during the mid-twentieth century and its relationship to both China and the Soviet Union. Its evolution into the world's closest society and the leadership's decision to resort to nuclear threat for political blackmail will be studied in the context of the Western, and specifically American, response. North Korean negotiating style and its use of propaganda will be explored in depth. The human rights situation and international reactions are discussed in the context of national security, especially as it involves the recent close relationship with Iran.

The objectives of this course are:
- To understand the origins of North Korea
- To appreciate the strategic goals of the North Korean regime
- To analyze the strategic implications of U.S. actions
- To learn about North Korean negotiating techniques
- To assess possible future approaches to North Korea

DMA633.   Strategic Issues in East-Central Europe and Eurasia (3)
The post-Cold War nations of East-Central Europe and the former Soviet Union have followed very different paths, some choosing more economic and political freedom while others have clung to state control over the people's lives, with predictable results. The effect of joining the EU has proved a mixed blessing, while Russia's aggressive behavior toward its former colonies has created a sense of deep uncertainty and dismay, particularly in such places as the Caucasus, the Baltics, and the Balkans. This course will explore the historical context of the contemporary strategic landscape, with particular emphasis on the uses of post-communist nationalism.

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

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

DMA634.   Strategic Issues in Africa (3)
As the unrest throughout the Middle East has spread to the surrounding areas, Africa has become another breeding ground for terrorism in North Africa (al-Qaeda) and Nigeria (Boko Haram).

Environmental issues, famine, ethnic warfare, and the resulting movement of peoples across borders compound regional security problems. This course also considers Africa's economic growth as a possible stabilizing influence. Emphasis will be placed on the efforts of the international community to address such problems as pervasive corruption, the effect of AIDS, and the failure to consider Africa as a higher priority among the security concerns of developed states, especially the US. It will also examine the role of weak state institutions in attracting emerging threats from piracy, narcotics trafficking and organized crime.

After completing this course, students will be able to:

- Understand the evolution of US policy toward Africa
- Learn to appreciate Africa's enormous economic and political diversity
- Analyze the tensions arising from terrorist activity in Northern Africa and spreading throughout the continent
- Assess the relative relevance of ethnic and religious diversity in Africa
- Explore the interests of China in Africa and the implications for US national security
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations

DMA635.   Strategic Issues in the Middle East (3)

The Israeli-Palestinian conflict, which has dominated world attention in this region since the end of World War II, has virtually eclipsed other problems that have plagued this region for centuries, resulting in both an incomplete understanding of that conflict and its surrounding environment. The enormous challenges that continue to plague the Middle East include: the proliferation of weapons of mass destruction, a restive youth population that is increasingly radicalized and economically disadvantaged, explosive sectarian and ethnic divisions, and a deep distrust and resentment of the West which is blamed for real and imagined crimes instead of searching within for the source of malaise. Yet there are rays of hope, especially as Israel becomes more involved in international trade and its foes are weakened from internecine warfare and perhaps a more realistic appraisal of the global situation.

Through this course, students will be able to:
- Understand the historical context of the Israeli-Palestinian conflict
- Appreciate the relationship between the U.S. and the Middle Eastern culture and history
- Explore the economic dimensions of the complex array of Middle East conflicts
- Communicate ideas clearly, concisely, and effectively in writing, discussions, and presentations.

DMA701.   Radical Islamic Movements (3)

This course will examine the ideological and structural origins of radical Islamic movements as a major political force in the modern Middle East, and will discuss their opposing role in different nations varying from civic participation to terrorism. It will investigate the various ideological trends among these movements. In particular, it 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; the compatibility between Islam and democracy; women's rights and their inclusion in governance; and views toward the Arab-Israeli dispute. The course will analyze

movements such as Hamas, Hezbollah, Muslim Brotherhood, the Iranian revolutionary regime, al-Qaeda, and Islamic State.

DMA702.   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.

Additional Courses

DMA636.   Fundamentals of Report Writing (1)
Clear and concise communication between the field and headquarters is essential to senior management's understanding of international developments that it seeks to influence. The course uses the writing styles of CIA and the State Department as the models of good report writing.

After completing this course, students will know how to write reports for employment in the national security community.

DMA637.   Fundamentals of Argumentation and Logic (non-credit workshop)
Logic as an analytical discipline presents a valuable tool to any analyst seeking to process disparate pieces of information quickly and determine relevance. This non-credit workshop offers an option to students to learn the basics of logic and how it can assist their duties in the intelligence, defense, and national security fields. This course is designed primarily for students who are writing their Masters' thesis. It deals with the elements of argument, including informal fallacies, hypothesis testing, and the basic principles of induction. In addition, the student will review basic writing skills and elements of style. Through this course, students will be able to write effective, well-reasoned arguments in a clear and concise language.

DMA638.   Communication with Nonprofessionals (non-credit workshop)
With the increasing ease of information-sharing, opportunities for misunderstanding abound. More than ever before, it is important for professionals to communicate with nonprofessional audiences in clear and concise language that breaks complicated concepts down without the use of jargon, and while filling in details that are difficult for the outsider to understand. This non-credit workshop offers an option to students to practice writing and communication skills that will encourage interest among civilian readers and concisely inform civilian oversight of complex issues in order to create sound policy.

DMA671.   Military Strategy I (3)
This is a course on the history and practice of formulating US Military Strategy from its inception to the present. It prepares students for service at the strategic level through the study of key national security issues, national security policy and strategy formulation, the instruments of national power and the U.S. Government processes for integrating, balancing, and synchronizing the instruments of power in promoting and protecting the national interest.   Additionally, key national strategy documents to include the National Security Strategy (NSS), National Defense Strategy (NDS) and the National Military Strategy (NMS) are examined as products of the strategy formulation process. Students will be introduced to the Theorists who have influenced National Military Strategy and the historical perspective of formulating National Military Strategy. At the course's conclusion, students will formulate an alternative US National Military Strategy.

DMA800.   Thesis (3)
All MA students are required to write a thesis on a topic selected from one of three elements: Security and Leadership, Intelligence, or Information Operations. 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 to be publishable and intended to present vital new information on a significant aspect of national security.

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